



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
DARE TO BE WISE



Key Stage Languages Lead (German Teacher)

MPS/UPS plus TLR 2B (£5,643)

September 2025

Permanent

Crossgate Moor, Durham, DH1 4SU

www.durhamjohnston.org.uk

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Letter of Introduction

Mrs McFadden
Headteacher

Dear Applicant,

Thank you for your interest in the position of Key Stage Languages Lead.

Durham Johnston Comprehensive School is a happy, successful and dynamic community. We have a national reputation for academic excellence and are well respected in our local community. We highly value our staff and their well-being and allow a significant amount of professional autonomy.

We are looking to recruit a talented and ambitious Key Stage Languages Lead who is both an expert practitioner and a colleague with a deep interest in the subject. The successful candidate will lead either Key Stage 3 or Key Stage 4 and needs to be able to teach GCSE German and, ideally, have the capacity to teach A Level German.

Teachers at our school are passionate about their area of expertise and passionate about social justice. We believe that every child, regardless of social background, has the right to an enriching and rigorous academic education. We all share a commitment to ensuring the children in our care are able to feel safe, happy and supported to achieve their full potential. Our senior leaders and post holders have a genuine commitment to ethical leadership and if you share these values, we would welcome your application.

It is important to note that our intake is fully comprehensive. We have many students joining us in Year 7 with the potential to achieve outstanding success academically alongside students who can find accessing education challenging for a variety of reasons. It is truly important to us that all these students benefit from their time here. We are seeking teachers who can offer academic stretch in addition to focused and engaging learning in the classroom. You should also have a genuine commitment to inclusion and ensuring that every child you teach benefits from your outstanding subject knowledge.

We encourage colleagues at any stage in their career to apply to work in our school. We will always appoint the best person for our school community regardless of age or experience.

Informal visits to the school are welcome. If you would like to visit the school, please email school@durhamjohnston.org.uk marked for the attention of Anna Colquitt (Associate Assistant Headteacher) to book an appointment.

In addition to completing the application form we would like you to outline, in no more than two sides of A4 paper, why your experience and personal qualities make you a strong candidate for this post, especially in relation to the job description and person specification.

The closing date is **9.00am on Monday 19th May 2025**. If you are returning your application by email please use the following address: recruitment@durhamjohnston.org.uk

We look forward to hearing from you.

Yours faithfully,



Rosslyn McFadden
Headteacher

Advertisement

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Key Stage Languages Lead MPS/UPS plus TLR2b

Required for September 2025

Permanent

Durham Johnston Comprehensive School is a high achieving school which offers high levels of autonomy to staff and consequently has a track record of academic excellence. We are looking to appoint a truly effective practitioner to lead a Key Stage in our high-achieving Languages Department.

The successful candidate will lead either Key Stage 3 or Key Stage 4 and needs to be able to teach GCSE German and, ideally, have the capacity to teach A Level German.

Teachers at our school are passionate about their subject and passionate about social justice. We believe that every child, regardless of social background, has the right to an enriching and rigorous academic education. We all share a commitment to ensuring the children in our care are able to feel safe, happy and supported to achieve their full potential. If you share these values we would welcome your application.

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“Durham Johnston Comprehensive School is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check.

As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.”.

Closing Date: 9.00am on Monday 19th May 2025.

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recruitment@durhamjohnston.org.uk

Job Description

*Key Stage Languages Lead MPS/UPS plus TLR2b
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At Durham Johnston Comprehensive School everyone's first responsibility is to work towards the fulfilment of the school plan. While job descriptions vary, our common commitment to the welfare and success of our young people does not.

General Responsibilities

- To demonstrate, by professional behaviour, leadership and outcomes commitment to Durham Johnston's ongoing success.
- To uphold the ethos, aims and values of Durham Johnston, its policies and codes of practice at all times and in all circumstances.
- To be a role model for high standards of teaching and learning in Languages promoting high expectations, strong teaching, and effective assessment within the department.
- To work with the Subject Leader to support, develop and manage colleagues and to create and maintain a strong positive culture of collaboration.
- To maintain very effective communication systems, within the department, with the senior leadership team, other teachers, support staff, the local community and professional partnerships.
- To always think about the impact of new initiatives and ideas on the wellbeing of colleagues and students. To do all that you can to reduce unnecessary workload.
- To contribute to the departmental improvement plan, support the planning and implementation of departmental CPD and quality assurance processes.
- To facilitate and encourage learning experiences in Languages which provide learners with opportunities beyond the normal curriculum offer.
- To support at Open Evenings and PIPs.
- To support the Subject Leader in managing the day-to-day tasks within the department such as planning and leading department meetings and preparing cover work for absent colleagues.
- To work with the Subject Leader to support colleagues in maintaining discipline and good order within the department, around school and while on duty in line with the school behaviour policy and systems.

Specific Responsibilities

To take joint responsibility with the Subject Leader for a Languages Key Stage (3 or 4) including:

- Achievement, examination reviews, ATT reports and other monitoring as discussed with the SL and LG for a Languages Key Stage.
- Implementing and delivering an appropriately broad, balanced, relevant and inclusive Languages curriculum for all learners with the support of other subject specialists and post holders within the department.
- Monitoring and further developing curriculum plans for the teaching of Languages across a Key Stage and ensuring their successful implementation.

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- Reviewing and quality assuring assessments in a Languages Key Stage to ensure implementation of an effective assessment framework that is consistent, accurate and reliable, and aligns with the curriculum. For Key Stage 4 this includes mock exams.
- Leading the creation and distribution of resources in a Languages Key Stage to the department and to identify where new resources are required, to delegate development of such where reasonable.
- Leading on work sampling in a Languages Key Stage to ensure marking and feedback is in line with the departmental policy, taking action with colleagues where this is not so.
- Actively collaborating with and supporting other staff to develop their own teaching practice through discussion, planning, observations, book monitoring and modelling of lessons.
- Keeping up to date with recent developments in Languages, sharing key information and disseminating best practice with colleagues.
- Monitoring standards of attainment and progress in a Languages Key Stage using National, local and internal school data to for all groups of pupils.
- Monitoring the progress of students in a Languages Key Stage, identifying students who require support, implementing appropriate intervention and evaluating the impact.
- Being a focal point for colleagues' teaching and learning concerns relating to a Languages Key Stage and to offer support and advice.
- Supporting any ECT and/ or ITT student within the Languages department.
- Taking a leading role at the relevant Key Stage Open Evening.
- Organising and coordinating student mentoring and tutoring in a Languages Key Stage.
- Liaising with pastoral teams to ensure SEN and EAL pupils receive additional support for Languages across a Key Stage where necessary.
- Liaising with the SL and pastoral team where behavioural issues affect progress in a Languages Key Stage.
- Liaising with postholders in other curriculum areas to develop cross-curricular resources if required.
- Organising and coordinating additional language entries, enrichment activities and study visits for a Key Stage in Languages.
- Organising and coordinating additional language entries and mock exams liaising with the exams officer (Key Stage 4 only).
- Organising and coordinating KS2 to KS3 Languages transition and feeder primary school liaison (Key Stage 3 only).

This job description is current and was reviewed on 10th April 2025, but following consultation with you, may be altered to reflect or anticipate changes in the job which are commensurate with the salary and job title. All posts will be reviewed annually.

Person Specification

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Essential Requirements

The following points give a list of qualities which are essential for appointment to this post (with the methods by which they will be assessed indicated in brackets).

- An honours degree in an appropriate discipline. (application form)
- An approved teaching qualification. (application form)
- Recent successful teaching experience as a qualified teacher and leadership experience within a school context. (application form, reference)
- The ability to teach Languages at KS3 and KS4. The ability to teach GCSE German and, the capacity to teach A Level German (support would be given). (reference, interviews, lesson)
- The ability and willingness to collaborate effectively with colleagues and to lead them. (reference, interviews)
- Ability to provide and maintain a safe, calm and well-ordered environment for all students, focussed on safeguarding students and developing exemplary behaviour. Supporting others in doing the same.
- A genuine passion for social justice which runs alongside a passion for your subject and the potential to become an excellent teacher at Durham Johnston Comprehensive School. (letter, reference, lesson, interviews)
- A clear understanding of the community that the school operates within and how best to serve all sections of that community, responding effectively to their needs.
- Insistence upon high standards for all students, instilling a keen sense of personal responsibility and accountability for students and colleagues alike. To challenge poor or inappropriate behaviour, when necessary.
- To always consider the impact of new initiatives and ideas on the wellbeing of colleagues and students. To reduce unnecessary workload where possible.
- The ability to communicate effectively with young people from a range of backgrounds. (reference, lesson, interviews)
- Strong organisational skills and the ability to meet deadlines. (reference, interviews)

Commitment to Ethical Leadership

All teachers and postholders at Durham Johnston Comprehensive School are expected to exemplify seven virtues of Ethical Leadership. We define these virtues as:

Trust: Leaders should be trustworthy and reliable. They hold trust on behalf of children and should be beyond reproach. They are honest about their motivations.

Wisdom: Leaders use experience, knowledge, insight, understanding and good sense to make sound judgements. They should demonstrate restraint and self-awareness, act calmly and rationally, exercising moderation and propriety as they serve their schools and colleges wisely.

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Kindness: Leaders demonstrate respect, generosity of spirit, understanding and good temper. Where unavoidable conflict occurs, difficult messages should be given humanely.

Justice: Leaders should be fair, and work for the good of all children. Leaders should work fairly for the good of children from all backgrounds. They should seek to enable all young people to lead useful, happy and fulfilling lives.

Service: Leaders should be conscientious and dutiful. They should demonstrate humility and self-control, supporting the structures and rules which safeguard quality. Their actions should protect high-quality education.

Courage: Leaders should work courageously in the best interests of children and young people. They protect their safety and their right to a broad, effective and creative education. They should hold one another to account courageously.

Optimism: Leaders should be positive and encouraging. Despite difficulties and pressures, we are developing excellent education provision to change the world for the better

Department Overview

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Languages is one of the largest departments at Durham Johnston Comprehensive School with 11 subject specialist teachers offering four different languages: French, German, Spanish and Latin. Most teachers teach French, some with German, and some with Spanish. There is one teacher of Classics. The option to study Ancient Greek also forms part of our super curricular offer. All departmental members are committed to developing the knowledge, skills and understanding of all pupils. We believe that studying Languages is fundamental to young peoples' development and has a special role in securing their futures.

Key Stage 3

The study of languages is important at all levels of society and as such features significantly in our ambitious Key Stage 3 curriculum. The ability to communicate in multiple languages can give students an advantage in their future career and support success in an increasingly global business community. Equally, the study of languages can help foster positive attitudes to people from different backgrounds; promote tolerance and empathy and develop an understanding of different cultures and traditions.

In Year 7, students' study two hours of French a week and do a carousel with a term each of German, Latin and Spanish. Students then choose any two of these four languages to continue in Years 8 and 9 and study each for two hours a week.

Further details of the content that Years 7-9 study for each language can be found on the 'Learning' section of the school website (<https://durhamjohnston.org.uk/learning/introduction>).

Key Stage 4

At GCSE we follow the AQA specifications for French, German and Spanish. We follow the EDUQAS GCSE course for Latin. Students are taught in mixed ability groups for all languages at Key Stage 4.

As a school, fulfilling the requirements of the EBacc is not compulsory for any students as we encourage our students to pick subjects they are passionate about and those that support their future aspirations and we have a number of students who therefore choose to study two languages.

Sixth Form

The languages offer at Durham Johnston Sixth Form is strong. For French, German and Spanish we follow the AQA specifications and for Latin we follow the OCR specification. Our highly motivated students work well and enjoy excellent working relationships with teachers. Our A Level results are consistently of a very high standard, ranking us in the top few comprehensive schools nationally and several of our students go on to language-based courses at highly competitive universities.

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Enrichment and Study Visits

The department has played an important role in providing enrichment opportunities at Durham Johnston and has a strong tradition of enrichment activities and study visits. The department facilitates study visits to France, Spain, Italy and Austria.

Staff Development

Regular staff meetings provide times for the Languages team to work together to develop their understanding of key challenges linked to Languages teaching, with a recent focus on curriculum design and assessment. The department traditionally works closely with the PTI to continue to develop their subject expertise.

Due to the unique way performance management works at Durham Johnston opportunities are available for all staff to develop pedagogy using targets to improve teaching rather than focusing on data and class performance.

Context of Durham Johnston Comprehensive School



Core Values

School systems at Durham Johnston are built around five core values which, together, form our ethos and are at the heart of everything that we do.

Academic Excellence: a belief in progress for all.

Acquiring Knowledge: the importance of being an educated person and knowing things.

Social Justice: providing opportunities for all, regardless of background or personal circumstance.

Public Service: the importance of making a contribution to both the school community and wider society.

Diverse Opportunities: a rounded education that 'opens doors' regardless of location or specialism.

It is important to us that anyone wanting to work at Durham Johnston realises that each of our five values are of equal importance. We want our students to gain a high level of academic knowledge, whilst also contributing to the wider community. We also want every child to enjoy such opportunities, regardless of background. Our teachers have a passion for their subject and a determination to ensure that every child, no matter where they grow up, whatever their personal circumstances, whatever life has given or denied them, has the opportunity to fulfil their potential and to be happy.

Leadership

The school is led in a way that seeks to maximise the autonomy of individual classroom teachers and departments, as we recognise that highly dedicated, educated and trained professionals are the people best placed to determine how to teach their subject to the individuals in their classroom. The leadership of the school look to ensure that departments and classroom teachers are supported in a way that allows them to focus on this as much as possible; we keep good order and let our teachers teach.

Pastoral Care

Our pastoral systems help to ensure that every child feels valued and cared for. We believe strongly in the power of community to help make potentially worried or anxious children feel safe and secure, and to provide a sense of collective endeavour. Our tutors play a vital role in this. Tutors can also help students make the most of our vast extra-curricular programme. We are justly proud of the range of sports our young people can take part in and the school has regularly been recognised in the top 1% of sport schools nationally by School Sport magazine. This reflects both

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the range of sports offered, as well as the high standards that many of our students achieve. Our Music Department lead a series of highly popular orchestras and choirs, with the department being recognised as a Music Mark School Member "in recognition of a commitment to providing high quality music education for all children and young people" as well as holding the PTI Mark for Subject Leadership. However, it is not just in these two areas that children can access a wide range of opportunities, our offer extends from coding to gardening; from film club to Ancient Greek. There are clubs for everyone and our young people always meet students with a shared interest. We actively seek to ensure that all children find something they can enjoy during their time at Durham Johnston. We were chosen as The Sunday Times Comprehensive School of the Year for 2019/20 and we are very proud that the award was based upon a wide range of factors, including the opportunities that we provide for students regardless of their backgrounds or personal circumstances.

Staff Wellbeing

The wellbeing of our staff is central to the ethos of Durham Johnston Comprehensive School. We have a strong sense of community within our school and our staff work very hard as a team to support one another. We welcome opportunities to come together as a staff and these can range from tea and scones in the staff room, to the highly competitive end of term departmental quizzes. Many staff socialise both inside and outside of school and in school run sessions such as sport and fitness clubs and wellbeing sessions. Our staff like each other and enjoy spending time together.

At a leadership level we are committed to the values of ethical leadership and try to model this at all times. As a leadership team we listen and respond to staff concerns and our staff are able to raise problems and tough issues when necessary. In a recent staff survey, an overwhelming majority of our staff said they felt well supported by the school's senior leadership team.