



Candidate Information Pack

# *Languages Assistant - Spanish*

*"Pupils thrive here. Leaders and staff  
work together to give pupils every possible  
opportunity to do well and enjoy their education"*

'Outstanding' Ofsted judgement  
October 2021

## The Tiffin Girls' School Vision

Our vision is to provide '**An intellectually stimulating and outward-facing school, enabling students to flourish and contribute to society**'.

The school's motto *sapere aude* – **dare to be wise**, is embodied in its core values of *Community*, *Love of Learning* and *Character*.

### Community:

- Collaboration
- Active Citizens
- Celebrate diversity

### Love of Learning:

- Inspiration
- Embrace knowledge
- Creative & Critical thinking

### Character:

- Integrity & Respect
- Courage & Resilience
- Independence & Initiative



# From the Headteacher

Dear Applicant

## Languages Assistant - Spanish post at The Tiffin Girls' School – commencing 1 October 2023

Thank you for your interest in the post of Languages Assistant - Spanish at The Tiffin Girls' School. We are looking for someone who is knowledgeable and passionate about their subject, enthusiastic about teaching students who love learning and is committed to contributing to the students' all round development. I hope that the materials we have prepared help you to decide that you would like to apply.

I was drawn to the Headteacher post here because of the wonderful culture and ethos that permeates this remarkable school. Our motto, *sapere aude - dare to be wise*, has been shared by generations of students, especially when singing the school song, and this motto underpins our vision which promotes '**An intellectually stimulating and outward-facing school, enabling students to flourish and contribute to society**'.

Central to achieving this vision are the school's core values of **Community**, celebrating our diverse and inclusive community, promoting a culture of giving and encouraging students to be active citizens in society; a **Love of Learning**, inspiring students to pursue their passions with freedom of intellect and being challenged to think creatively and critically; and **Character**, building resilience, confidence and independence with integrity and respect for others. With our students' commitment to these core values, we aim to be regarded as much for our academic results, as for being a school community that nurtures collaboration and giving back to society, and encourages engagement in a wide and diverse range of extra curricular activities.

Our common values have been the foundation and quiet force behind our success and will continue to be into next year. It's because the staff make the students feel valued and included, they provide great experiences and wonderful memories, they inspire them with their love of their subject and they promote effort that leads to success.

It is all our responsibility to ensure the students not only achieve highly, but also develop the knowledge, skills and confidence to enable them to go out and make a difference in the world, where they will demonstrate ethics, empathy and resilience.

Alongside this focus on our values, every member of this community is committed to safeguarding and promoting the welfare of all our students. We demonstrate our commitment through:

- maintaining an attitude of 'it could happen here';
- when concerned about the welfare of a student, always acting in the interests of the student;
- establishing and maintaining an ethos where students feel secure and are encouraged to talk and are always listened to;
- ensuring that all students know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- including in the curriculum opportunities which will equip students with the skills and knowledge they need to stay safe from harm, to make informed decisions and to know to whom they should turn for help.

I hope that you are excited by what you read and see on the school's website, and that the opportunity to teach in such a successful department is an appealing one. I look forward to receiving your application.



Headteacher

# The Languages Department

At KS3, all students study French and Spanish for one hour a week in Year 7. They then have two one-hour lessons in each language per week in Years 8 and 9. All pupils study French for two one-hour periods in Years 7, 8 and 9. Teaching groups are based on forms in Years 7, 8 and 9.

At KS4, all pupils have the opportunity to study both Spanish and French to GCSE, with the study of at least one being compulsory. Each subject has two one-hour lessons per week. Students follow the AQA specification.

At KS5, both Spanish and French are offered and both follow the AQA specification. We encourage students to pursue as much independent study as possible to immerse them in the cultures of the language as well as prepare them for the demands of Higher Education. A film and a book are studied as part of the AQA specifications.

The Spanish GCSE exam results in 2019 were 96% level 9-8 and 100% level 9-7. The French GCSE results were 83% level 9-8 and 97% level 9-7. At A level, the Spanish results were 100% A\* and A, and the French results were 100% A\* and A.

The departments are committed to extending the students' enthusiasm and enjoyment of Modern Foreign Languages. There is an emphasis on developing speaking skills and encouraging creative approaches to teaching. Amongst other events, Spanish A Level students enjoy a yearly trip to the theatre to see a play in Spanish and French A Level students travel to the French Institute to watch films.

Each department possesses a wide selection of films as well as its own library of texts and magazines. The language rooms are situated together, each with its own interactive whiteboard, projector and computer, set of dictionaries, stock cupboard and classroom display boards for learning, celebration and stimulation.

Our Spanish and French Foreign Language Assistants support small group oral work for A level students as well as one-to-one sessions with GCSE students. Their presence enriches the departments, providing a wider range of native speaker contact with students.

The Heads of the Department of Spanish and French work together to ensure consistency in quality of provision and approach to the rigours of the examination specifications and the skills required by Higher Education courses.

## Our School

The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the students take centre stage. The school is currently home to 1,235 students, aged between 11 and 18, and is now into its 143<sup>rd</sup> year. The school prides itself on encouraging students to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young people ready for their future lives as global citizens.

The students achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim which is to encourage and support the students.

The school is a six form entry selective school, with 180 students in each year group and over 340 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, a drama studio, Learning Resource Centre, music suite and a computer suite of two computer rooms, with bookable laptops, chromebooks and clusters of machines in design technology, music and science. There is a large assembly hall, a separate dining hall and drama facility. Sports facilities include a new Sports Centre, opened in September 2022, two gyms, an astro turf, resurfaced netball and tennis courts. Students in Years 7 to 11 bring their own chromebooks to school to ensure a seamless transition between home and school learning.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, a new teaching block and Sports Centre have been added thanks to the support of our parents, which have provided significant funding when submitting successful capital bids.

### Ofsted

In October 2021, the school was inspected by Ofsted using the new inspection framework introduced in September 2021 and judged to be 'Outstanding' across all categories with an Overall Effectiveness judgement of 'Outstanding'. Governors were delighted with this result which reflects the valued contribution made by every member of staff at the school. The full report is available on the school website here <https://www.tiffingirls.org/Our-School/Key-Documents.aspx>

### Staff

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and with universities.

*"Staff receive high quality training, including those who are new to teaching. Staff continually review and refine their practice. For example, staff have used research-led projects to focus on and boost equality and diversity. Staff feel valued. Leaders listen to staff and do their best to make workload manageable."* Ofsted 2022.

Opportunities for professional development are essential and care is taken to ensure all staff have access to training and new experiences through CPD based on needs identified through appraisal, or for whole school development. Where relevant, non-teaching staff are encouraged to join working parties, recent groups include Equality, Diversity and Inclusion and Behaviour for Learning. The impact of working party research or action is evaluated at the end of each year and reviewed for the following year.

Staff wellbeing is a priority within the school. There is an active Wellbeing Working party, supported by the Senior Leadership team, who identify and implements initiatives to support the positive and inclusive working environment. The latest initiative is focused on the refurbishment of the staffroom.

There is an active staff association, which arranges social activities throughout the year.

## **Admissions**

The school operates a two stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2023-24 are available to read on the website.

In recent years, Governors changed the admissions criteria, promoting greater social responsibility by giving a priority to those living in the inner area and designated area who are from a disadvantaged background, both at Year 7 and Sixth Form entry.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able students.

## **Curriculum**

*“Leaders maintain high academic standards and provide a curriculum that extends far beyond academic study. Pupils flourish, both academically and personally”.* Ofsted 2022.

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one-hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language with students then choosing three further options. All students receive a private study lesson and two PE lessons as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications. In Year 12, we offer a Higher Education Programme and a pastoral programme of activities designed to broaden their education as well as compulsory PE lessons.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving students face. We have therefore developed a comprehensive evidence based pastoral curriculum, one period a week, which has been specifically written for our context and includes many guest speakers.

## **Sixth Form**

Sixth Form students have many opportunities to enrich their educational and social experiences over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme (UK finalists 2020), enrol on the Duke of Edinburgh Award Scheme Gold award, and take part in Chemistry and Biology Olympiads, Engineering Education Scheme, UKMT, debating, university challenge, Model United Nations and a wide range of other clubs and societies.

Sixth Form students support and/or are extensively involved in contributing to Black History Month, our Time to Talk activities and lead on the extensive range of charity work the students are involved in. Alongside this, the students are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge (25 in 2022) and other Russell Group universities, a small number are choosing to study abroad or to take up degree level apprenticeships.

### **Location**

The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

### **Equality and Diversity**

The school celebrates the diversity of its students and staff, and is fully committed to an ongoing programme of review of our equality and diversity practices to ensure all members of the school community are fully accepted and equally valued. We have a Stonewall award and as part of our commitment to an anti-racist strategy, the school is currently working towards an anti-racist school accreditation through the Centre for Race, Education and Decoloniality at Leeds Beckett University.

### **Safeguarding at The Tiffin Girls' School**

In support of our safeguarding commitment, we undertake rigorous pre-employment, online searches and enhanced Disclosure and Barring service (with Barred List) checks on appointment. The school complies with the DBS Code of Practice and with the statutory guidance, Keeping Children Safe in Education, as updated from time to time. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health & Safety, Data Protection and Secure Data Handling policies and to our various Safeguarding documents. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Claire Russam, HR Director on [recruitment@tiffingirls.org](mailto:recruitment@tiffingirls.org).

Our safeguarding policy is available for you to read on our website at [www.tiffingirls.org](http://www.tiffingirls.org) under the tab 'Our School' and the page headed 'Key Documents'.

## Job Description

Under the direction of the Head of Spanish, the language assistant:

- works on their own with small groups of A Level students to help them develop their speaking skills through oral exam practice and general conversation focused around the A Level topics;
- works with classroom teachers to help prepare GCSE students for their speaking exam;
- creates teaching resources to support their work and that of the Spanish department;
- provides extra support to GCSE and A Level students when required;
- contributes to extra-curricular activities (e.g. lunchtime clubs) within the department;
- supports the department in a variety of tasks when required (e.g. administration, marking).

The successful candidate will ideally have an interest in or experience of working in an education environment, and possess excellent interpersonal skills, together with a positive, professional manner.



# Why choose The Tiffin Girls' School?

## Mrs Nimmi Dhillon

Cover Coordinator



“ I really do like working with people – dealing with the children, staff and visitors. It can be challenging but it's rewarding as well. Especially interacting with the students, seeing them through a seven year cycle and beyond – sometimes you see them again and they remember you. Being a first aider too, I get to know them a bit more. I'm always willing to help. There was really a lot to learn when I started, not having worked in a school before. And every day is different, the role is very varied. I've had training in First Aid and recently in student wellbeing support, which I volunteered for. I went as a helper on a Duke of Edinburgh trip camping in the Peak District and I really did enjoy that. I can't believe I've been here 14 years but it's been 14 years of constant change. Every year has got better and better. My confidence has really grown since I started here. It's the people – the pupils and the staff – who make it special here. ”

## Mr Chris Cornwell

Physics Technician



“ I enjoy knowing my support to the teachers has contributed to the students' understanding and enjoyment of science in a small way. I enjoy participating in lessons, as I'm asked to demonstrate the equipment sometimes. Also I get to go on the school trips, like the Science and Natural History museums. When I started 15 years ago I was really impressed with how supportive the school and fellow technicians were, and they still are. Being a technician is very rewarding and interesting, while also being convenient. I could drop my kids at school when they were younger, then pick them up and no additional childcare was needed. It made it a good choice to work in a school and it still stretches me. The curriculum changes quite regularly so you have to think of new ways of presenting the lessons. Every week is different, and I really enjoy the students' enthusiasm and their reactions to the equipment I've set up. ”

## Mrs Hannah Rogers

D&T Technician



“ I came from a textile design background and my degree was in textile design, so a bit different to what I do here. I used to design and also manage a studio in my textile life. After having my children, I felt I wanted something that would be giving back a bit more, and not so commercial. I can now give back some of the things I learned in that career. I hadn't worked in DT before but when I read the advert I realised it could suit me quite well – and the advert said training would be provided. The highlight has been learning how to use the machines and even how to fix them. I've learned so much. If it was me of two years' ago meeting me now, I would be amazed! The training has been brilliant, as has the general support from the department. It's special because the staff and pupils are just lovely. I'd never worked with teenagers before and I was a bit worried about that, but I wish I'd known how polite willing to learn they are. ”

# Benefits of working at The Tiffin Girls' School

All of our employees enjoy a range of benefits, with some specific benefits for teaching staff:

- Two week October half term
- Free tea and coffee in the staffroom with regular wellbeing weeks
- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- Free on-site parking
- Cycle to Work Scheme (salary sacrifice)
- Enhanced maternity benefits and consideration given to flexible working where possible
- An Employee Assistance Programme including free at the point of use counselling
- Free lunch and refreshments on Inset days
- A busy Staff Association who arrange social events
- Staff discount on hiring the school facilities (single booking only) <https://facilities.tiffingirls.org/>

## Teaching Staff benefits:

- Membership of the Teachers' Pension Scheme: *the school contributes 23.68% of salary*
- Generous Teaching & Learning Responsibility allowances to recognise positions of responsibility
- The opportunity to participate in a wide range of working parties to enhance and influence working practices and pedagogy irrespective of your experience
- A structured CPD programme with elements of selective CPD so that you can tailor your personal development to meet your needs