



The John of Gaunt School

*A Community Academy*

Excellence Every Day

APPLICATION PACK





## The John of Gaunt School

*A Community Academy*

### Our Mission

Our mission is to make sure that all our students, regardless of their circumstances, discover their personal best and thrive academically, individually and socially.

We are relentless in driving high expectations and make no apology for ensuring high standards across the school. We will continually ensure every student achieve excellent results, with high-quality teaching and a first-class curriculum, underpinned by outstanding cultural capital experiences and exceptional pastoral care.

### Ethos and Culture

We are a highly inclusive school that blends nurturing individual care with high standards and expectations.

Our students are proud of their school and are happy, ambitious, inquisitive learners. They thrive on a curriculum and character education programme that takes place in classrooms, and includes clubs, trips and activities. Our ethos is underpinned by strong relationships between students, parents, carers, staff and governors, who all work tirelessly together to ensure students develop their individual characteristics to be successful at school and beyond.

### Values

- **Excellence**  
We strive for greatness in everything we set our minds to. We endeavour to do our very best and excel in all aspects of school life.
- **Respect**  
We treat others in our diverse, inclusive community as we wish to be treated. We acknowledge individual differences yet join together in an uncompromising respect for each other.
- **Responsibility**  
We understand that we own our actions. We work hard to understand our emotions and manage them effectively, whilst ensuring we put any mistakes right.
- **Resilience**  
When we encounter challenges, we persevere and bounce back. We see setbacks as stepping stones to success and always give 100%.
- **Ambition**  
Our ambition knows no limits. We will push ourselves to be the best version of ourselves to ensure success.





**The John of Gaunt School**  
A Community Academy

## **MFL Teacher Full Time, Maternity Contract**

Dear Applicant

I am delighted that you have shown an interest in this post at The John of Gaunt School which it is anticipated will start 28<sup>th</sup> February 2022. You will join a committed and highly talented staff team with a supportive Governing Body who share high ambitions and the desire of excellence for our students. This is a truly exciting time to join our growing, forward thinking school.

We are looking for a talented and passionate practitioner, whether experienced and looking for a fresh challenge or new to the profession. We run a very strong NQT programme for those new to the profession but this post also offers the possibility of leadership opportunities for the right candidate.

You will have the drive to inspire our students, the skills and knowledge to teach Spanish to A level and share our commitment to raising the achievement of every student. You will need to bring a sense of energy to the role and a desire to continually improve.

You will find several documents within this pack. The application form can be accessed via our website <http://johnofgauntschool.org/staff/current-vacancies>

The John of Gaunt School is large and dynamic school with approximately 1200 students on roll. We are a single Academy and actively promote collaboration with our feeder primary schools through the Trowbridge Schools' Social Enterprise - Collaborative Schools Ltd and the West Wiltshire Alliance; a partnership of 8 secondary schools and Wiltshire College. Our school roll is rising significantly each year and our reputation has accelerated over the last two years. We are now at the forefront educational practice and we are delighted that our recent changes are accelerating the progress of our students.

In your covering letter, which should be no longer than 2 sides of A4, please provide examples of how you meet the requirements of the person specification and outline how you think your current experience has prepared you for this role. Your application form and covering letter should be addressed to Paul Skipp and returned via email to [ebaldwin@jogschool.org](mailto:ebaldwin@jogschool.org)

The closing date for applications is Thursday 7<sup>th</sup> October at 10am. If you haven't heard from us by 20<sup>th</sup> October, please assume that you will not be called for interview.

Thank you, once again, for your interest in this post. I look forward to reading your application.

Paul Skipp  
Headteacher

Excellence Every Day



## The John of Gaunt School

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### At The John of Gaunt School

We are committed to safeguarding and promoting the welfare of students and expect all staff to share this commitment. A copy of the school's Safeguarding Children in Our School Policy and our Policy and Code of Conduct for Safe Practice are included in this pack for your reference. Further related policies will be included in the induction process. The interview will seek clarification on information you provide on your application form, assess your suitability for the post and assess your suitability to work in an environment where you will have contact with students. It will include questions relating to safeguarding and promoting the welfare of children.

If you are shortlisted references will be sought from your current or most recent employer and any issues arising from a reference will be discussed at interview. If you have worked with children in the past, but do not do so at the moment, a reference will be sought from this employer as well. If you have been self-employed, please provide statements or evidence from your clients/accountant or solicitor. References will be required which cover the past 5 years.

The application form asks you to give the contact details of a 'personal referee'; this should not be a relative or friend. Please give names and email contacts for all referees. The post will only be offered once two satisfactory references have been received.

Due to the nature of this post, you will be required to apply for a Disclosure from the DBS (Disclosure and Barring Service) if you are offered the post. Disclosure will contain details of formal cautions, reprimands and final warnings, as well as convictions. The school will apply on your behalf and will pay the necessary fee.

Having a criminal conviction will not automatically exclude you from employment, this will depend on the nature of the position and the circumstances and background of the offences committed. However, an offer of employment will be conditional until DBS and medical clearance have been received.

*"A Good School"*

OFSTED, JUNE 18

*"A highly inclusive school... committed to the success of every pupil"*

OFSTED, JUNE 18

# Excellence Every Day

Headteacher: Mr P Skipp



## **MFL TEACHER FULL TIME, MATERNITY CONTRACT**

We are seeking to appoint a dynamic and committed MFL Teacher able to teach Spanish to A level to cover during the period of a colleague's maternity leave. It is anticipated that this post will start on 28<sup>th</sup> February 2022.

You will have the skills and drive to inspire our students, coupled with high expectations and strong interpersonal skills. You will be joining a team of enthusiastic and dedicated teachers, who care passionately about their students and are committed to raising standards and enjoyment in the subject.

We are looking for a colleague with:

- a commitment to raising student achievement at all levels
- an imaginative and creative approach to teaching and learning
- a shared belief in our inclusive ethos.

A commitment to help all young people and staff to achieve their best, and a shared belief in our inclusive ethos is expected of all staff.

As an employer we are committed to offering equal opportunities to all. We particularly welcome applicants from Black, Asian and minority ethnic (BAME) backgrounds as they are currently underrepresented in our school. All appointments will be made on merit and take account of the skills and experiences required for the role.

**Closing date for applications is 10.00 am on Thursday 7<sup>th</sup> October 2021**  
**Interviews to be held week beginning 11<sup>th</sup> October 2021**

An information pack and application form are available on our website  
<http://johnofgauntschool.org/staff/current-vacancies/>

**CVs will not be considered.**



## **MFL Teacher Job Description Maternity Contract**

- Start Date:
- anticipated start date - 28<sup>th</sup> February 2021
- Working Hours:
- Full time
- Accountability:
- Accountable to the Headteacher.
  - Under the daily leadership of Director of Learning
- Safeguarding:
- The John of Gaunt School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and individually take responsibility for doing so.
  - The postholder must hold enhanced DBS clearance.
- Comment:
- This job description will be reviewed annually as part of our Performance Management process and may be subject to amendment or modification at any time after consultation with the post holder. It is not comprehensive but sets out the main expectations of the school.



## **MFL Teacher Job Description cont.**

### **Teaching & Learning:**

- To manage student learning through effective teaching in accordance with subject schemes of work and policies.
- To embrace whole school initiatives.
- To teach across the full age and ability range, as required.
- To deliver small group intervention sessions, as required.
- To teach a second subject, as required.
- To plan differentiated lessons which meet the needs of all abilities, including those with SEN and most able students.
- To set homework regularly in accordance with the school's policy.
- To encourage independent learning.
- To promote learner self-esteem and a positive academic self-concept.
- To work effectively as a member of the subject team to improve the quality of teaching and learning.
- To deepen learner knowledge and understanding and to maximise their achievement.
- To use positive behaviour management techniques based on mutual respect and recognising that every child matters.

### **Monitoring, Assessment, Recording, Reporting and Accountability**

- To ensure all students receive regular, effective feedback on their work which promotes learning.
- To be immediately responsible for learner tracking, recording and reporting.
- To work with the Individual Learning Department (SEN) where necessary eg to effectively use IEPs to match curriculum materials and approaches to meeting learner needs.
- To assess learners' work and use findings to inform future planning, teaching and subject development.
- To produce informative, helpful and accurate reports to parents.
- To plan lessons and keep an accurate record of learner progress.



## **MFL Teacher Job Description cont.**

### **Knowledge and Understanding**

- To have a thorough and up-to-date knowledge of all the national curriculum and examination courses.
- To keep up-to-date with research and development in pedagogy both within the subject and as a teacher/learner.

### **Professional Standards and Development**

- You are expected to be a role model to learners through personal presentation and professional conduct.
- To be punctual to lessons and meetings.
- To support school policies.
- To strive for personal and professional development.
- To be involved in extra-curricular activities, including trips and exchanges abroad.
- To liaise effectively with parents and other stakeholders involved with education and welfare.
- To undertake any reasonable task requested by the Head of Subject or Director of Learning.
- To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.

### **Pastoral Duties**

- Every subject teacher is expected to be a tutor.

### **NQTs only**

- To aim to pass the standards at the end of the induction period to maintain QTS.
- To take full advantage of the school's induction programme.
- To seek advice and guidance.
- To engage in reflective self-analysis of professional practice.
- To play an active part in the everyday life of the school.



## MFL Teacher Person Specification

	Essential	Desirable	Assessed by
Qualifications	<ul style="list-style-type: none"> <li>• DfES recognised Qualified Teacher Status</li> <li>• Graduate in a relevant subject</li> </ul>	<ul style="list-style-type: none"> <li>• Further relevant qualifications</li> </ul>	Application form
Experience	<ul style="list-style-type: none"> <li>• Successful teaching experience at secondary level</li> <li>• Contribution to effective curriculum planning</li> <li>• Teaching languages in a secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching A level Spanish</li> <li>• Extra-curricular activities</li> <li>• Teaching an additional subject</li> </ul>	Application form, interview and references
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the National Curriculum requirements</li> <li>• The ability to recognise outstanding classroom practice</li> <li>• Competence in using student data to monitor and improve performance</li> <li>• Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students including SEN, EAL and high achievers</li> <li>• Understanding of how to differentiate learning activities</li> <li>• Understanding of the importance of having high expectations for all students, both of behaviour and academic achievement</li> <li>• Confidence in using ICT to support teaching</li> <li>• Aware of current trends in MFL teaching</li> <li>• Knowledge of the role of, and understanding the importance of, being a form tutor</li> </ul>	<ul style="list-style-type: none"> <li>• How to foster extra-curricular involvement</li> <li>• Removing barriers to learning</li> </ul>	Application form, references and interview

## Person Specification cont.

	Essential	Desirable	Assessed by
Professional Skills	<ul style="list-style-type: none"> <li>• An excellent classroom practitioner</li> <li>• Evidence of delivering effective lessons which lead to at least 'good' progress</li> <li>• Good level of ICT skills</li> <li>• The ability to inspire, develop and motivate students and raise their aspirations through a range of strategies eg assessment for learning</li> <li>• Clear and effective communication in both writing and speaking</li> <li>• Ability to manage young people effectively</li> <li>• Excellent organisation and management of resources</li> <li>• Ability to set targets for students in order to raise achievement</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with young people</li> <li>• Ability to engage effectively with parents to support learning</li> <li>• Ability to converse at ease in accurate spoken English</li> </ul>		Interview and references
Requirements	<ul style="list-style-type: none"> <li>• A positive role model for students</li> <li>• Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels</li> <li>• Energy and drive</li> <li>• Commitment to contributing to school life as a whole and willingness to be involved with clubs and community projects including trips and exchanges abroad</li> <li>• Ability to work as part of a team and to develop and maintain positive relationships with teaching and support staff</li> <li>• Willingness to seek further professional development</li> <li>• Share high expectations of achievement, teaching and behaviour</li> <li>• The ability to establish and maintain personal credibility amongst staff, students, parents and governors</li> <li>• A commitment to continual improvement and excellence</li> <li>• Ability to work effectively as part of a team</li> <li>• Solution focussed</li> <li>• Committed to safeguarding and promoting the welfare of children</li> <li>• Committed to anti-discriminatory practice</li> <li>• Follow confidentiality protocol</li> <li>• Hold enhanced DBS certificate</li> </ul>	<ul style="list-style-type: none"> <li>• A healthy sense of perspective</li> <li>• Ambitious to further career</li> </ul>	Interview



## MFL Faculty Description

The Faculty is managed by the Director of Learning who is assisted by a Deputy Director of Learning. A hallmark of the Faculty's work is the extremely high quality of classroom teaching from a forward-looking, enthusiastic and caring team.

### Organisation of Teaching

The Faculty teaches Spanish to the whole ability range in Years 7, 8 and 9, and French to the most able in Years 8 and 9.

In Year 7 Spanish is taught in sets based on prior information from Primary school, but from Year 8 students are setted according to their attainment with us in Year 7, with the top set in each year half starting French. These groupings are flexible and there is often movement between groups. Key Stage 3 students have 4 lessons a fortnight (The John of Gaunt School has a two week timetable) although in Year 8 this increases to 5 hours for the top set, who have 3 of these for French.

At KS4 a modern language is optional. We have 3 Spanish sets and one French set in year 10 who have opted for GCSE. We have a 2 year KS4 curriculum, with 5 lessons per fortnight in each of years 9, 10 and 11.

We almost always run AS and A2 groups in Spanish, typically of between 5 and 10 in number, although A level French teaching has been sporadic through the years due to a lack of take-up. We currently have Spanish groups in years 12 and 13 and expect this to continue to be the case. Almost every year, students from John of Gaunt go on to study one or more languages at degree level and we have had students accepted to read languages at Oxford and Cambridge.

### Rooms and Facilities

The Faculty is housed on the first floor of the Dunston building and all MFL teaching takes place there. Currently, all members of staff in the faculty have their own permanent teaching bases. In addition, there is a Faculty Office which provides storage as well as a working area for all members of the Faculty, including 2 computers which are linked to the school network and have internet access. Three other smaller rooms (one with satellite TV facilities and PCs for 6th form independent study) are used for other small group work, and there is another large walk-in storage area.

The classrooms all have ceiling-mounted data projectors and all staff have their own laptop computers. The Faculty is committed to developing the use of ICT in language teaching and we have raised funds through a sponsored spell to enable us to purchase extra ICT equipment. We have bought or subscribe to such resources as Boardworks, Task Magic, Kerboodle and Quizlet which we use extensively to support our teaching.



### **Course Books**

These are becoming less important to us as interactive ICT delivery increases, but we have sets of several publications and accompanying listening resources in both languages.

At KS4 and KS5 we use Kerboodle, as well as drawing on a variety of books and other materials to support our teaching.

At all levels we create and share resources such as PowerPoint presentations, worksheets and other interactive materials and we have a well-established and growing area on the office PC where these resources are stored and accessed by us all.

### **Visits Abroad**

We run a successful programme of visits and exchanges to both France and Spain. These include short visits to Spain in the summer of Year 7 as well as exchanges to Charenton-le-Pont (Trowbridge's twin town on the outskirts of Paris) and Murcia, in south-eastern Spain, on an alternating basis. Our A level students also have the chance to take part in work experience visits or exchanges.

### **Staffing**

The Faculty currently consists of 4 full time and 1 part-time teaching staff. Our 6<sup>th</sup> form students have one-to-one time with a Spanish Foreign Language Assistant.

The Modern Languages Faculty is at the forefront of innovation within the school and we welcome new colleagues who have fresh ideas and can contribute to ways of improving our professional performance and raising student achievement.



## Essentials of Teaching the JOG Way

Area	Essentials	Tools
<b>Behaviour and Engagement</b>	<ul style="list-style-type: none"> <li>✓ Lessons start with Meet, Greet, Stand and Seat.</li> <li>✓ Correct use of the behaviour system results in disruption free learning.</li> <li>✓ Positive student choices and effort are rewarded.</li> <li>✓ Expectations of student talk (silent/discussion) are made explicit in all activities.</li> <li>✓ Active engagement of all students happens through Cold Call questioning.</li> <li>✓ Established class routines help maximise learning time.</li> <li>✓ Lessons end with silent dismissal</li> </ul>	<ul style="list-style-type: none"> <li>★ Meet, greet, stand and seat</li> <li>★ Thumbs up and down icons</li> <li>★ Class Charts</li> <li>★ Behaviour expectations flow chart</li> <li>★ Organised resources</li> <li>★ Routines for distributing books</li> <li>★ Cold Call Questioning</li> </ul>
<b>Quality of Instruction</b>	<ul style="list-style-type: none"> <li>✓ A clear learning aim and related success criteria make the purpose of lessons explicit.</li> <li>✓ Lessons begin with a review of previous learning.</li> <li>✓ Explanations are highly effective.</li> <li>✓ Student understanding is secure before learning moves on.</li> <li>✓ Exam literacy and skill are developed through frequent guided practice and application.</li> <li>✓ Students practise applying their learning to achieve mastery.</li> <li>✓ Independent application follows guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>★ Low stakes quizzing</li> <li>★ Interleaving</li> <li>★ Knowledge Organisers</li> <li>★ Online resources e.g. Hegarty Maths, Memrise, Quizlet</li> <li>★ Exam questions and PLCs</li> </ul>
<b>Support and Challenge</b>	<ul style="list-style-type: none"> <li>✓ Teaching is pitched high in every lesson, providing challenge to the most able.</li> <li>✓ It is also adaptive to the differing needs of students as they emerge.</li> <li>✓ Learning is supported and scaffolded where needed.</li> <li>✓ SEN-friendly teaching strategies are employed.</li> </ul>	<ul style="list-style-type: none"> <li>★ Class Charts notes showing differentiated strategies</li> <li>★ Alternative methods of recording available</li> <li>★ Coloured backgrounds for slides</li> <li>★ Writing frames</li> </ul>



## Essentials of Teaching the JOG Way

Area	Aspiration	Essentials
<b>Modelling</b>	<ul style="list-style-type: none"><li>✓ Learning is modelled through practical demonstrations or written/drawn responses.</li><li>✓ Models of excellent practice are used to stretch and challenge students</li><li>✓ Models and success criteria are co-created with students.</li><li>✓ Model answers/responses are deconstructed collaboratively.</li></ul>	<ul style="list-style-type: none"><li>★ T4W toolkit: NHTW grids, hands-on vocabulary activities, model answers, boxing up, shared writing text mapping, mime.</li><li>★ Visualiser</li><li>★ Flip-chart</li></ul>
<b>Questioning</b>	<ul style="list-style-type: none"><li>✓ Cold call questioning is used to engage all learners.</li><li>✓ Questions are bounced around the room rather than back and forth between teacher and student.</li><li>✓ Questions are used to diagnose gaps in understanding and/or misconceptions.</li><li>✓ Higher-order questions are pre-planned to challenge.</li></ul>	<ul style="list-style-type: none"><li>★ Cold Call Questioning</li><li>★ Think-pair-share</li><li>★ Pose Pause Pounce Bounce</li><li>★ Question stems</li></ul>
<b>Feedback</b>	<ul style="list-style-type: none"><li>✓ Formative feedback is given throughout lessons.</li><li>✓ Marking type and frequency matches school policy.</li><li>✓ Next Steps are clear, specific and actionable.</li><li>✓ Students are given time to respond to Next Steps.</li><li>✓ Progress over time is evident in student GEM work.</li><li>✓ Presentation and effort over time are consistent or improve.</li></ul>	<ul style="list-style-type: none"><li>★ Red pen (teachers/TAs)</li><li>★ Green pen (student RTM)</li><li>★ Mobile marking (teacher and TA)</li><li>★ Diagnostic marking grids</li><li>★ GEM resources</li></ul>



## The John of Gaunt School

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### Our Town

The historic woollen town of Trowbridge is the County town of Wiltshire, and situated close to the edge of Salisbury Plain. Trowbridge is a socially diverse and rapidly growing town. With moderately priced housing, the town offers a range of High Street and independent shops, supermarkets, cafés, pubs and restaurants, as well as a weekly street market featuring local stalls and traders. Situated just 25 minutes by road from Bath, with good public transport links nationally, Trowbridge provides a great base from which to explore the region, including the world famous landmarks such as Stonehenge and Avebury as well as numerous National Trust and English Heritage sites.

### Our School

As one of 3 secondary schools in Trowbridge, The John of Gaunt School is a fully comprehensive single Academy for students from the ages of 11 – 18, with approximately 1200 students on roll. We are a school for our community and strongly believe in collaboration. We actively promote this with our local primary schools through Collaborative Schools Ltd - a social enterprise incorporating all Trowbridge schools; and the West Wiltshire Alliance. Our strong partnerships with local primaries mean that most students join us already knowing the geography of the school and key staff.



## Our Leadership Structure

Our Headteacher is supported by the Strategic Leadership Team which comprises:

- 1 Deputy Headteacher
- 5 Assistant Headteachers
- 3 Associate members
- Finance and Business Manager

## Our Students

We believe that every student deserves an engaging, inclusive and dynamic curriculum which prepares them for life in the 21st Century. Our curriculum is personalised and aims to meet the needs of all individuals, ensuring students are appropriately challenged.

We believe that high quality teaching is the core purpose of our school. Recruiting, developing and retaining the very best leaders and teachers is of the utmost importance to us. Our staff are hugely talented and dedicated to delivering high quality lessons, within a purposeful learning atmosphere.

We have high expectations and students expect to be challenged. We ensure that learning takes place in a calm and purposeful atmosphere. We know that learning is maximised when students play an active role in lessons and develop the independent skills required to become confident, lifelong learners. As a school we believe that effort leads to success and teachers seek to develop dedication and resilience in all students.

We believe that happy children who feel safe and well supported are more likely to succeed. We pride ourselves on how we know our students as unique individuals and how all are enabled to flourish.





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