



**Application Pack for the position of
Subject Lead Spanish**
Glenthorne High School
Required from September 2025
www.glenthorne.sutton.sch.uk

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DEPARTMENT: MODERN FOREIGN LANGUAGE



The Modern Languages Department is a highly successful department within the school with responsibility for the teaching of French and Spanish to KS3, KS4 and KS5. Uptake at GCSE and A Level are excellent and have grown significantly over the last 5 years.

The Department has a strong curriculum vision. We aim for all Glenthorne students to have a skill for life. No matter what their ability or their background, we want every student to develop the confidence and the skills so that they can go to the Target Culture and be confident and able to use the language they have learnt with us. We endeavour for students to...

- 1) To develop the ability to use the language effectively for the purposes of practical communication.
- 2) To form a sound base for the skills, language and attitudes required for further study, work and leisure.
- 3) To develop an awareness of the processes involved in learning a language.
- 4) To encourage positive attitudes to foreign language learning and to speakers of foreign languages.
- 5) To offer insights into the culture of foreign countries.
- 6) To raise achievement so more students gain an excellent qualification in a language.

All pupils learn French or Spanish in Key Stage 3. All languages at Key Stage 3 are taught for two lessons per week. In year 9 pupils can choose French or Spanish or can opt to do both and have five lessons per fortnight. The uptake for languages at KS4 is approximately 65% of the year group. KS5 have 10 lessons over a fortnight. Enrichment is also offered twice a week for 45 minutes before school for pupils who have the potential to study two languages at KS3 and KS4. We teach the *Pearsons / Edexcel* GCSE course using Studio and Viva GCSE.

All pupils are taught in sets in Year 7 according to their KS2 results and then streamed according to their attainment in MFL in Years 8 and 9, as are Years 10 and 11 where possible. At KS3 we follow Pearson's Studio course for French and Pearson's Viva course for Spanish which ensure smooth transition onto GCSE. All lessons are created, shared and developed within the Department and results and outcomes are outstanding.



Within the Department we place a high priority on using a range of teaching and learning styles and regularly share good practice through mutual observation, following the school's teaching and learning policy, and through discussion at subject meetings. There is a culture of sharing resources and lessons are available for all teachers on Sharepoint and all are encouraged to use these resources to deliver engaging, exciting and outstanding lessons. There is a strong emphasis on working as a team and each full-time member of the department has an area of specific responsibility. Staff are keen to teach communicatively in the target language, to promote the learning of a modern foreign language, and to actively encourage pupils in order to raise achievement and to increase pupils' confidence and motivation.

DEPARTMENT: MODERN FOREIGN LANGUAGE

The Department is committed to extra-curricular activities including an exchange trip to a school in Sélestat, Alsace and to Valencia, Spain. We also run structured remote calls and penfriends with our French and Spanish partner schools. Teachers offer a range of intervention for students frequently after school to ensure all students are learning, achieving and confident in their language studies.

Accommodation is in five specialist rooms, in the newly refurbished languages corridor. The Department also has access to specialist ICT classrooms when required and uses technology innovatively.



JOB DESCRIPTION

POST TITLE:	Subject Lead Spanish
SALARY:	Teachers Main Pay Scale (Outer London) + TLR2b
REPORTING:	Deputy Headteacher

MAIN DUTIES/RESPONSIBILITIES

Key Responsibilities

In addition to their general teaching duties, as laid down in the School Teachers' Pay and Conditions Document, the post holder is accountable to the Headteacher through their line manager and responsible for the following:

Management

- To work collaboratively with Subject Lead French and Line Manager
- To assist Line Manager in the day-to-day running of the department.
- To provide input at MFL Department meetings.
- To represent the MFL Department at relevant working parties and meetings.
- To work closely with Line Manager in the implementation of the MFL Improvement Plan and the writing of the MFL Self Evaluation for French
- To assist Line Manager in supporting colleagues and promoting their professional development, including ECTs and School Direct trainees.

Curriculum

- Take responsibility for KS3 Spanish by taking a leading role in collaborative development of the existing curriculum and assessments that build on progress from KS2.
- Lead KS4 Spanish by working with Line Manager and other KS4 Spanish teachers to enhance the curriculum and to develop existing shared resources and assessments that enable students to achieve the highest grades in the GCSE examinations.
- Lead KS5 Spanish by working with Line Manager and other KS5 Spanish teachers to develop existing schemes of work, shared resources and assessments that enable students to achieve the highest grades in the A Level examinations.
- Track and monitor progress of KS3 pupils in Spanish, ensuring that prior data is used effectively and putting in place appropriate intervention with Line Manager for any underachieving groups, individuals, or gaps in attainment between different groups of students. Organise end of year assessments in French in conjunction with the Exams Officer.
- Ensure that there are appropriate, challenging opportunities for More Able Learners in Spanish at KS3 and KS4, both in SOWs and through extra-curricular opportunities.
- To work alongside Subject Lead French and Line Manager for MFL to organise House Week and extra-curricular activities.
- To organise and lead annual study visit abroad for pupils studying Spanish.
- To identify opportunities for KS3 and KS4 pupils to make contact with young native speakers of the languages that they study.
- To work alongside the Line Manager in developing the curriculum.

Additional Duties

- To publicise the work of the Spanish Department effectively through GHS News and school website.
- To promote MFL at Prospective Parents' Evenings and the Year 9 and Year 11 Options Evenings.

Communication

- To maintain close contact with Line Manager.
- To attend relevant school meetings as calendarised.
- To be responsible for communicating to parents, according to school policy, the progress made by the pupils in their care.
- To encourage a positive attitude towards the subject within and outside the school.
- To direct the classroom activities of Teaching Assistants deployed to support the postholder's lessons.

Pastoral/Whole School

- Take instructions from senior members of staff as required.
- Carry out other duties of a similar nature from time to time as maybe required by the Headteacher.
- Adhere to school policies and procedures to ensure the safety, welfare and discipline of pupils.
- To be responsible for promoting and safeguarding the welfare of pupils with whom you come into contact.
- To be a form tutor to a class and be responsible for the personal, social and academic development of all pupils in your tutor group.
- To monitor the progress, attendance and punctuality of pupils and keep up to date records of these.
- To lead tutor time activities and ensure active engagement of all pupils in the tutor group as directed by the Head of Year.
- To maintain close contact with staff and parents and work within a year team.
- To ensure all pupils adhere to the rules and support the ethos of Glenthorne High School.

PERSON SPECIFICATION

Subject Lead Spanish

ESSENTIAL CRITERIA

1. UK Qualified Teacher status for teaching secondary education as recognised by the DfE.
2. Graduate in Spanish (or any combination) with a good degree.
3. Minimum of two years' teaching experience.
4. Experience of teaching Spanish at KS5
5. High expectations of Language learning and proficiency for students of all abilities and backgrounds
6. Experience of working within the comprehensive school system and awareness of the demands of a mixed comprehensive school.
7. Proven classroom management skills.
8. Ability to teach outstanding lessons and to engage pupils across the age and ability range including A Level.
9. High expectations of pupils' work, attitude and behaviour.
10. Understanding of cross-curricular links with other areas of the curriculum.
11. A good working knowledge of ICT systems and the application of ICT in the classroom.
12. Ability to prioritise and set personal targets.
13. Willingness and ability to contribute to extra-curricular activities and clubs.
14. Ability to assume a form tutor role.
15. Evidence of commitment to own professional development.
16. Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.
17. Commitment to equal opportunities.

DESIRABLE CRITERIA

18. Experience of leading and motivating a team.
19. Ability to teach French up to KS3 or to GCSE.

The Willow Learning Trust is an equal opportunities employer and welcomes applications from all the sectors of the community. We are committed to protecting our pupils and staff and therefore have a rigorous recruitment process which include assessing candidates suitability to work with children. Candidates will be shortlisted against the above essential criteria assessable from application forms. Issues relating to safeguarding and promoting the welfare of children will be explored during the interview process.

INFORMATION FOR APPLICANTS



Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton. In July 2017 we became part of the Willow Learning Trust with two local primary schools: Aragon and Abbey.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of a new 6th form facility and most recently a MUGA (Multi Use Games Area).

We were inspected by OFSTED in November 2021 and were judged good with outstanding in Behaviour and Sixth-form provision. Inspectors recognised 'pupils are happy and safe and behave exceptionally well'. Relationships between staff and pupils are excellent. Also recognising Leaders and staff high expectations of pupils and that pupil do well in their subjects and are focused on doing their best.

The school was designated as a National Teaching School in March 2013 and we developed the Sutton Teaching School Alliance to support professional development and further improve best teaching practice across the Borough of Sutton. Glenthorne became a SCITT in 2014, leading secondary and primary schools in Sutton and Merton to deliver high quality ITT. The SCITT was judged 'Outstanding' in 2021. The SCITT comprises of over 20 high-performing local, yet diverse secondary and primary schools, which have made rapid progress over recent years, have high expectations of students and view teacher training as the key to future success.

We also have a specialism in the arts. We are a centre of excellence in the arts and hold the Artsmark Gold Award. We hold the Challenge Award recognising excellence in meeting the needs of our more able pupils. Professional development is encouraged at all levels of the school and is supported by performance management.

We value professional development and there are opportunities to develop subject, pastoral, and management skills.

Our priorities are to continue to improve specific aspects of teaching and learning, develop our curriculum and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE & A level results stand at:

- 44% of entries obtained A*/A grades or 9-7 grades
- 89% of pupils gained at least a standard pass in English and Maths
- 76% of pupils gained at least a strong pass in English and Maths
- 93% of pupils achieved at least a standard pass in English Language or Literature.
- 87% of pupils achieved at least a strong pass in English Language or Literature.
- 90% of pupils achieved at least a standard pass in Maths.
- 79% of pupils achieved at least a strong pass in Maths.
- A Level results at 100% with 89% A*- C grades.

The curriculum at Glenthorne is organised into Subject Areas, each with its own Subject Leader. In Year 7, pupils are set in core subjects and languages with mixed-ability groups for other subjects. A wide range of GCSE and A Level courses are taught together with BTEC and other vocational courses. Subjects are taught in their own suites of well-equipped classrooms. Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "We Will Rock You", "Mary Poppins" and "Oklahoma". All involved over 100 pupils and proved to be huge successes.



Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. We run many teams and clubs in a variety of different sports. There is also an excellent Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience.

Pupils at the school are organised in mixed-ability tutor groups with nine (ten in Y7/8 & 9) in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. All pupils and staff are all allocated to one of four Houses: Rollason, Seacole, Turing and Morris, providing opportunities for pupils in all year groups to work together in friendly competition.



The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.

We also offer a wide variety of benefits including Electric car scheme, cycle to work, Benenden Healthcare, on-site parking and generous pension scheme.

Willow Learning Trust is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. The Trust works hard to provide a working environment and management practices which balance the drive for high standards and expectation with the need to promote employee wellbeing and good health.

Please note the Trust is committed to promoting and safeguarding the welfare of all our children and staff. As such, all posts are subject to an on-line check, enhanced DBS disclosure and pre-employment checks.

GUIDANCE TO APPLICANTS

Please read these carefully before making your application.

THE APPLICATION FORM

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

PERSONAL DETAILS

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

CAREER HISTORY

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment e.g. you may include time spent as a carer for one of your family or a voluntary helper in a school. Please account for any gaps in your employment history.

If the title of the position does not make it clear what work you did e.g. twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

EDUCATION, QUALIFICATIONS, TRAINING

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

STATEMENT OF SUITABILITY

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability.

When reading your application, we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable e.g. to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

PRE-EMPLOYMENT CHECKS & ONLINE CHECKS

If you are offered the post, the offer will be made subject to receipt of satisfactory references, online check, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us, we may want to discuss this with you.

We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances,



you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required.

All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

RELATIONSHIPS

We do not have a policy of excluding people who are related to school staff, Trustees or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

INTERVIEWS

Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview.

Prior to interview you will be asked to complete a Criminal Records Self Declaration, any issues of concern arising from a reference and/or Self Declaration will be explored during the interview process. At interview you will also be asked questions related to your Personal Statement, safeguarding and promoting the welfare of children.

COMPLAINTS

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the CEO, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The CEO, or his/her representative, may want to talk to you before confirming the outcome of the investigation.

DATES FOR YOUR DIARY

The deadline for applications is **11.59 pm , Sunday 26th January 2025**

We reserve the right to interview and appoint before the closing date should a suitable candidate apply.

JOINING DATE: September 2025





The Willow LEARNING TRUST KEY BENEFITS



PROFESSIONAL DEVELOPMENT

- Comprehensive programme of professional development for teaching and non-teaching staff
- A long and successful track record of supporting teachers from ITT, through ECT and into leadership roles
- Bespoke ECT programme
- Collaborative opportunities to work on innovation and in partnerships across the Trust
- Apprenticeships opportunities to support the development of staff new to role

WELLBEING

- 24/7 Employee assistance programme
- 50% discount on Benenden healthcare
- Opportunities for flexible working
- Hybrid working available for suitable posts
- PPA time that can be worked from home (Primary Schools only)
- Protected 'gained time' for planning (Secondary School)
- Wellbeing activities and initiatives suggested by staff



FINANCIAL

- National pay and conditions for teachers and support staff
- Golden Hello available for some teaching posts
- Recruitment and retention allowances
- Generous pension schemes
- Salary sacrifice schemes including: Cycle to work and Electric vehicles, legacy childcare vouchers
- Long service awards