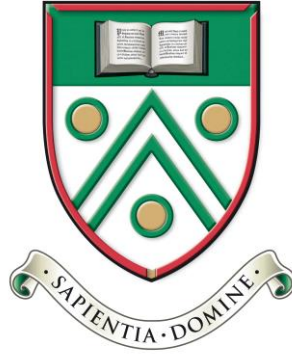


Langley Grammar School



Subject Leader for MFL
Full-time, Permanent, TLR 1a (£9,493)
Required for September 2024 (or earlier)
Application information



Langley Grammar School
Reddington Drive
Langley
Berkshire SL3 7Q

Tel: 01753 598300

Email: school@lgs.slough.sch.uk

Web: www.lgs.slough.sch.uk

From the Headteacher



March 2024

Dear Applicant

Thank you for your interest in Langley Grammar School and in the post of Subject Leader for Modern Foreign Languages.

I hope this application information will help you to decide whether this would be the appropriate next step for you in your career.

This is an exciting time to join a very successful school. The completion of the final parts of an £18 million building project in autumn 2021 has provided the school with exceptional new facilities. Our academic outcomes consistently demonstrate the commitment and ability of our students and we were delighted with their GCSE and A Level results in the 2022 and 2023 summer examination series. We believe that we provide a supportive, secure and innovative environment that allows our students to flourish and develop as confident and well-rounded, independent and creative, responsible and caring young people. Ofsted confirmed this in November 2021 when we were judged Outstanding in all areas under the current framework.

We have always sought to combine our selective status with a close involvement in the local community of schools. We have supported primary and secondary schools through our previous specialisms, helping them to raise standards and learning much ourselves in return. Our academy status and current designations as the Teaching School Hub for Berkshire and as an Apple Distinguished School have provided opportunities to develop these relationships further and to have a significant impact on the educational provision in the area.

We offer an excellent working environment and additional benefits for staff, and our students are a joy to work with. We constantly review our systems and processes so that all our staff can focus on what really matters – providing the best education we can offer to our students. Our staff are our greatest asset, and we place staff wellbeing at the heart of our decision-making. The staff body are friendly and collegiate and colleagues report that they are proud to work at our school. We offer a range of additional benefits to staff. Langley Grammar School is a special place to work.

We are committed to maintaining our high standards and to developing ourselves as a centre of innovation and excellence. If you would like to share in that development and have the skills and expertise we are looking for, we would welcome your application.

Yours sincerely

John Constable
Headteacher



Distinguished School

The School

Langley Grammar School is a co-educational state selective school operating as a single academy trust. There are approximately 1280 students on roll, of whom around 370 are in the Sixth Form. The school was founded in 1956, and is one of four grammar schools serving the borough of Slough and the surrounding area. Our aim is to enable students to develop themselves personally and academically, achieving high standards within a supportive and friendly environment that stimulates and challenges them. Great emphasis is placed upon participation in a wide range of cultural, social and sporting activities. Parental support for the school is strong, and we are heavily over-subscribed.

We admit 180 students into 6 forms in Year 7, typically from more than 60 different primary schools. The great majority of Year 11 students stay on to the Sixth Form, where we usually also admit around 30-40 additional students into Year 12 from other schools.

The school occupies a 16-acre site in Langley close to the M4 and M40 and has good rail links into London via the Elizabeth Line. The site has benefitted from substantial developments over the last fifteen years, with new classrooms, sports centre, all-weather pitch and a Sixth Form Centre with a 210-seat lecture theatre. As part of the Government's Priority Schools Building Programme, our original 1956 school buildings have been replaced to provide state of the art accommodation for science, art, technology and computing, and new public areas of the school such as hall, library and dining room. This latest £18 million building programme was completed in autumn 2021.

We have a record of innovative practice and extensive outreach and targeted support to schools in the local area and beyond. In September 2021, we were designated as one of the DfE's new Teaching School Hubs, serving schools across the six local authority areas in Berkshire. A number of our staff are Lead Practitioners or facilitate on the Teaching School Hub NPQ programmes. Our innovative work with iPads for learning has been recognised with our designation as an Apple Distinguished School. The schools' network SSAT has designated a number of aspects of our practice as 'transforming' through their Framework for Exceptional Education.

Ofsted last inspected the school in November 2021, when it was judged outstanding in all categories.

Our students

Students enter the school in Year 7 on the basis of an 11+ examination administered by a consortium of the four grammar schools in Slough. Our students represent approximately the top third of the ability range as measured by the 11+ selection process. Around 50% of our students come from the borough of Slough, and reflect the diverse local community. The remainder come from a wider geographical area including a number of West London boroughs.

Over 90% of our students come from minority ethnic backgrounds, giving the school a rich and varied cultural mix. The school is a well-ordered and respectful community; students are polite, courteous and well motivated. They are also high achieving; the great majority stay on into the Sixth Form, achieve very good A-level grades and move on to higher education at highly reputable universities.

Examination results are consistently excellent. Before the pandemic, A-level outcomes at grades A*-B averaged 70% or more with an overall ALPS score of 3. The proportion of GCSE results at Grades 9-7 was consistently above 60% with Progress 8 scores 'well above average'. In the 2023 public examinations, the second set since the pandemic, 76.4% of A Level entries were graded A*-B with an ALPS score of 3. At GCSE, 76.8% of entries were graded 9-7 with a Progress 8 score of 0.83.

Our staff

We have 120 staff; 90 teachers and 30 in support or administrative roles. Teaching staff work in subject teams, led by subject leaders who are line managed by members of the Senior Leadership Team. Most teaching staff act as form tutors in teams led by Phase Leaders covering Year 7, Years 8 & 9, and Years 10 & 11. The large Sixth Form team is overseen by the Director of Sixth Form with two deputies. The school has a strong community ethos and our staff are highly professional, innovative and committed to the academic and personal development of the students.

There is a very comprehensive and well-regarded programme of professional development. All staff receive an annual Professional Review as part of a strong and supportive performance management system, with high quality induction and on-going support. There are opportunities for staff to advance within the school, and we offer support for those who wish to find promotion elsewhere. We have a clear focus on staff wellbeing, which is reflected in our track record of excellent staff retention.



Curriculum and student support

All students in Year 7 study English, Mathematics, Science, French or German (picking up the other language in Year 8), History, Geography, Religious Studies, Information Technology and Computing, Music, Drama, Art, Design Technology, Personal and Citizenship Studies and Physical Education. This programme is broadly the same in Years 8 & 9, (though students specialise in either French or German from the start of Year 9). We emphasise a broad and balanced curriculum through to the end of Year 9.

All Year 10 & 11 students follow GCSE courses in English Language and Literature, Mathematics, Biology, Chemistry and Physics, French or German. Students also choose three further subjects from a range including: a second foreign language, Art, Business Studies, Design Technology, Drama, Geography, History, Music, Religious Education and Physical Education. The non-examined core curriculum includes PSHE and Citizenship and elements of RE/Philosophy and ethics.

The great majority of Year 11 students stay on into our Sixth Form. Most choose four subjects from a wide range; the majority currently take an AS examination in one of those subjects at the end of Year 12, and continue the other three subjects through to the final examinations in Year 13. There is a programme of timetabled enrichment activities including other qualifications such as Public Speaking or Community Sports Leader Award, or non-examined courses such as Photography.

We place great emphasis on students' physical and emotional wellbeing. Throughout the school there is a strong tutorial system providing individual guidance and support. Reporting of academic progress and personal development operates through a rolling programme of parent/teacher consultations and summative reports. This structure provides for both systematic target setting and evaluation and offers an opportunity to discuss reports in review interviews with form tutors.

Our ethos

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

We encourage our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.

We support our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.

We help our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

In addition to supporting strong academic outcomes, we therefore seek to develop our students as young people who are...



Confident and well-rounded...

...demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.



Independent and creative...

...able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.



Responsible and caring...

...grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.

External recognition

Langley Grammar School was last inspected by Ofsted in November 2021 and was judged 'Outstanding' in all categories.



As a member of the SSAT network, and designated as a Leading Edge school we have used the Framework for Exceptional Education to inform the development of our practice. We have been judged as having 'transforming practice' in almost the entire majority of the framework strands.

Climate for learning	Culture of reflection	Effective learning behaviours	Variety of teaching approaches
 TRANSFORMING PRACTICE IN Climate for learning SSAT Framework for Exceptional Education Awarded Apr 2018	 TRANSFORMING PRACTICE IN Culture of reflection ssat the schools, students and teachers network The Framework for Exceptional Education Awarded Apr 2022	 TRANSFORMING PRACTICE IN Effective learning behaviours SSAT Framework for Exceptional Education Awarded Jul 2019	 TRANSFORMING PRACTICE IN Variety of teaching approaches ssat the schools, students and teachers network The Framework for Exceptional Education Reaccredited May 2021
Engagement with key stakeholders	Engaging with evidence and research	Principled assessment	Principled curriculum design
Application in progress	 TRANSFORMING PRACTICE IN Engaging with evidence and research ssat the schools, students and teachers network The Framework for Exceptional Education Awarded Jul 2022	 TRANSFORMING PRACTICE IN Principled assessment ssat the schools, students and teachers network The Framework for Exceptional Education Awarded Apr 2018	 TRANSFORMING PRACTICE IN Principled curriculum design SSAT Framework for Exceptional Education Awarded May 2021
Leadership through moral purpose	Professional learning	Quality assurance	Wellbeing
 TRANSFORMING PRACTICE IN Leadership through moral purpose SSAT Framework for Exceptional Education Awarded Jan 2020	 TRANSFORMING PRACTICE IN Professional learning SSAT Framework for Exceptional Education Awarded Jul 2019	 TRANSFORMING PRACTICE IN Quality assurance ssat the schools, students and teachers network The Framework for Exceptional Education Reaccredited Jul 2021	 TRANSFORMING PRACTICE IN Wellbeing ssat the schools, students and teachers network The Framework for Exceptional Education Awarded Jul 2022

Our role as a centre of excellence for the professional development of teachers has been recognised by our designation as one of the **DfE's Teaching School Hubs**. As TSH Berkshire, we are responsible for promoting initial teacher training, the Early Career Framework, and leadership development across the six local authority areas in Berkshire.



Our work with using iPads for effective teaching and learning has been recognised by Apple; we are part of the international network of Apple Distinguished Schools



Distinguished School



Regional Training Centre

We also have a commitment to an international outlook and to developing arts subjects in school.



Background to the vacancy

Details of vacancy – Subject Leader MFL

We are seeking to appoint an outstanding and inspirational Subject Leader for Modern Foreign Languages who can lead an experienced and committed subject team in a strong academic environment, where languages are highly valued. The vacancy has arisen following the resignation and relocation of the existing post holder for family reasons.

The successful candidate will be an experienced and skilled classroom practitioner with a track record of innovation and securing excellent outcomes. We offer both French and German from Years 7 to 13. Our newly appointed Assistant Subject Leader is a German specialist and therefore the ability of our new Subject Leader to teach A-Level French highly desirable. Also, the ability to teach German to at least Key Stage 3 is essential. We welcome applications from current subject leaders looking for a career move, or from strong candidates seeking to progress to middle leadership. Candidates will be in a position to take up the post in September 2024, with the option of starting earlier, subject to mutual agreement.

The department

There are currently seven teachers in the Modern Foreign Languages team (including one who also works as our Teaching School Director) and two part time Foreign Language Assistants. The Subject Leader is supported by a second in department who assists in the leadership and management of the team. The MFL department is housed in a modern and well-equipped teaching block. All classrooms have Clevertouch screens for teaching. All teachers are provided with an iPad and laptop.

The curriculum

On entering the school students are taught in form groups. In Year 7, three forms study French and three, German for 5 hours per fortnight. There are 6 periods a fortnight allocated to MFL throughout Years 8 and 9. In Year 8 students switch languages, with those who started learning French in Year 7 moving to studying German and vice versa, while continuing some study of the language begun in Year 7. During Year 8 students decide which language, French or German, they wish to specialise in from Year 9. They continue studying this language for GCSE in Years 10 and 11, following the AQA specification. In Years 10 and 11 the allocation changes to 4 and 5 hours a fortnight respectively. We offer A Level French and German in the Sixth Form.

The department are a hardworking, experienced and supportive team. Colleagues are keen to engage in professional development, work collaboratively, refine schemes of work, support students' language learning and make judicious use of technology to deliver the curriculum. The current post holder has led an adaption to the curriculum over recent years, introducing the Conti method for all year groups. This change in pedagogy, along with other work has led to an improvement in outcomes at GCSE and an increased number of students interested in studying French and German to A Level, which a new post holder can build upon.

Examination results

Almost all students are required to study a modern foreign language to GCSE. In 2023, 53% of students achieved grades 9-7 at GCSE in French and 61% in German, with 99% of students achieving a grade 4 or above in French and 98% in German. At A Level, we have small cohorts and students achieve impressive outcomes year-on-year.

Staff benefits

	Healthcare and mental health - Up to £25 for an annual flu vaccination - Eye care vouchers to cover some/all of the costs of eye tests and spectacles - Free confidential and independent counselling helpline
	Connection and community - An active staff association that organise social events and gifts - Regular social opportunities to connect with colleagues beyond their immediate teams
	Fitness - Free access to a small onsite gym available outside of working hours - On-site yoga / HIIT exercise classes offered where possible and subject to demand
	Timetabling and cover - Maximum teacher contact time set at 42 hours per/ fortnight - Additional protected PPA period for form tutors - We employ Cover Supervisors to reduce the amount of cover by teachers
	Planning, marking, assessment and reporting - Specific staff support for administration planning of educational visits and other activities - Teachers encouraged to set homework when it is meaningful, not to a rigid timetable - Feedback policy designed to make marking and feedback demands on staff manageable - Reporting requirements reviewed regularly and streamlined where possible
	Communications and technology - All teachers provided with two devices – an iPad and a laptop school@lgs.slough.sch.uk email filters enquiries to minimise excessive external emails - Communication streamlined through the use of weekly bulletin and staff briefing - ClassCharts and School Cloud used to help teachers work more efficiently and flexibly - iPads are used to support efficient communication between staff and students
	Calendar planning - Parents' evenings end at 6.30pm to reduce late evening working - Occasional CPD 'twilight' sessions run from 2.15pm to 4.30pm - Deadlines and events scheduled to spread workload where possible - Programme of after school meetings is relatively light compared to many schools - Off-site INSET day in December allows flexibility over when to complete CPD tasks - Term dates are carefully set to maximise the number of weekends in school holidays
	Flexible working and leave of absence - Staff leave of absence policy is applied generously - Informal and formal requests for flexible working considered - Teachers with no afternoon lessons or other commitments are free to sign out and work at home
	Professional development - Extensive in-house CPD programme and opportunities for external training - Funding to support teaching and support staff working towards relevant professional qualifications
	Other benefits - Cycle to work scheme, ample on-site parking, electric car charging points - Free tea and coffee, free coffee machine, discounted breakfasts for staff - Admissions policy favours prioritises access to children of permanent school staff - Attractive campus with modern facilities and buildings across the whole site

Job description – Subject Leader MFL

Strategic purpose of the role

To lead, support, develop, and hold accountable a subject team to ensure high standards of teaching and learning, the effective use of resources, and the development and well-being of staff and students.

Line of responsibility

The Subject Leader is directly responsible to a member of the Senior Leadership Team.

Line management

The Subject Leader line manages a team of teaching staff and Foreign Language Assistants and is responsible for the performance management of staff within the team where this is appropriate.

Operational responsibilities

As a classroom teacher, the Subject Leader will:

- a) Provide students and staff with a role model for standards of interpersonal and professional conduct;
- b) Keep up to date with the relevant subject(s), with developments in teaching methodology and with the understanding of how students learn;
- c) Ensure that the quality of teaching, learning and behaviour in lessons and tutor time is of the highest possible standard;
- d) Assess and report on student progress and give clear, constructive feedback which will assist each student to raise his/her achievement and reach his/her goals;
- e) Contribute to the raising of achievement in the subject and year teams, to include taking responsibility for specific targets in the team development plan and development of schemes of work;
- f) Implement all aspects of the school's policies;
- g) Contribute to the school's process of self-evaluation;
- h) Take responsibility for her/his own professional development, using the outcomes to improve teaching and learning;
- i) Contribute to students' wider development in the school;

For classroom teachers who are paid on the Upper Pay Scale (UPS 1-3) there are additional expectations

- j) Contribute to the induction, training and professional development of other teachers
- k) Contribute to wider school development and improvement

In addition to the responsibilities of a classroom teacher, the Subject Leader will:

1. Agree, monitor and evaluate targets for student progress which make a measurable contribution to whole school targets

2. Create, implement, monitor and evaluate a team development plan which contributes positively to the aims of the School Development Plan and which actively involves all subject teachers in its design and implementation
3. Engage all subject staff in the creation, consistent implementation and improvement of schemes of work in line with school learning strategies
4. Encourage and support the professional development of subject colleagues in a way which recognises good practice and facilitates their progress against professional review objectives, resulting in a tangible impact on student learning
5. Ensure that student work is assessed and reported upon to high standards
6. Set and secure high standards of behaviour consistent with the school's ethos and behaviour management strategy
7. Deploy staff and physical resources, including information & communications technology, in line with best value principles for the improvement of student learning
8. Ensure that Health and Safety policies and procedures for both staff and students are developed and complied with
9. Assist the Senior Leadership Team in the review of standards of leadership, teaching and learning in the subject area, consistent with the school's self-evaluation procedures
10. Contribute to the development of school policy
11. Carry out any other duties which may reasonably be required by the Headteacher

Person Specification

The following list shows the essential and desirable characteristics for which we are looking for when considering your application and at interview.

Characteristic	Essential	Desirable
Good honours degree in a relevant subject area	✓	
Qualified Teacher Status	✓	
Evidence of good / outstanding classroom practice	✓	
Strong subject knowledge to support teaching to A-level standard	✓	
Familiar with current developments in subject area	✓	
Evidence of recent and relevant professional development		✓
Strong organisation and time management skills	✓	
Commitment to the selective ethos of the school	✓	
Strong ICT skills to enhance your own teaching and students' learning	✓	
Ability to work effectively and calmly under pressure	✓	
Evidence of good relationships with children and young people	✓	
Ability to contribute to the wider community life of the school		✓
Good inter-personal skills including the ability to lead and/or to be a member of a team	✓	
Evidence of a team approach to the teaching of your specialist subject including the development of teaching resources	✓	

Application process

How to apply

Where possible we would prefer candidates to complete the **Langley Grammar School application form**. This should be returned with a covering letter of no more than 2 sides of A4, which takes account of the person specification and should:

- explain why you are applying for the post,
- outline the relevant experiences you believe have prepared you for this post,
- describe the skills and attributes you will bring to the school.

Letters of application should be addressed to:

**Mr J Constable, Headteacher,
Langley Grammar School, Reddington Drive, Langley, Berkshire, SL3 7QS**

Completed applications should be returned directly to Mrs Dionne Cheyne, Headteacher's PA at the address above or via the e-mail address vacancies@lgs.slough.sch.uk

If you are submitting an online application through the Times Educational Supplement or another similar application platform, please ensure that your personal statement follows the guidance for letters of application above.

Application forms or online applications must be completed in full. **CVs on their own are not accepted.**

Deadlines for application: Midday on **Thursday 18 April 2024** with interviews scheduled shortly thereafter.

References

Please note that in line with safer recruitment practice for schools we will take up references **at the point of shortlisting** for interview. We may also contact current and previous employers as part of the process of pre-appointment checks. If you are shortlisted, any discrepancies or anomalies in the information provided, or issues arising from references will be taken up at interview. Your referees must include your most recent employer; references from friends or relatives are not acceptable.

Safeguarding

Langley Grammar School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and online checks. The successful applicant will be subject to an enhanced disclosure check with the Criminal Records Bureau.

Equal Opportunities

Langley Grammar School will not discriminate directly or indirectly through applying conditions or requirements, which cannot be shown to be justified. We will not discriminate on the grounds of race, gender, nationality or origin, marital status, disability, economic status, sexual orientation, age, trade union, political or religious belief, or responsibility for dependents.

Disability Statement

Langley Grammar School will give favourable consideration to application for employment made by people with disabilities having regard to their particular aptitudes and abilities. A disability or health problem does not preclude full consideration for the job and applications from suitably skilled people with disabilities are welcome.