



The
JUDD
School

New Candidates

Information Pack



Learn • Grow • Belong





Introduction from the Headteacher

Dear Candidate,

I am delighted that you are interested in a position with The Judd School. The Judd School is a voluntary aided grammar school in Tonbridge, Kent, England. It was established in 1888. The Judd School is a special place to learn and grow, for students and for staff. We have a long tradition of success, but take a modern approach to learning, in and out of lessons. The school maxim is 'Learn, Grow, Belong' and this epitomises our approach in all we do. Students are given many opportunities to develop – socially, academically and personally – we are proud of the way they embrace life.



We currently have just over 1500 students at the school. In KS3 & 4 we cater to only boys, the vast majority of whom stay on for the Sixth Form and are joined by around one hundred students, both boys and girls from local schools and further afield. The links between the Sixth Form and younger students spans the activities of the school – academic, pastoral and extra-curricular.

Jonathan Wood - **Headteacher**

Job Description - French Teacher

Salary: MPS / UPS (dependent on experience)

Line Manager: HOD - French

Job Purpose

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD)

- a. To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students
- b. To monitor and support the overall progress and development of students as a teacher and Form Tutor
- c. To facilitate and encourage a learning experience which provides all students with the opportunity to achieve their highest potential, within the context of the school's 'Student Vision'
- d. To share and support the school's responsibility to provide and monitor opportunities for students to Learn, Grow and Belong
- e. To contribute to the effective self-evaluation of the school at all levels and commit to the development of one's own teaching within the context of the school's and department's priorities

Responsibilities as a teacher (as set out in the Judd Teachers' Standards document):

- To set high expectations which inspire, motivate and challenge pupils
- To promote good progress and outcomes by pupils
- To demonstrate good subject and curriculum knowledge
- To plan and teach well structured lessons
- To adapt teaching to respond to the strengths and needs of all pupils
- To make accurate and productive use of assessment
- To manage behaviour effectively to ensure a good and safe learning environment
- To fulfil wider professional responsibilities
- Promote effective collaborative learning

Key Personal Qualities

- Possess an excellent subject knowledge and understanding of underlying pedagogy in order to deliver the subject successfully
- Possess strong interpersonal and communication skills
- Have a passion and love for their subject
- The ability to inspire and motivate students to achieve high standards of academic achievement in their subject
- Have energy, commitment and attention to detail
- Hold high expectations and aspirations of all students
- Have a good sense of humour and the ability to work in challenging situations
- Show an understanding of how their subject contributes towards the success of the school
- Possess excellent organisational skills and an ability to meet deadlines under pressure
- The ability to manage their own workload and maintain a healthy work-life balance



Department Information - French

French is highly regarded as an academic Modern Foreign Language by the students and staff at Judd. The department currently comprises two native speakers and two teachers teaching both French and German, who have very high expectations of students and foster an environment where all are expected to thrive to achieve their best.

Teachers are supported to develop their practice and expertise and to take an active and collaborative role in the development of not only delivering the curriculum but also of taking on initiatives and extra-curricular activities.

At KS3, students follow the NCELP approach [with a focus on sound knowledge of basic vocabulary, grammar and the sound and spelling systems (phonics)], and at GCSE students follow the AQA GCSE Higher course from Year 9 to Year 11. A wide range of materials, software and applications are also competently used to support the thematic approach to language learning and enrich the students and staff's experience. There are currently three classes in Year 9, Year 10 and Year 11.

French is well established at A Level and enjoys a high take-up compared to other similar schools in the national arena. At A Level, students follow the AQA A Level course using comprehensive resources provided by the Kerboodle and Dynamic Learning coursebooks, they also study a film and a book as part of their cultural topics. Classes are shared by two specialist teachers and the French Language Assistant.

The curriculum is designed to support progress and build upon students' prior knowledge. It is also engaging to match the ability of our students. We monitor progress and learning of our students by carrying out regular formative assessments. Grammatical, vocabulary knowledge and understanding, retrieval practice and phonics, pronunciation and fluency are at the heart of our day to day teaching strategies and practices.

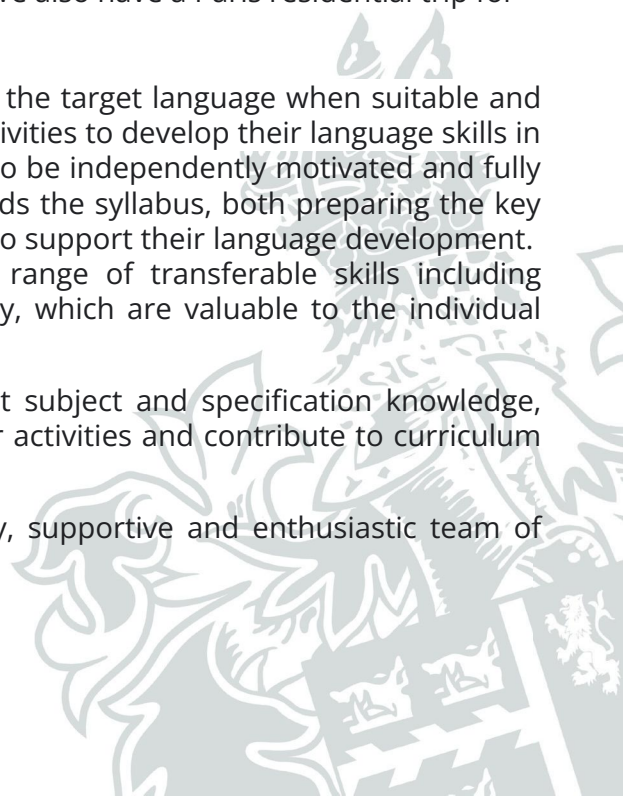
All three French classrooms are equipped with a projector and computer. One of the classrooms is a smaller room allocated specifically for Sixth Forms lessons and shared with the German department. The department shares a Languages office with the German and Latin departments. We also have an additional room for Speaking sessions shared with German teachers.

In 2017, an exchange programme was set up with a secondary school based in Bordeaux, we have successfully run our 4th trip to the school in March this year. We also have a Paris residential trip for Year 12 currently running in June.

The French department strives to deliver lessons primarily in the target language when suitable and students are encouraged to use French across a variety of activities to develop their language skills in a holistic and engaging manner. Students are also expected to be independently motivated and fully prepared for all lessons and to have a mature attitude towards the syllabus, both preparing the key tasks as set and also reading outside and around the subject to support their language development. The teaching approach at Judd fosters and focuses on a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society.

The successful candidate will be expected to show excellent subject and specification knowledge, have good communication skills, participate in extracurricular activities and contribute to curriculum development to support the school development plan.

In return, the successful candidate will be part of a friendly, supportive and enthusiastic team of French teachers.



About the School



The Judd School is a selective Voluntary-Aided Grammar School comprising over 1,500 students; boys in Years 7-11, with a co-educational Sixth Form. The school maintains a long tradition of academic excellence and has high expectations for all its students. Above all, it has a reputation for being a very caring and happy community. It places an emphasis on both individual and group achievement and promotes a full range of activities, which includes a very high standard of sport, music, drama and engagement in the school and wider community.

The expectation is that all students leaving Judd will have gained success academically, achieved a well-balanced and confident approach to life and will be prepared for the challenges of leadership in the 21st century. Ofsted graded the school as outstanding in all categories in May 2015.

Sir Andrew Judd's Commercial School was founded in 1888 in East Street, Tonbridge, by the Skinners' Company out of funds provided by the Sir Andrew Judd Foundation and moved to its permanent home in Brook Street in 1896. It became known as The Judd School early in the 20th century and under the 1944 Education Act became the first Voluntary-Aided Grammar School. Today it still has close links with the Skinners' Company, whose members make up a significant proportion of the Governing Body.

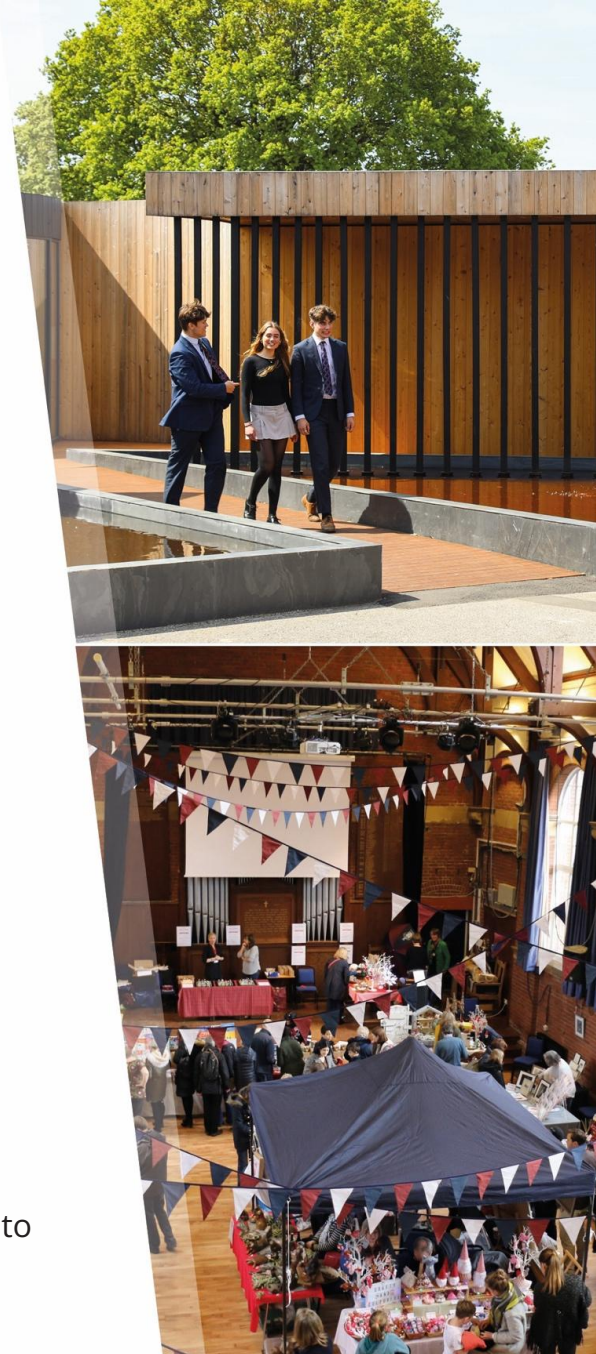
The school has a Development Office and endeavours to develop a culture of philanthropic giving from friends of the school. Over £2 million has been raised from private sources in the last 10 years, a testament to the high esteem in which the school is held. The capital building plan is ambitious and extensive.



There is a highly active Judd Parents' Association (JPA), which gives valuable help to the school as well as offering social occasions for parents and staff. In recent years, the JPA has provided substantial funds to support the Music department, the refurbishment of the Sixth Form Common Room and two new minibuses, amongst many other projects.

The school expects all students to participate in some of the many opportunities offered in addition to the myriad sports teams and music ensembles, there is a very wide range of school clubs and societies. These include Chess Club, Christian Union, French Film Club, Greek Club, Theatre Club, Voluntary Service Unit, Engineers; Club, Young Enterprise, Potions Club, Puzzle Club, Ancient History Society, Medical Society, Debating and various subject-specific clubs/clinics. Students participate in the Duke of Edinburgh's Award Scheme and many achieve Silver and Gold Awards before leaving school.

Pass rates are consistently high; both at A Level (87% A*-B) and in GCSE (over 50% 98A*), and the school has regularly featured in the national newspapers as one of the top state schools in the country. Ofsted has always judged the school to be 'outstanding'.



The school has a very strong record of university entry, including Oxford and Cambridge (averaging over 20 successful applicants each year in recent times), and the majority of leavers attend Russell Group universities. The Governors award a major scholarship and up to four leaving exhibitions to outstanding Sixth Formers going on to university. Each year, two students are apprenticed to the Skinners' Company. All students are entitled to join the Old Juddian Society and to keep in touch with the school through the Futures First website and attendance at social events.

The Skinners Company - Our family of schools



The Skinners' Company has been involved in education since the Middle Ages and we now have around 7,500 pupils under our care today. We are proud to support an extremely diverse family of schools which encompasses primary and secondary, all ability and selective, state funded and independent, urban and rural. The eight schools in the family are in west Kent, on the Kent coast and in North London.







We have a strong belief in the power of education to promote social mobility and address disadvantages. We put students at the centre of all that we do and have a commitment to obtaining the best outcomes possible for each student in our eight schools.

The aim of our schools is to provide all our young people with the opportunity to make the most of their talents and fulfil their potential. To do that, we ensure that our schools have first-class teaching, management and leadership, support each other through collaboration and sharing of expertise and good practice, and are supported and held to account by high-quality governing bodies.



A Vision for our Students

The primary aim of The Judd School is to develop students who are open and independent learners who will achieve highly and be prepared to be lifelong learners, in a rapidly changing world. To achieve this aim teaching at The Judd School must develop students with the following characteristics:

-  **Empathetic** – respecting others’ point of view, interests and beliefs
-  **Inquisitive** – being curious and creative; keen to challenge themselves, including using their imagination to stretch themselves as learners, beyond what comes easily
-  **Collaborative** – learning in teams
-  **Courageous** – taking risks and learning from their mistakes or failure
-  **Reflectiveness** – taking responsibility for their progress by planning, reviewing and improving their own learning
-  **Reasoning** – using logic and rationality to construct effective arguments, and identify flaws in others’ arguments

All activities provided by the school, curricular and extracurricular, should support the development of these characteristics in our students; all teachers are additionally expected to seek to develop their teaching, consistent with The Judd School Teachers’ Standards.

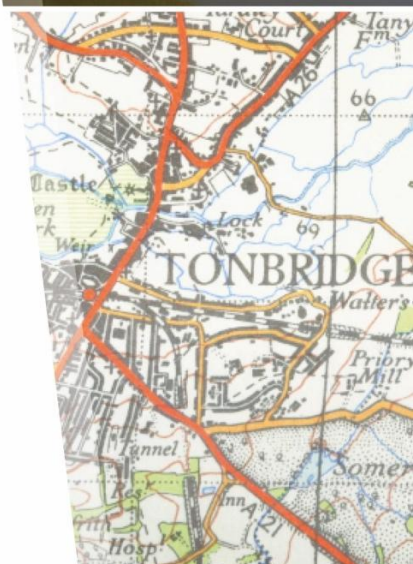
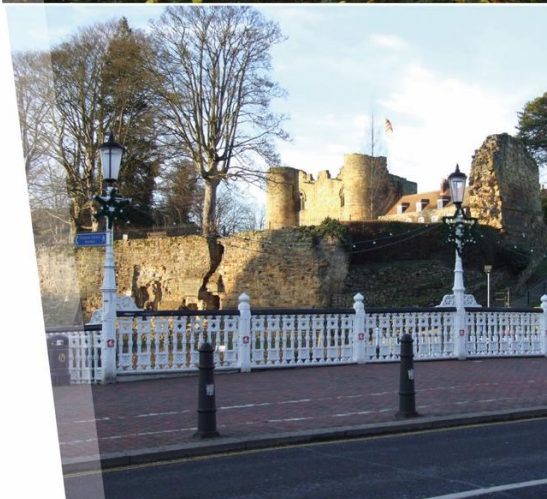
There is no one preferred teaching style at The Judd School and teachers are encouraged to develop individual teaching styles which are effective and suitable to their subject specialism.

Local Area

The Judd School is located in Tonbridge, a medium sized town in the heart of Kent. Tonbridge is a historical market town with plenty of manor houses and listed buildings; it even has its own castle.

Tonbridge has great transport links, it is close to the M25 motorway and London is easily accessible by train. Direct trains to Charing Cross take just over half an hour from Tonbridge station, meaning you can have the best of both worlds and experience the peaceful town close to the countryside and can be in central London in under an hour.

The school is also only 3 miles from the historic and picturesque spa town of Royal Tunbridge Wells, which has been a tourist attraction for over 400 years. Tunbridge Wells boasts many attractions such as Dunorlan Park, Chalybeate Spring and the Seven Wonders. You can also experience the town's great shopping and there are many excellent restaurants and bars in which to enjoy a drink and meal.



The Judd Candidate Charter



Our mission is to provide an environment in which students will develop their personal skills and styles in order to learn, grow, and belong in the local, national and global community. In order to achieve this, we need to recruit the highest calibre of staff so that we can achieve those aims.

We aim to recruit the right people in the right job at the right time but our recruitment policy is more than that. We want to ensure that any contact you have with us throughout the recruitment process is an enjoyable experience, regardless of the outcome of the recruitment process. We want you to feel confident that you have made the right choice in applying to Judd.

We will:

- give you the opportunity to find out whatever you need to know about us,
- follow a fair and equitable recruitment process,
- make sure you have all the information you need for an interview, well in advance,
- treat you with candour, dignity and respect,
- deal with your questions and queries honestly,
- keep you promptly informed about your application and the recruitment process,
- keep your information confidential and in line with GDPR requirements,
- ensure there are flexible alternatives, e.g. in ways of applying for positions and/or conducting interviews.

In return we ask that you:

- be honest and upfront about your experiences, aspirations and motivations,
- provide full and accurate information when submitting an application,
- ensure that our ethos and values match yours - by researching who we are and what we do,
- let us know promptly if your situations changes in relation to your interest - and help us understand why,
- prepare yourself for the interview and let us know what you need to succeed,
- talk to us about any potential barriers to applying - what can we do better?

Statement of Intent for Staff's Mental Health & Wellbeing?



Procedure Statement

Emotional and mental health refers to our overall psychological well-being. It includes the way we feel about ourselves, the quality of our relationships, our ability to manage feelings and deal with difficulties, and how much meaning and joy we derive from life. Good mental health isn't just the absence of mental health problems such as depression or anxiety. Rather, it's the presence of positive characteristics, such as being able to cope with life's challenges, handle stress, build strong relationships, and recover from setbacks.

This school acknowledges the duty of care it has towards all employees and recognises the importance of supporting and promoting physical, mental and social wellbeing within the workplace.

What is Employee Wellbeing?

The Judd School and the Governing Body of The Judd School are committed to promoting positive mental, physical and emotional wellbeing and will provide suitable support for all members of staff. Taking action to prevent ill health and promote good health makes good educational and business sense, as sickness absence carries high costs both in monetary terms and in terms of the impact upon performance, teaching and learning, morale and productivity, which may disrupt or compromise student progress. The school recognises that a number of interrelated factors contribute to the overall wellbeing of staff in the workplace.

Safer Recruitment

The Judd School is committed to the safeguarding and welfare of young people and expects all staff to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to minimise risk and continuously promote a culture of safeguarding amongst our workforce.

All applicants for employment will be provided with:

- A job description including a person specification
- An application form

Applicants will be required to complete the application form including full information relating to their academic qualifications and employment history. All applicants will be required to account for gaps in employment.



Interview and Selection

The school is committed to ensuring that all interviewees are assessed according to their ability to meet the criteria of the job description and person specification and to fulfil their obligation regarding keeping children safe.

Applicants may have indicated on their application form that they have a disability and, in order to promote fairness and to meet our obligations under the Equality Act 2010, the letter of invitation will encourage applicants to contact the school if they require any adjustments to enable them to attend the interview.

Candidates are required to bring evidence of relevant qualifications to interview where the original documents must be checked, and a signed and dated copy retained.

The interview panel will include at least one member who has undertaken safer recruitment training in accordance with the School Staffing (England) Regulations 2009 and should not include an Employee where one of the applicants is a relative, partner or close friend.

The panel will take notes during the interview to enable a scoring matrix to be completed and, at the conclusion of the interviews; the panel will consider each of the candidates against the criteria for the post before reaching their decision.

References

In order to comply with Keeping Children Safe in Education, it is the policy of The Judd School that all references will be obtained, and concerns resolved, before confirming an appointment. This will be done either by letter seeking to verify the skills, experience, competencies and employment history of the applicant, or by a standard reference form.

In order to comply with the Equality Act 2010, reference requests sent prior to an offer of employment will not request details of attendance or absence.

Applicants will be required to specify the details of 2 referees, one of which should be the current or most recent employer and references will only be obtained directly from the referee.

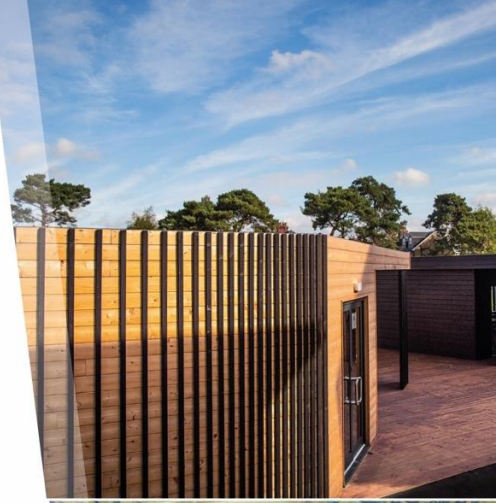
References for staff working in an education setting will be sought from the Headteacher and, in other settings, it would be appropriate to seek a reference from the line manager of the applicant.

We reserve the right to request that the applicant provides alternative referees where the initial referees are deemed inappropriate for our purposes e.g. where the current or most recent employer is not provided.

We will seek to confirm whether the candidate has been subject to any formal disciplinary procedures within the last two years and to establish any details, outcomes or 'live' sanctions which are in place.

In accordance with the School Staffing Regulations 2012, we will seek to confirm whether candidates for teaching posts have been subject to formal capability proceedings in the past two years.

In the case of recruitment to all other posts we will ask referees to confirm whether candidates have been subject to formal capability proceedings in the past 2 years as part of our appointment process.



Pre-employment checks

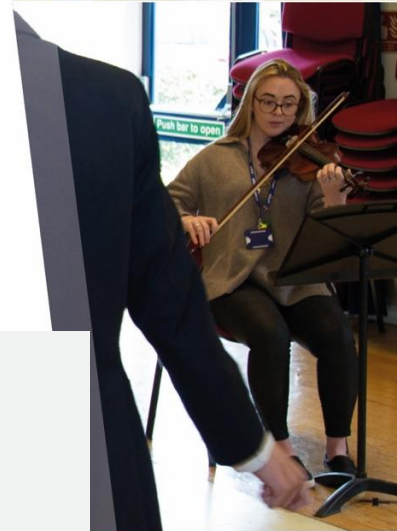
All offers of employment will be conditional on the successful completion of the pre-employment checks listed below and will include confirmation of salary, start date and any information that the successful applicant needs to provide before commencing employment e.g. DBS form and pre-employment questionnaire.

All offers of employment will be subject to and conditional upon:

- Enhanced DBS check
- DBS Barred list check where applicable (i.e. if working in regulated activity)
- Verification of identity including Date of Birth
- Verification of entitlement to work in the UK
- Verification of any relevant qualifications
- Receipt of 2 satisfactory references
- Satisfactory pre-employment health clearance
- Prohibition checks for those in teaching work and those with previous teaching experience (including unqualified teachers, HLTA's etc.)

If these are not satisfactory an offer of employment may be withdrawn or where an individual has commenced work, employment may be terminated.

All posts within the school are subject to an enhanced DBS check. We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.



How to Apply

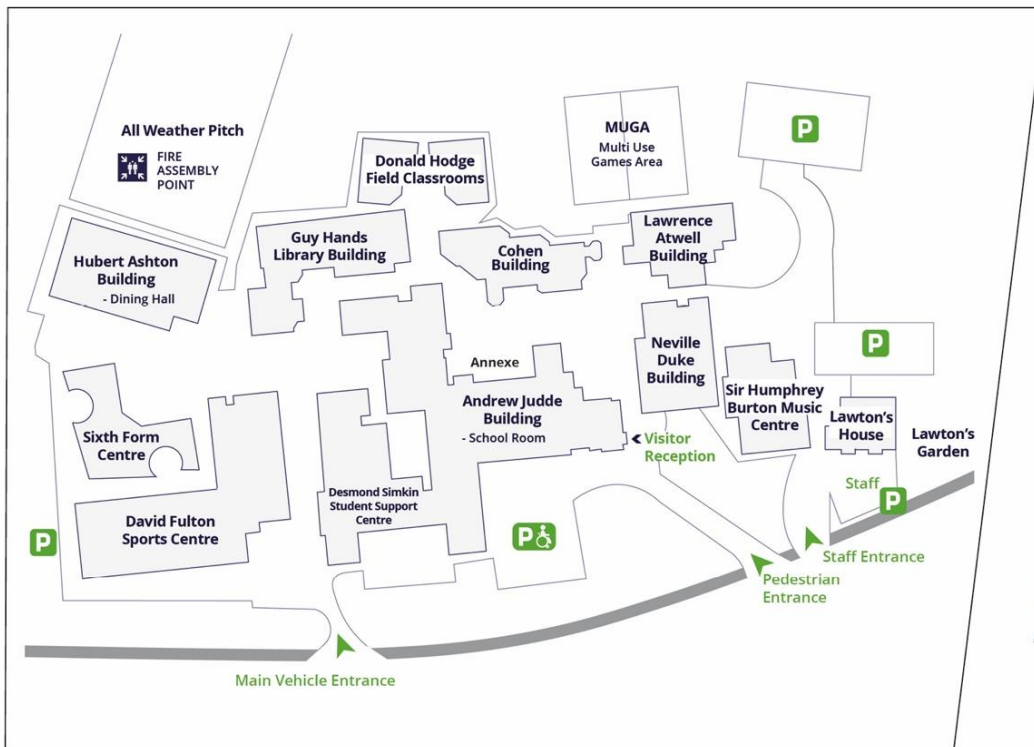
The closing date for applications is Friday 17th May (noon)

- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- Further information about the role and an application form can be found on our [Joining us](#) page. For more information about this position, or to have a confidential discussion about the role, please contact Nicola Prendergast, PA to Headteacher, on 01732 373550.

We look forward to hearing from you.



If you have any further questions please let us know by using the following email address:
personnel@judd.kent.sch.uk



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Email: enquiries@judd.kent.sch.uk **Tel:** 01732 770880