

# TEACHER OF LANGUAGES (Temporary)

## St Mary's Catholic High School and Sixth Form College

This prospective applicant pack provides you all the relevant information you need to apply for the vacancy being advertised. The pack also provides a lens into our flourishing school community through the videos and content that we have created for you.

CLOSING DATE FOR APPLICATION: **noon, MONDAY 24<sup>TH</sup> MAY 2021**



“

I can do all things through Christ who strengthens me to be a **safe, happy, proud, loving** person who **flourishes** in life

”

“

## OUR MISSION STATEMENT

I can do all  
things through  
**Christ** who  
strengthens me  
to be a **safe,**  
**happy, proud,**  
**loving** person  
who **flourishes**  
in life. ”

# HEADTEACHER'S WELCOME



## Dear Applicant

Thank you for your interest in our school. We have pleasure in enclosing this information pack, which we hope you will find useful in deciding whether to apply for a role in our school. We are very much aware that a decision to apply for a new job is a two-way process; if appointed you would be committing at least the next few years of your professional life to the school and you will want to ensure that you are happy coming to work each day, be professionally challenged and prepared for the next stage of your career. The aim of the pack is to provide you with a flavour of our school community, and we of course welcome visits (*Covid restrictions willing*) and conversations before the closing date.

We are very much first and foremost a Catholic high school. That means our values and vision are rooted in the teachings, example and life of Jesus Christ. This does not mean we expect every member of staff to be a practising Catholic, but we do expect every member of staff to share our values and be active in promoting the Catholic life of the school through their daily interactions. Our Mission Statement is focused upon helping every person have a sense of self belief so that they feel safe and happy, proud to be associated with St Mary's so that we are able to share God's love and thrive in our lives. To enable us to make this happen we have put a great emphasis on character education where we outline the virtues, we aspire to in order to fulfil the school's mission. These virtues are Christ centred and are used in all aspects of school. These are:



FIND OUT MORE ABOUT OUR SCHOOL'S CHARACTER VIRTUES HERE <https://cutt.ly/yk8HcOQ>

We expect every adult in school to embrace these virtues and act as role models for them at all times. The character virtues were introduced in 2020 and are becoming embedded within our school. They mark the latest phase of our school's development. In 2015 and 2016 the school was judged Requires Improvement by Ofsted and a significant amount of work went into improving the school. In 2019 the school was judged to be **"Good"** noting that, **"This school has been transformed since the last inspection as a result of intelligent and determined leadership"**.



The only disagreement that we have is the tense, we believe the school *is being transformed*. Whilst Coronavirus has brought many challenges, it has also provided the opportunity for us to think about our provision in so many ways. We are ambitious to provide the best possible education for our students and constantly challenge ourselves to improve. Whilst we have been living and managing the myriad effects from Coronavirus, we still need to improve the school and, in 2020 to 21, our on-going school priorities are:

- *Responding to the social, emotional and academic needs of children and young adults in response to the impact of Covid on the well-being and education of all those within our community.*
- *Implementing a coherent curriculum across all subjects with an absolute clarity of progression in terms of knowledge and skills from Year 7 to Year 13, which is reflected in well-resourced schemes of work to lead to strong outcomes for all. Focusing on the continuous improvement of teaching and learning within the curriculum through research informed practice to ensure that colleagues are professionally challenged and engaged in their own development.*
- *Implementing a Personal Development Curriculum from Year 7 to Year 13 with explicit Character Virtues rooted in the ethos of the school, taught as a discrete subject through form time, and reflected in every interaction.*
- *Improving the levels of literacy for all pupils with a focus on reading, an identified St Mary's literary canon, supported by dedicated form time. This will enhance the provision of all our pupils, but research indicates students with lower reading ages and hence those who struggle to access and be successful with the wider curriculum are disproportionately male, disadvantaged and those with SEND.*
- *Ensuring our most vulnerable learners; those with SEND and those who are disadvantaged, are supported by professionals who will act as their advocates whilst having the highest expectations of them.*
- *To enhance the quality of our provision by ensuring the highest quality support for staff wellbeing and outstanding professional development opportunities.*

All of the above is underpinned by a Behaviour Policy rooted in the warm strict approach, which incorporates the highest expectations and absolute consistency delivered in a manner founded in love, which is at the core of Christ's examples and teachings.

The school originates from the post-war expansion of secondary education; it was originally a separate boys and girls school that merged. We have 1600 pupils and employ 168 staff. The site is large, extending over 33 acres, and has a campus style with blocks housing specific departments with generous playing fields, an astro-turf, sports hall, gym and fitness suite. The school is situated in Astley, a community village serving Manchester and Liverpool and our pupils come from the local area as well as Leigh, Tyldesley, Atherton, Boothstown, Hindley and Lowton. We have eight partner primary schools but draw pupils from 30 different schools in the locality. We are oversubscribed for applications in Year 7 and have well over 200 applications for sixth form next year. The catchment area of the school is very diverse in terms of socio-economic basis and it is truly comprehensive in this sense but less so in other areas, as most pupils are of white British and Irish heritage.

As I indicated earlier, we are more than happy to welcome prospective candidates with an informal zoom call or to visit the school (*Covid restrictions permitting*) before the application deadline. If you would like to take advantage of this, please contact Tricia Foster, Human Resources Manager who will arrange a mutually convenient time.

Yours faithfully,



**Andrew Dawson**  
Headteacher

# CHAIR OF GOVERNORS

**Dear Applicant**



Thank you for your interest in our school. We are very proud of our school community as it goes from strength to strength. We believe strongly that the quality of our provision is entirely dependent on the professionalism, energy, commitment and skill of every single member of staff and each individual has a vital role to play. We understand that working in a school is really demanding vocation and as a governing body we want to ensure that systems are in place to support and professionally challenge everyone. Our Catholic faith underpins this. This does not mean that you have to be a practising catholic to work in our school, (*with the exception of Headteacher, Deputy Headteacher and Head of Religious Education*). We welcome applications from people of all faiths and fully recognise that diversity brings about strength. We do ask that candidates support the values of the school and understand that every adult in the community has a key role to play in developing this.

I hope the information pack is of use to you. Please take the opportunity to visit us (*either in person or virtually as conditions allow*) and ask any questions you have. You will find a warm, welcoming community that is truly supportive of everyone and we very much hope to receive an application from you.

Yours faithfully,

A handwritten signature in black ink, appearing to be 'Jack Farrimond', written in a cursive style.

**Jack Farrimond**  
**Chair of Governors**



# STUDENT LEADERS



## Dear Applicant

Looking back on years at St Mary's, the joys, the highs, the challenges we pushed through, not only as students, but as staff, as a family, as one. This school we call a home, a place we get to sit and watch, talk and bond and find them qualities that the future begs for. I don't think that school is just for one person really, I don't think it's just about learning; it's character development, it's the bond you grow with the teachers who always have your back, it's the smiles, the laughter. We all have a first day, coming somewhere new. And it's anxious, what if I'm not this or that, or not loud enough or can't get through to them? We all grow that fear, and it can sometimes push us away from the places we need the most. As students at St Mary's, we've felt like that, but this place we needed. Just as I believe many do too. It's accepting, inclusive, freeing and it doesn't feel like a 9-3 wakeup call that you dread. There's always a friend around the corner at St Mary's, always someone there to listen. We hold composure, we hold love, for the friendships, the student bonds, the classrooms. Everyone is welcome here. And no list can say who is higher than who. At St Mary's we're all equals and it's so compelling to see, just because of the fact that you have a voice, a meaning, a purpose. This family is extended, it's unique, it's joyful, it's like a hug. And the days we fear; exams, presentations and teaching your new class for the first time, we see here at St Mary's as gifts, as growing opportunities. So why St Mary's? Well, I guess that is a thing only you yourself can discover, but we will say, that this school has been the biggest opportunity to our life ever. Without the staff, and newcomers, people who really care, we wouldn't be here today standing as we are.

## Head Girls and Boys at St Mary's

# STUDENT PARLIAMENT



## Dear Applicant

If you were to ask me for a single reason as to why St Mary's is a truly amazing place for staff and students alike it would be very difficult to respond to as there are more answers to that question, then there are colours on Joseph's technicolour dream coat! For me, dragging myself out of bed on a miserable Monday morning is made all the more bearable by the sincere smiles that greet each student no matter how they are feeling. St Mary's has helped in taking me from a shy and quiet year 7 to an assertive and slightly eccentric year 9 and there are still four years left of my journey. The opportunities for students here are endless, for me alone I have taken part in a school production, been part of the school choir, became a library monitor and now have shared leadership of the student parliament which allows students to speak their minds and make positive improvements to the school. If you want to be a scientist, script writer, secretary, surgeon, sales assistant or even a sailor I safely believe that St Mary's will get you there

**Zachary W – CFL Student Parliament Team**



# VIRTUAL TOUR OF OUR SCHOOL



Please click the follow link to see the virtual tour we have created for you. This will provide you a lens into our flourishing school community.

**CLICK HERE** <https://www.youtube.com/watch?v=1dByhzlFu8U&feature=youtu.be>

# VIDEO FOR PROSPECTIVE PUPILS



**CLICK HERE** <https://www.youtube.com/watch?v=gzaMYlW655g&feature=youtu.be>

# OUR OFFER TO STAFF



Staff wellbeing is important at St Mary's. Working in a school is a tough job. It can be immensely rewarding but also physically and emotionally draining. Therefore, it is vital that as a Catholic community we look after one another at all levels and in all posts so that we form a cohesive and effective workplace. Should you be successful in your application the school offers access to a wide range of facilities to support staff health and well-being including the following:

## HEALTH AND WELLBEING

- An induction process that collates all information needed to become part of the community along with support from a designated wellbeing buddy for the first half term to help with any concerns. Mental health resources, such as the wellbeing employee service, reflection sessions with mental health professionals and 1-1 in house counselling.
- A Mental Health Lead that is responsible for wellbeing for both staff and students and an opportunity to join the staff wellbeing team that have been involved in both physical and virtual wellbeing weeks.
- Personal mentors for RQTs/NQTs/Trainees.
- SLT open door policy.
- Offer of a reflection session with mental health professionals.
- Regular staff surveys to allow for discussion around key priorities during the school year.
- Wellbeing work with students in Curriculum for Life to enable better behaviour, more focus etc.
- PPA/Frees are allowed to be taken off site providing the guidelines are followed.
- Duties happen once a week on a day you have a free and consist of one break and one bus duty.
- New appraisal process including the absence of numerical targets.
- Restructure of after school meetings so that these allow for departmental, whole school and personal development time (teaching staff).
- Discussion and changes of the assessment calendar to help with work-life balance.
- Updated marking policy created at a department level.
- Access to free refreshments (tea & coffee) for all staff.
- Access to an onsite fitness suite with dedicated time for staff usage along with exercise, Yoga and Mindfulness sessions all free of charge.

This is by no means an exhaustive list and wellbeing is very much a fluid offer that adapts and changes to the needs of staff and students at St Mary's constantly. We look forward to welcoming you into our Catholic community and hope you have some creative ideas to share that will enhance our offer further.





The background of the entire page is a photograph of the St. Mary's Sixth Form Centre. The building is a modern structure with a dark, grid-patterned facade. Large, light-colored letters spell out 'ST. MARY'S SIXTH FORM CENTRE' on the wall. Above the text is a crest featuring a crown and a shield with a cross, and a banner below it with the Latin motto 'SCIENTIA PIETAS'. To the left of the building, there are large windows. In the foreground, there are some plants and a paved area.

# ST. MARY'S SIXTH FORM CENTRE

*This school has been transformed since the last inspection as a result of intelligent and determined leadership, including in the Sixth Form.*

*Leaders, including governors, have secured evident and significant improvement throughout all aspects of the school, most particularly in the behaviour of pupils, their attendance, the quality of teaching and the achievement of disadvantaged pupils currently in the school*

**OFSTED REPORT**



## OFSTED PARENT VIEW FEBRUARY 2021

**97%**

Of parents say that their child is happy at our school

**97%**

Of parents say that their child feels safe at our school

**96%**

Of parents say that pupils behave well at our school

**94%**

Of parents say that we have high expectations for their child

**96%**

Of parents feel that their child does well at our school

**98%**

Of parents feel that we offer a good range of subjects

**91%**

Of parents feel we support pupils Personal Development

**97%**

Of parents would recommend the school to another parent



# DEPARTMENT INFORMATION

## **Vision for the Department:**

The study of a Language is seen as an important part of our pupils' education as languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment.

The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.

The department's vision is to continually improve standards through an engaging and challenging curriculum which values the strengths of all and celebrates success. We aim to promote cultural awareness and develop our young people into global citizens of the 21st century.

## **About the Department:**

The Current Language team consists of five members of staff. Miss Zamorano is the Head of Department; a Spanish Native from the Basque country, who teaches Spanish up to Key Stage 5 and will be leading the delivery of Latin from September 2021. Mr Haste is the Acting Senior Assistant Headteacher for Teaching and Learning and is currently the NQT mentor in the Department. Mr Heywood is an ex-pupil who started his career at St Mary's as a trainee teacher 4 years ago and teaches AQA Spanish GCSE. Miss O'Callaghan is from Galloway in Ireland, and is an Early Career teacher who joined the department in September of this academic year as a teacher of Spanish. Miss Gentilini is the newest member of the department joining the team in January 2021. Miss Gentilini is an Italian native who has experience teaching Spanish and Italian in the Greater Manchester area. The department works from the communications block in St Mary's and have five well equipped language classrooms, a languages office and a dedicated KS5 classroom located in the sixth form building serving our growing cohort of Key Stage 5 Spanish students.

## **Curriculum:**

The intent behind the 7-year Languages curriculum stems from the shared belief that a foreign language provides learners with a deeper understanding of their own language as well as a cultural understanding of the wider world. The department delivers the AQA GCSE specification and the AQA KS5 specification. There is a strong emphasis on developing speaking skills from Key Stage 3 including the explicit teaching of phonics. The team goes to great lengths to provide pupils with the cultural capital of the subject. This is to provide pupils with the wider contextual understanding of the importance of learning another language. As part of the extensive co-curricular offer the department has organised a large number of study tours to Madrid, Malaga, Paris and Barcelona as well as frequent local tours to Spanish tapas restaurants, which we would hope to re-establish once normal school routines are restored. We look to develop confident, able and culturally aware lifelong language learners when our pupils leave at 18 years of age.



# TEACHER OF LANGUAGES (Spanish) ( Year Fixed Term Contract)



Required for 1<sup>st</sup> September 2021

St Mary's is a good school which is rapidly improving, and we seek applications from highly motivated and inspirational individuals who are committed to ensuring every child and adult within our community have the self-belief to flourish in whatever they choose to do.

Our Mission places Christ at the centre and we expect every adult within our school to embrace, extol and model our character virtues of

- Hope
- Ambition
- Respect
- Action
- Compassion
- Truth
- Excellence
- Resilience

Following the promotion of one of the Languages team to acting Senior Assistant Headteacher we wish to appoint a temporary Teacher of Spanish. The Spanish Department within St Mary's is vibrant; students enjoy studying a modern foreign language and the uptake of the subject at both GCSE and A level is increasing. The school has recently added the opportunity for children in Year 8 to opt to study an additional language and we have introduced Latin. We have a number of outstanding and experienced teachers within the department to act as mentors and the post would ideally suit an Early Career Framework teacher. We can offer excellent in school support and have been working with Teach First as part of the pilot this year. The contract is offered on a temporary basis for the next academic year that will end on 31<sup>st</sup> August 2022.

The successful candidate will actively support our ethos and bring professionalism and academic credibility, balanced with warmth and sensitivity. We welcome discussions with the Headteacher before the closing date and, circumstances permitting, a visit to the school. These visits, and any requests for further information, can be arranged through Tricia Foster, HR Manager. [t.foster@st-maryshigh.wigan.sch.uk](mailto:t.foster@st-maryshigh.wigan.sch.uk)

Closing date for applications: noon, Monday 24<sup>th</sup> May 2021

Full details of this post including the CES Teacher Application form and associated documents are available to download from the school's web site <https://www.stmaryschs.org.uk>

# APPLICATION PROCESS



To apply for this, post your completed application must be submitted to include the following documents:

- CES Teacher Application Form (current version December 2020) including a supporting statement
- CES Consent to Obtain References
- CES Monitoring Form

Completed applications should be clearly marked with the post title and returned electronically for the attention of Mr A Dawson, Headteacher to [recruitment@smchs.org.uk](mailto:recruitment@smchs.org.uk).

St Mary's is an equal opportunities employer and are committed to safeguarding and promoting the welfare of children. We follow safer recruitment practices and appointments are subject to an enhanced DBS check.

# JOB DESCRIPTION



## POST TITLE: TEACHER OF LANGUAGES

- 1.3 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).
- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support curriculum areas as appropriate.
- Monitor and support the overall progress and development of students as a teacher/ Form Tutor
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- Contribute to raising standards of student attainment.
- Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- 1.4 Line Management:** Reporting to - Head of Department  
Responsible for - No line manager responsibility
- 1.5 Liaising With:** Headteacher, senior leadership team, teachers and support staff, LEA representatives, external agencies and parents.
- 1.6 Salary Scale:** Classroom Teachers' Pay Scale
- 1.7 Working Time:** Full time as specified within the STPCD
- 1.8 DBS Disclosure Level:** Enhanced



## **2. TEACHING**

- 2.1 Teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- 2.2 Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- 2.3 Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- 2.4 Ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- 2.5 Undertake a designated programme of teaching.
- 2.6 Ensure a high quality learning experience for students which meets internal and external quality standards.
- 2.7 Prepare and update subject materials.
- 2.8 Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- 2.9 Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- 2.10 Undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- 2.11 Mark, grade and give written/verbal and diagnostic feedback as required.

## **3. STRATEGIC/ OPERATIONAL PLANNING**

- 3.1 Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- 3.2 Contribute to the curriculum area and department's development plan and its implementation.
- 3.3 Plan and prepare courses and lessons.
- 3.4 Contribute to the whole school's planning activities.

## **4. CURRICULUM PROVISION**

- 4.1 Assist the Head of Department, the Deputy Head Teaching & Learning, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

## **5. CURRICULUM DEVELOPMENT**

- 5.1 Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

## **6. STAFFING**

- 6.1 Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- 6.2 Continue own professional development in the relevant areas including subject knowledge and teaching methods.
- 6.3 Engage actively in the performance management review process.
- 6.4 Ensure the effective/efficient deployment of classroom support
- 6.5 Work as a member of a designated team and to contribute positively to effective working relations within the school.

## **7. QUALITY ASSURANCE**

- 7.1 Help to implement school quality procedures and to adhere to those.
- 7.2 Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- 7.3 Review from time to time methods of teaching and programmes of work.
- 7.4 Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

## **8. MANAGEMENT INFORMATION**

- 8.1 Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- 8.2 Complete the relevant documentation to assist in the tracking of students.
- 8.3 Track student progress and use information to inform teaching and learning.

## **9. COMMUNICATIONS AND LIAISON**

- 9.1 Communicate effectively with the parents of students as appropriate.
- 9.2 Where appropriate, communicate and co-operate with persons or bodies outside the school.

- 9.3 Follow agreed policies for communications in the school.
- 9.4 Take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- 9.5 Contribute to the development of effective subject links with external agencies.

## **10. MANAGEMENT OF RESOURCES**

- 10.1 Contribute to the process of the ordering and allocation of equipment and materials.
- 10.2 Assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- 10.3 Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

## **11. PASTORAL SYSTEM**

- 11.1 Be a Form Tutor to an assigned group of students.
- 11.2 Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- 11.3 Liaise with a Pastoral Leader to ensure the implementation of the school's pastoral system.
- 11.4 Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- 11.5 Evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- 11.6 Contribute to the preparation of action plans and progress files and other reports.
- 11.7 Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- 11.8 Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- 11.9 Contribute to PSHCE and citizenship and enterprise according to school policy
- 11.10 Apply the behaviour management systems so that effective learning can take place.

## **12. SCHOOL ETHOS**

- 12.1 Play a full part in the life of the school community, supporting its distinctive mission and Catholic ethos and encouraging staff and students to follow this example.



- 12.2 Support the school in meeting its requirements for collective worship and liturgy.
- 12.3 Promote actively the school's corporate policies.
- 12.4 Comply with the school's health and safety policy and undertake risk assessments as appropriate.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

# PERSON SPECIFICATION



	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Qualified or Pending teacher Status (A)</li> <li>• A good Honours Graduate in Spanish (A)</li> </ul>	
Understanding, knowledge and experience	<ul style="list-style-type: none"> <li>• Evidence of successful experience/teaching practice as a classroom teacher of Spanish .(A, I)</li> <li>• To have an excellent understanding of Spanish; both its teaching and assessment. (A, I).</li> <li>• To have an excellent understanding of AFL strategies that can inform teaching. (A,I)</li> <li>• To have an excellent understanding of how students develop and progress in their knowledge, understanding and skills within Spanish. ( A, I)</li> <li>• To have knowledge of and confidence in the use of pupil performance data to raise attainment(A,I)</li> <li>• To be able to use positive behaviour management systems to ensure pupils' behaviour is conducive to learning. (A, I)</li> <li>• To have a good knowledge of current educational issues and initiatives. (A, I)</li> <li>• To be able to set clear objectives and targets for pupils, developing teaching sequences that show an ability to meet pupils' academic needs. (A, I)</li> <li>• To be able to set clear objectives and targets for pupils, developing teaching sequences that show an ability to meet pupils' academic needs. (A,I)</li> </ul>	<ul style="list-style-type: none"> <li>• Ability and willingness to offer another curriculum subject. This includes St Mary's Curriculum for Life Programme(PHSE) (A,I)</li> </ul>

Personal Qualities	<ul style="list-style-type: none"> <li>• To support and contribute to the school's Catholic Ethos. (I)</li> <li>• To be able to work with other adults, both inside and outside of the classroom. (A)</li> <li>• To have excellent communication and interpersonal skills. (I)</li> <li>• The ability to work collaboratively with other adults. (I)</li> <li>• To be able to gain the confidence of colleagues and students. (I)</li> <li>• To be self-reflective, with the ability and desire to improve own performance. (I)</li> <li>• To be able to work effectively in a team. (I, A)</li> <li>• To be an enthusiastic Spanish teacher .(I, A)</li> <li>• To be committed to making contributions to extra-curricular activities. (A,I)</li> <li>• To have an excellent record of personal attendance and punctuality. (R)</li> <li>• To have high personal standards - dress, conduct and presentation. (I)</li> </ul>	<ul style="list-style-type: none"> <li>• Self-aware and self-reflective. (A, I)</li> <li>• Dedication to improving standards. (A, I)</li> </ul>
Commitment to	<ul style="list-style-type: none"> <li>• Raising standards of student achievement. (A, I)</li> <li>• Continued Professional Development. (A, I)</li> <li>• Community liaison including parental involvement. (A, I)</li> <li>• Commitment to diversity and equality of opportunity in all working practices. (A, I)</li> <li>• The role of a Form Tutor within a specified year group (A, I)</li> </ul>	<ul style="list-style-type: none"> <li>• Further career development. (A.I)</li> </ul>
Written Application	<ul style="list-style-type: none"> <li>• A well-constructed and concise application showing evidence of knowledge, planning and enthusiasm for the role.</li> </ul>	

The School Governing Body are committed to safeguarding and promoting the welfare of children. This post is subject to the Enhanced Disclosure procedures.

Key: A = Application R = References I = Interview

