



## The Languages Faculty

### The Teaching Team for September 2023

Sarah Miller	French and Spanish	Head of Faculty
Sarah Norcott	French, German & Spanish	Assistant Head of Languages
Helen Aubrey	German, French & Spanish	Assistant Head of Languages
Andrew Scarrott	French and Spanish	
Vacancy	Teacher of Spanish and French	
Beth Pryor	Spanish	Language Assistant
Keren Davies	French & German	Language Assistant

### The Faculty

The Faculty of Languages is a committed and successful team. We are a team of 5 languages teachers and 2 language assistants. We have high expectations and share a common sense of purpose. We aim to give pupils an understanding of other people, their culture and their language in a modern world. We set out to enthuse them for language learning and instil in them the idea that they can speak at least one language other than their own.

The Faculty is housed in a specialist suite of rooms, which includes a dedicated computer suite. We use a wide range of educational language software and also expect pupils to do regular class and homework tasks using ICT resources. Every classroom is equipped with 'surround sound' and an interactive digital projector around which we continue to build a shared resource bank.

The pace of change and innovation at Deer Park is reflected within the Faculty. We review and update policy and practice on a regular basis as a part of our self-evaluation. This allows the team to be pro-active in how we sustain and develop an effective climate for teaching and learning.

In Year 7, pupils are introduced to either French or Spanish (alternating each year) over 4 hours a fortnight in their mixed ability tutor groups. In Years 8 and 9, all pupils continue to study their main Language and over 50% currently pick up German as a second modern foreign language for 3 hours a fortnight.

In Key Stage 4 pupils are currently following the AQA GCSE course. Although languages are optional at Deer Park, we are keen to increase participation in Languages from 50% in Key Stage 4. In both Key Stages, we use text books as a basis for our teaching, customised to the needs of our pupils and all supported by a variety of online resource banks. These are supplemented by a large number of in-house worksheets and software programmes. We currently use 'Allez/Vif', 'Claro' and 'Echt' in Key Stage 3 and AQA GCSE course books at Key Stage 4.

Personalised learning and assessment for learning are embedded into all our Schemes of Learning. Literacy is a key feature in our Faculty as is our rigorous assessment for learning

programme and progress is closely monitored through high quality assessments, online tracker systems and detailed feedback to each pupil.

Opportunities exist to work creatively to establish exciting projects to enhance both the creative and functional aspects of the curriculum and there is a real willingness amongst both colleagues and pupils to explore dynamic initiatives which can impact upon learning within and beyond the curriculum. For example, in January, we run our Languages and the World of Work module for Year 9 pupils who are about to decide their options for KS4, to put language learning into context for the modern, international world.

Over the last 6 years we have developed a school exchange with a partner school in Cadiz and are looking to develop exchanges with France and Germany. Through our annual enrichment week programme pupils in Years 8 and 9 have the opportunity to visit France and Germany. There is scope to develop wider cross-curricular links as our Humanities Faculty run a Year 8 trip to Belgium and take our GCSE History pupils to Berlin.

Each year the Faculty sees a change in the profile of results due to the truly comprehensive nature of our pupils, however over recent years, we have seen an increase in the attainment of our pupils at GCSE. Every pupil who wishes to take a GCSE in a language is encouraged to do so and is supported to ensure they can achieve their very best.

We are looking for an enthusiastic and reflective teacher of Spanish and French who will bring their own ideas and love of teaching to the classroom. An ability to also offer German would be desirable, but not essential. As well as being an excellent classroom practitioner, you will also demonstrate the following attributes:

- a dynamic, pro-active approach;
- the ability to work effectively as part of a team;
- the ability to create and develop liaison with educational partners;
- ambition and motivation.

We hope you feel you would like to join our Faculty and would be grateful if you would indicate in your letter special areas of interest within language teaching. We look forward to hearing from you if you decide to pursue your application further.

**Sarah Miller**  
**Head of Languages**  
**June 2023**



## **Outline job description: All subject teachers (MPS-UPS3)**

### **All Teachers (Main Scale)**

#### **Purpose**

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

#### **All teachers are expected**

- To meet the Teachers' Standards (summarised above) at all times;
- To model The Corinium Education Trust's agreed expectations for good or better teaching;
- To be familiar with the criteria set out in the School Inspection Handbook (Ofsted) relevant to their roles in the classroom and around the school;
- To be aware of the school's core priorities and strategic objectives and show a commitment to meeting these in their planning;
- To support and reflect the school's vision and values in their practice and implement school policies and procedures;
- To ensure confidentiality appropriate to working in the school and safeguard all children;
- To carry out their duties in line with those set out in the current School Teachers' Pay and Conditions Document.

#### **Impact**

- Ambitious and challenging achievement targets are met or exceeded;
- Value added measures put the school within the top 20% of schools nationally;
- Quality of education is judged to be 'outstanding'

#### **All teachers will**

- Teach the specialist and/or other subject(s) across Key Stage 3 and 4;
- Plan well-structured lessons in line with faculty schemes of learning, set clear objectives and employ appropriate strategies that take account of the needs of able pupils, those with SEN and those eligible for the pupil premium;

- Be aware of pupils' prior attainment or baseline data and use it to inform target setting, planning, differentiation and assessment;
- Prepare a range of relevant, engaging and challenging learning activities and controlled assessments to ensure all pupils can make good progress;
- Set and mark extension work/home learning routinely in line with faculty and whole school expectations;
- Equip pupils with the skills to make progress, including literacy and numeracy;
- Contribute to the development of faculty schemes of learning and share teaching resources as appropriate;
- Identify common misconceptions and act to ensure they are corrected;
- Deliver spiritual, moral, social and cultural aspects of learning within the context of the specialist subject and across the curriculum;
- Prepare pupils for life in modern Britain and promoting British values of democracy, the rule of law, individual liberty, mutual respect and tolerance;
- Lead and engage in enrichment and extra-curricular activities within the faculty and across the school;
- Maintain a safe and stimulating environment for pupils;
- Take responsibility for displays in their classroom and shared faculty areas and maintain tidy learning and workspaces;
- Ensure appropriate learning activities are available for classes during a planned or unforeseen absence;
- Keep an attendance register for each lesson and inform the Care, Guidance and Support Team of suspicious or frequent absences;
- Manage behaviour consistently and maintain positive working relationships with all pupils;
- Follow the faculty's and school's pupil behaviour management procedures where appropriate;
- Use the school rewards systems to celebrate achievement, motivate and inspire pupils in line with the school's policy;
- Be accountable for pupils' attainment, progress and outcomes;
- Provide specific and diagnostic formative and summative feedback to pupils on their progress and next steps;
- Assess pupils' progress, report to and engage parents to celebrate achievement and address concerns related to under-achievement, homework and/or behaviour;
- Complete interim reviews, personalised and informative next step and end of Key Stage reports for pupils by the deadlines set in the calendar;
- Attend parents' evenings and other calendared school events as appropriate;
- Take responsibility for or support a tutor group in either Key Stage 3 or 4 to ensure pupils' wellbeing, and maintain high levels of punctuality, attendance and uniform;
- Provide professional care, guidance and support and liaise directly with parents and carers;
- Ensure the school's safeguarding procedures are followed and policies are adhered to;
- Encourage pupils to make positive contributions to the culture, ethos and life of the school and wider community;
- Contribute to the supervision of pupils and undertake scheduled duties before school, at break or lunch time and after school as set out in the duty rota;

- Participate actively in and contribute to faculty self-evaluation procedures;
- Mentor and give feedback to trainee teachers attached to specific classes;
- Take responsibility for individual and relevant continuing professional development, seeking advice where appropriate;
- Undertake any other reasonable tasks or duties assigned by his/her Head of Faculty, Head of School or Headteacher.

### **Teachers on Upper Pay Spine (UPS)**

In addition to the Main Scale specification above, teachers who have progressed to the Upper Pay Spine in line with those set out in the School Teachers' Pay and Conditions Document and The Corinium Education Trust's Career Stage Expectations will be expected to undertake additional responsibilities. The scope of these increase in line with UPS progression.

#### **For UPS1 and 2 teachers**

- Are 'highly competent in all elements of the relevant standards and their achievements and contributions to an educational setting or settings are substantial and sustained.' (STPCD);
- Contribute to key developments within the faculty, across the school or The Corinium Education Trust;
- Develop resources for use by other staff;
- Model best practice consistently and teach demonstration lessons as required;
- Engage in research-led CPD and actively pursue ways to improve working practices and pupil outcomes across the school and The Corinium Education Trust;
- Provide guidance, support and mentoring for identified pupils as a part of the school's commitment to raising the achievement of key groups of learners and whole school intervention programmes.

#### **For UPS 3 teachers**

- Lead on specific areas related to the school's core priorities and strategic objectives, such as disadvantaged pupils, as agreed with the Head of Faculty, Head of School or Headteacher;
- Support, coach or mentor identified staff as agreed by the Head of Faculty, Head of School or Headteacher;
- Contribute to the planning and delivery of the school's and The Corinium Education Trust's training and continuing professional development programme, for example leading or facilitating workshops.

#### **Note**

The school asserts its right to ownership and use of all intellectual property generated by staff during the course of their employment, or generated by staff outside the course of their employment where school resources have been used.

## **Why apply for a role at Cirencester Deer Park School?**

Cirencester Deer Park is a vibrant, inclusive, forward looking and supportive environment in which to teach and learn. The school's values of Trust, Kindness and Determination underpin all we do. Pupils enjoy their learning in a disruption free environment, and staff are proud to work here. The school is located in beautiful grounds within a 10 minute walk of the 'Capital of The Cotswolds'.

Following our Ofsted inspection in January 2023, Cirencester Deer Park School continues to be a good school. Inspectors noted that:

- "Pupils welcome leaders' high expectations of their behaviour and conduct...Pupils enjoy their learning and feel well prepared for the future."
- "Pupils behave well in lessons and benefit from learning without low-level disruption from others."
- "Staff are proud to work at the school. They feel well supported by leaders in respect of workload, well-being and managing pupils' behaviour."

At Deer Park School there is a strong sense of community where the common goal amongst pupils and staff is to be the best that they can be, based on the foundations of continual challenge and support. Our learning community has expanded through the development of The Corinium Education Trust and working alongside Chesterton, Kemble and Siddington C of E Primary Schools we aim to improve pupils' learning and life chances through continuous school improvement.

Variety, support and challenge are key aspects of our work at Deer Park School, whether this be in the classroom with the varied approaches to teaching and learning, to the extensive extra-curricular activities, including; guest speakers, arts projects, educational visits, charity work, projects for the most able, sports, Expressive Arts projects or overseas expeditions.

## **What do we offer our staff at Cirencester Deer Park?**

- The opportunity to work with pupils who are inquisitive, conscientious and friendly.
- A supportive and nurturing workplace where staff are treated with the professional regard and autonomy which they deserve.
- Staff are given room to grow and are encouraged to seek out new teaching and learning opportunities to allow our pupils and themselves to thrive.
- Continuing Professional Development opportunities at Deer Park are personalised, collaborative and varied. For the past three years our staff have been given the opportunity to take part in Continuing Professional Development which is based on current Educational Research and linked directly to improving practice and supporting pupils.
- The opportunity to take part or lead on an annual enrichment project where the entire school takes part in an activities week which allows cultural capital to grow.
- A structured induction programme for all new staff which quickly allows colleagues to become part of the school community. Additionally, we work closely with Adfecto, the professional development arm of Gloucestershire Association of Secondary Headteachers Ltd, to provide ongoing opportunities from ECT training to those with leadership aspirations.
- Cirencester Deer Park School has well-resourced faculties providing a range of specialist facilities and equipment and a recently opened English, RE and ICT block.
- For high performing colleagues we offer opportunities for rapid pay progression.
- A cycle to work scheme, as well as an employee assistance plan and child care vouchers.