



Our Ref: NM/LHH/KW  
September 2022

## Teacher of Spanish

Dear Colleague

Thank you for your interest in this full time position to start January 2023. We are looking for a highly motivated, dynamic and passionate teacher to teach Spanish to at least GCSE and another language to at least year 10. This is an exciting opportunity for the right candidate to join an excellent department of nine specialist where languages continue to be valued – 80%+ GCSE entry and increasing A-level numbers.

We welcome applications from ECTs and experienced teachers who want to teach in a lovely, vibrant secondary school.

Christopher Whitehead Language College is an 11-18 school 'in pursuit of excellence' in all areas of its community's life. Near to the cricket ground, on the west bank of the River Severn in Worcester, it is a larger than average, inclusive and community-focused comprehensive school with approximately 1510 students. In the last five years, the school has enjoyed a huge rise in popularity amongst the local community and despite COVID-19 is still proud of outstanding student behaviour.

In our latest 2018 Ofsted inspection, personal development, behaviour and welfare was judged as 'outstanding' and we were delighted to be re-awarded the prestigious Inclusion Quality Mark Centre of Excellence in July 2022.

In the additional pages, I have included:

- job description
- person specification
- departmental information

Please also read our privacy notice for job applicants (on the recruitment page of our website).

I would obviously encourage you to read our Ofsted report in detail and visit our informative website at [www.christopherwhitehead.co.uk](http://www.christopherwhitehead.co.uk) to develop an understanding of our ethos. You may like to visit my blog too at <https://neilmorriscwlc.wordpress.com/>.

If you wish to apply, please complete the application form and include a letter detailing your previous educational experience and stating how you would make a difference in the classroom. Please email your completed forms to [recruitment@cwlc.email](mailto:recruitment@cwlc.email). **Please do not enclose a CV.**

The deadline for receipt of applications is 10.00am on Monday 10th October 2022. Informal visit/tour available on Wednesday 5th October at 4.00pm. Interviews will be held on Friday 14th October 2022.

If you would like any further information, please contact Rowan Garcia, Head of MFL, [r.garcia@cwlc.email](mailto:r.garcia@cwlc.email).

Please would you ensure you provide email addresses for your referees and alert them to this fact.

As I will only be contacting short-listed candidates, I would like to thank you for your time and effort, and if unsuccessful, wish you well in your future career.

I look forward to hearing from you.

Yours sincerely

Neil S Morris  
Headteacher

## Job Description

<b>Post Title:</b>	Class Teacher (Generic)
<b>Terms &amp; Tenure:</b>	Permanent, Full Time, Main/Upper Scale
<b>Line Manager:</b>	Head of Department (in the first instance)
<b>Staff Supervised:</b>	None

### Purpose of the Role

It is expected that you will have a suitable teaching qualification and be able to teach classes in Years 7-13, with responsibility for the preparation and delivery of a two weekly timetable of lessons as determined by the Headteacher. You will be an excellent subject teacher who enthuses and challenges the students you teach, to ensure they are given the best opportunities to succeed and to reach their potential. You will also be a Learning Mentor of a mixed age (11-16) tutor group within our vertical House system or a Personal Tutor at Sixth Form, looking after the wellbeing of students in your care, setting high expectations of behaviour, uniform, conduct and respect.

### Duties and Responsibilities

The job description should be read alongside the range of professional duties as set out in the DfE Teachers' Standards document. All staff need to have regard for their personal and professional conduct defined in the Teachers' Standards and have proper regard for ethos of Christopher Whitehead Language College and Sixth Form as a tolerant, inclusive, multi-faith school where staff and students follow the mission statement 'In pursuit of excellence' in all that they do.

The list is given as a guideline only and is not exhaustive. Other tasks and activities relevant to the main headings should also be considered acceptable. A degree of flexibility is therefore considered essential.

As a class teacher, you are expected to:

#### Meeting Needs and Closing Gaps

- Use data to inform your planning, feedback and management of classes.
- Know your disadvantaged/SEND/EAL/HLP students and any gaps in their attainment.
- Create seating plans that reflect needs and levels of support.
- Get to know any barriers to learning in your students and actively support the progress of the student(s).
- Know how to communicate effectively and deploy LSA expertise that has the most impact on student progress.
- Promote reading practice and reading strategies in your subjects and in the DEAR programme.
- Actively use and promote subject-specific vocabulary.
- Insist on high standards in written work.
- Have provision in place for student absence in line with departmental and/or whole-school policies.
- Set appropriate home learning according to department and whole-school policies.
- Encourage a mindset in your students where effort, perseverance and resilience are valued.
- Communicate effectively with home and the Pastoral Team.

#### Pedagogy – Classroom Practice for Impact

- Employ effective and proven differentiation/adjustment strategies to promote student progress.
- Have consistently high expectations in your teaching and planning.
- Employ metacognition strategies and know why these are important.
- Demonstrate effective classroom management including use of effective seating plans and adhering to the school's behaviour referral system.
- Address students' needs by scaffolding tasks effectively.

- Use modelling to show students what standards to aspire to and how to achieve each stage.
- Teach literacy in your subject explicitly and consistently.
- Use carefully planned explanations to aid understanding.
- Regularly revisit/revise key concepts throughout teaching sequences.
- Set home learning that consolidates knowledge; that is regular and effective.

#### **Marking and Feedback**

- Understand how your department policy fits in with the whole-school policy and how you can meet the expectations of both.
- Explicitly teach students to check key concepts, vocabulary and presentation before submitting their work.
- Promote the use of key literacy words and terms in your marking and feedback for students.
- Ensure you use feedback techniques that embed independence and self-directed improvement with your students
- Know and practise the feedback strategies that have the highest impact on student progress and explicitly teach these to your students.
- Take responsibility for entering meaningful data within deadline and engaging with outcomes to shape planning and any subsequent interventions.
- Complete monitoring reports to deadline, that are individualised and with no errors.

#### **Your Professional Development**

- Maintain a commitment to your own professional development through the school's CPD offer, our Growing Our Own programme and external providers.
- Attend and actively engage in whole-school, pastoral and/or subject CPD training to embed, enhance and develop your practice and professionalism.
- Complete statutory CPD within deadline.
- Use statutory training to inform best practice in safeguarding and health and safety standards in your environments within school.
- Understand the importance of evidence in education and seek to find out more.
- Ask for/give developmental feedback on your own and colleagues' practice.
- Welcome feedback and actively reflect on it as an opportunity for growth.
- Engage in further CPD opportunities in line with the stage you are at in your career.

#### **Whole-School Responsibilities**

- Build and maintain effective working relationships with colleagues based on respect, empathy and professionalism.
- Share responsibility for improving the lives of all students and staff.
- Be punctual, well-presented and motivated.
- Actively promote Christopher Whitehead Language College and Sixth Form ethos and community values.
- Promote high standards of conduct, including the appropriate use of social media.
- Share in the participation and supervision of approved extra-curricular activities for students where appropriate.
- Attend meetings as directed and actively engage with briefings, bulletins and newsletters.
- Undertake duties pro-actively and on time.
- Manage your workload and wellbeing, using support if needed.

**General and review**

To understand and be prepared to support the ethos of the school by:

- Promoting good relationships with students, parents, colleagues, governors, LA and agency staff and visitors to the school.
- Promoting high standards of student behaviour inside the classroom and around the school generally, following the school’s behaviour policy.
- Promoting high standards of personal presentation and conduct, including being punctual and using social network media appropriately.
- Completing training in the relevant areas to meet all safeguarding and health and safety standards as advised by CWLC and government policy.
- Being aware of all matters of health and safety related to the working environment.

This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate. It may be subject to change or modification at any time after consultation.

Christopher Whitehead Language College and Sixth Form has a strong commitment to achieving equality of opportunities in its service to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Christopher Whitehead Language College and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## Person Specification

Teacher of MFL	Essential	Desirable	Evidenced (Application Form, Interview, References)
<b>Qualifications and Training</b>			
DfE recognised Qualified Teacher Status	✓		A
Appropriate degree	✓		A, I
Evidence of recent and relevant professional development		✓	A
<b>Experience</b>			
Successful teaching experience of MFL KS3-5 (including teaching practice)	✓		A, R
<b>Skills and Abilities</b>			
Commitment to working as part of a team, including the sharing of successful teaching and learning strategies	✓		A, I, R
Contributing to the development of the department's curriculum and resources	✓		A, I, R
Ability to teach good or outstanding lessons	✓		A, I, R
Strong classroom management skills	✓		A, I, R
Effective communication skills	✓		A, I, R
Ability to use innovative and interactive teaching methods	✓		A, I, R
Uses ICT as an innovative tool for learning	✓		A, I, R
Contribute to the improvement and implementation of assessment for learning within the department	✓		A, I, R
<b>Other Factors</b>			
Mark work regularly and set achievable and aspirational targets for students	✓		A, I, R
Demonstrate enthusiasm for and enjoyment of teaching	✓		A, I, R
Willingness and ability to play a key role in delivering extra-curricular activities for students	✓		A, I, R
A passion for helping young people to develop their understanding and experiences to reach their full potential	✓		I, R
Well organised with good time management skills	✓		I, R
Meets tight deadlines with attention to detail	✓		I, R
High degree of personal integrity	✓		A, I, R
Hardworking, energetic and cheerful	✓		I
Excellent attendance record	✓		R
A thorough understanding of a teacher's role in safeguarding young people	✓		A, I, R

*This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Disclosure and Barring Service before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.*

## Departmental Overview

### The Modern Foreign Languages Department

The Department is a very strong and successful curriculum area in the school. Annually around 85-90% of students (the second highest amount in the county) are entered for the GCSE and our results contribute towards the school's EBacc figure, which is currently the best in the county.

#### **CWLC MFL results over time (GCSE grades 9-4)** (No. of candidates in brackets)

Grades 9-4	2018	2019	2020 (TAGs)	2022
<b>Overall</b>	<b>74%</b>	<b>78%</b>	<b>83%</b>	<b>93%</b>
French	64% (82)	100% (2)	80% (91)	100% (4)
German	80% (85)	77% (91)	83% (96)	79% (86)
Spanish	-----	80% (94)	80% (5)	91% (88)
Mandarin	100% (3)	100% (6)	100% (3)	100% (24)

#### **Languages and Courses**

KS3 – Current year 7 students are allocated to one of two bands and study the language allocated to that band, which this year are French and Spanish. There are two data entries per year, and some form of assessment will take place before these take place. In KS3 progress is assessed by teachers who decide whether each student is above, on, or below target. Any assessments taken by our students mirror how they are assessed in the new specification GCSE exams, helping them to prepare for the demands of the updated examinations. Students are set by ability, though movement between the sets is common. In year 9, students identified as needing additional support with English and maths follow the FCSE course and are then withdrawn from MFL to follow a Travel and Tourism course in years 10 and 11. All students are offered the chance of studying a second language from year 9 onwards.

In 2017 we were selected as part of the Chinese Government-funded 'Mandarin Excellence Programme' (MEP) and in the current years 7-10 between 25 and 30 students opted out of their European language and into Mandarin, which they will study for their five years at CWLC. Students opt into the programme through a process of identification, invitation and selection, which occurs during the transition process. Each year students sit hurdle tests on this programme and for the last five years we have been placed consistently in the top ten schools for each cohort that has been entered.

KS4 – Between 85-90% of students continue with the study of their foreign language to the end of year 11, at which time they take their GCSE exams. We generally have 4 or 5 GCSE sets per language, with a set 1 for higher tier candidates and the foundation tier students being spread over the remaining 3 or 4 sets. We have opted to follow the AQA syllabus for the new specification GCSE.

KS5 – We are delighted to currently offer French, German, Spanish and Mandarin at A level; these are being taught for the sixth time this school year following the opening of the Sixth Form in 2015. Students wishing to study a language at A level are required to achieve at least a grade 7 at GCSE and are expected to complete preparatory work over the summer holiday. We are hoping to be able to offer Chinese as a 'pathway' option to our sixth form students as well.

#### **Rooms and Equipment**

There are nine classrooms dedicated to MFL, all of which have access to interactive whiteboard technology. There is also a staff room and the department has access to the school's well-equipped computer rooms on a booking basis. We have access to the Pearson Active Learn learning platform for GCSE, and Dynamic Learning for A level as well as a GoChinese for Mandarin.

### **Visits Abroad and Intensive Study Programmes**

The students who are on the MEP in year 8 have a two-week intensive learning residential in China and our first cohort enjoyed their trip studying at Shanghai Foreign Language School in July 2019. In year 9 students attend an intensive learning residential at Nottingham University too. Our first cohort was due to attend for the first time in 2020, but this was cancelled due to the pandemic. Our MFL department organise a range of annual trips abroad, and in academic year 2018-19 we took trips to France, Spain and Germany, all of which we planned to repeat in 2019-20 and this year, but which had to be cancelled.

### **External Links**

The school has the full International School Award and we have a number of partnerships with schools in France, Spain, Austria, China, India and the USA.

Members of the MFL department have in the past visited local primary schools and helped them in the delivery of the KS2 MFL Framework.

Students from the University of Worcester PGCE course and Woodrush High School's School Direct programme spend time with us on teaching practice and we have excellent links with them. We also have links with many teacher training institutions internationally and welcome visits from their student teachers.

### **Ofsted**

The school last had an Ofsted inspection in 2018 and was rated as 'Good' overall. Feedback on the MFL department focussed on attainment amongst lower ability students, as well as absence from MFL lessons of lower ability students for intervention. We have been working hard to address these action points, and one of the outcomes was creation of the FCSE/Travel and Tourism pathway in year 9. The following year we delivered our best ever GCSE results.

### **The Future for Languages at Christopher Whitehead Language College & Sixth Form**

We have maintained our Language College ethos since September 2005. This enables the department to further enhance its educational and cultural links both at home and abroad. Though no longer officially a language college since achieving Academy status, the school continues to promote the study of languages as a vital tool for lifelong learning and as a means of supporting our students in achieving the EBacc, (for which the school has the best results in the county).

We are looking forward to forging a wider range of links with schools across Europe and China. These developments already include the participation of other curriculum areas in our school in cross-curricular activities and projects.

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