



Hardenhuish School  
A High Performing Academy

## Candidate Information



Teacher of Spanish  
Full-time maternity cover

Closing Date: 8.30am on Monday 10 May 2021



## Hardenhuish School

A High Performing Academy

April 2021

Dear Applicant

Thank you for your interest in Hardenhuish School and our vacancy for a full-time **Teacher of Spanish**, on a maternity cover contract, starting from September 2021.

We are looking to appoint an outstanding classroom practitioner with a passion for languages. The successful candidate will teach MFL at KS3 and be expected to be able to teach Spanish at GCSE and possibly A-level. Applications are welcome from NQTs.

After reading the supporting job description, I hope you pursue an application for this exciting and rewarding role. Please send your completed application and equal opportunities forms to Human Resources at [hr@hardenhuish.wilts.sch.uk](mailto:hr@hardenhuish.wilts.sch.uk).

Hardenhuish School is committed to safeguarding and protecting the welfare of children and young people and, as such, has robust safeguarding policies and procedures. We expect all staff and volunteers to share this commitment and our application pack includes the School's Safeguarding Child Protection Policy with Handbook.

Please note, shortlisted applicants will be expected to respond appropriately to safeguarding questions at interview and the successful candidate will be required to complete an enhanced DBS disclosure.

The closing date for this post is **8.30am on Monday 10 May 2021**. If you wish to discuss this vacancy or the interview process please contact Heather Baker, HR Manager via her email address [hjb@hardenhuish.wilts.sch.uk](mailto:hjb@hardenhuish.wilts.sch.uk). Unfortunately, due to the high response rate that we receive for posts such as these, we are unable to offer feedback on individual applications which are not shortlisted for interview.

Thank you again for your interest in Hardenhuish School and I hope you will pursue your application.

Yours sincerely

*Lisa Percy*

Lisa Percy  
Headteacher



Hardenhuish School is an 11-18 co-educational comprehensive school set in the magnificent parkland of the former Hardenhuish Manor and Chippenham Grammar School. We enjoy an outstanding reputation locally and nationally. At Hardenhuish we put children at the centre of all we do: we believe in a three-way partnership with the school, home and the individual, ensuring that each and every young person is 'inspired to learn and supported to succeed'.



## Modern Foreign Languages Departmental Profile

### The Modern Foreign Languages Team

The MFL team comprises of 3 full-time and 6 part-time teachers, who actively work and support each other well and share resources and teaching techniques. The department benefits from a small hub of administrative support.

The MFL team is a cohesive group of experienced, vibrant subject specialists, who are progressive in their pedagogy and aim to create independent, inquisitive and creative linguists through high quality teaching and learning. The dynamic team is forward looking and has embraced recent developments in the teaching of Modern Languages, adapting teaching and learning styles to suit the new requirements of the MFL specifications.

The team is very proud of their use of Teams as the main internal communication channel and how they adapted to the remote teaching scenario with a wide range of online tools to enhance the students' progress.

### The Facilities

The Modern Foreign Languages Department is based in four classrooms in close proximity to each other, which enables the team to work together and supports a friendly, co-operative working atmosphere. The Department has a team workspace in addition to several storage areas. Each teacher is provided with a laptop and all classrooms are equipped with a digital projector. Our Sixth Form lessons are taught in classrooms in the purpose built Sixth Form Centre, each classroom has an interactive whiteboard and digital projector.



The Department uses the AQA Kerboodle textbooks and Kerboodle online resources at GCSE level in Spanish and French, and the AQA Kerboodle digital textbooks and grammar practice workbooks at AS and A2 level in French. They have differentiated resources for use at KS4 across the ability range. At KS3, they have created their own resources and review them every year so that they are not fully reliant on textbooks. However, they regularly use Pearson's ActiveLearn online platform for VIVA and Studio and they use them for all KS3 classes. They also have a subscription to Linguascope and Exampro across both languages.

Each classroom is equipped with speakers for listening materials and a digital projector. The Department has excellent ICT facilities with iPads available for booking in MFL lessons. Whenever possible, pupils/teams make use of the internet and the range of interactive programmes available, and we are constantly developing our use of ICT with pupils.

## Teaching, Learning and the Curriculum

### Key Stage 3

All pupils are taught Spanish and French from Year 7. In Years 7 and 8 there are two top stream classes and three mixed ability classes. Years 9, 10 and 11 are taught in option groups, some of which are levelled according to prior attainment. Both languages are offered at GCSE.

### Key Stage 4

In the 2019 Centre Assessment Grades, 81.3% of French and Spanish GCSE pupils attained a grade 9-4.

### Key Stage 5

In Summer 2018 the average French A-level grade was an "A" with a DofE value added score of +0.35. In Spanish the average grade was a "B" with a value added score of +0.15.

The MFL Department has embedded techniques to increase the use of target language in and out of lessons and this has become one of their main priorities. They are also proud to have developed new ways of providing feedback to pupils, which is popular amongst pupils and parents and means they are able to inform pupils of their progress every term more effectively. Pupils are assessed on a termly basis.

As GCSE is optional in MFL at Hardenhuish we constantly look at strategies for encouraging more pupils to take a language at GCSE, although the take up is consistently good.

Currently courses lead to the following qualifications:

- GCSE AQA
- A-Level AQA



## Extra-curricular

The MFL Department has a history of successful educational visits with an established trip to Malaga and a KS3 French trip to the Opal Coast. Both trips are well-attended and the MFL team are looking forward to launching them as soon as it is safe to do so.

## The Vacancy

We are seeking to appoint, from 1 September 2021 a full-time Teacher of Spanish (maternity cover). We are looking to appoint an outstanding classroom practitioner with a passion for languages. The successful candidate will teach MFL at KS3 and be expected to be able to teach Spanish at GCSE and possibly A-Level. Applications are welcome from NQTs.

## Application Procedure

If you feel that you would like to join this thriving department, and that you can offer what we seek, please complete the application form and write a letter in support of your application. As part of this, please include the following:

1. Your relevant experience and achievements.
2. How you would increase the progress and engagement of **all** pupils/students in MFL

The closing date for this post is **8.30am on Monday 10 May 2021**. If you wish to discuss this vacancy or the interview process please contact Heather Baker, HR Manager via her email address [hjb@hardenhuish.wilts.sch](mailto:hjb@hardenhuish.wilts.sch).



## Hardenhuish School

A High Performing Academy

### Job Description

Introduction	
Post title	Teacher of Spanish
Start date	September 2021
Working time	Full-time maternity cover
DBS disclosure	Enhanced level
<b>Safeguarding children, young people and vulnerable adults</b>	
Hardenhuish School is committed to safeguarding and promoting the welfare of children and young people and expects all members of the Leadership Team to promote this commitment.	
Post Purpose	<p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area.</p> <p>To monitor and support the overall progress and development of pupils as a teacher.</p> <p>To facilitate and encourage the learning experience which provides pupils with the opportunity to achieve their individual potential.</p> <p>To contribute to raising standards of pupil attainment, including closing the gap for SPIGS.</p> <p>To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</p>
Why this post is important	You have a key role in the development of the young people in this school. By implementing, delivering and monitoring a broad and balanced curriculum which meets the needs of individual students, you help those students to reach their full potential as learners. By providing those young people with opportunities for personal, spiritual and academic growth you contribute to the development of students who can make a valuable contribution to the wider community.
Line Manager	Curriculum Leader or Second in Curriculum Area.
Liaising with	The Leadership Team, teaching/support staff, external agencies, parents.
Responsible for	The provision of the full learning experience and support for pupils.

Operational/Strategic Planning	
Your responsibilities include...	Where practice is excellent you might...
Planning and preparing courses and lessons. (4)	Share generic lesson planning strategies with colleagues in your area and other curriculum areas.
Assisting in the development of appropriate syllabuses/specifications, resources, schemes of work, and teaching strategies within the curriculum area. (2, 4, 5)	Take responsibility for developing a fully resourced, differentiated scheme of work which can be used by the other members of your team. Plan for the effective use of support staff including Teaching Assistants (TAs).
Contributing to the curriculum area's development plan and its implementation. (8)	Attend exam board INSET and develop curriculum provision for your subject based on the training received. Take responsibility for the planning, implementation, review and refinement of one aspect of your Curriculum LTSEF. Participate in cross curricular area working party to develop practice. Develop a process to elicit feedback from pupils/students and implement changes to the curriculum based on the results.
Contributing to the whole school's planning activities. (8)	Lead training in meetings or with colleagues in other curriculum areas, explaining how you make use of data to inform your planning.
Taking responsibility for the identification of Special Interest Group (SPIG) pupils/students and monitor their progress. (5)	Support learners identified as being in SPIGs, e.g. share materials which focus on challenging aspiring pupils/students by developing higher order thinking skills and which support pupils/students with Special Educational Needs by 'scaffolding' their learning in order to raise achievement. Create and share specific opportunities for pupils/students to understand and develop multiple intelligences. Create and resource a strategy for a Key Stage which develops the pupils'/students' 'learning to learn' skills in your curriculum area.
Assessment	
Your responsibilities include...	Where practice is excellent you might...
Assessing pupils'/students' work as required by internal procedures and external bodies. Providing written and verbal feedback to pupils/students which offers clear paths for improvement and provides high expectations and a sense of self-worth for those you teach. (6)	Develop a system of Assessment for Learning for your subject and share it with your colleagues. Contribute to the development of assessment across the school by presenting your ideas to colleagues via TeachMeets.
Developing pupils'/students' ability to self and peer assess. (6)	Develop systems which empower pupils/students to assess their own work and set themselves meaningful learning targets.

Assessment continued	
Your responsibilities include...	Where practice is excellent you might...
Recording and reporting on the attendance, progress, development and attainment of pupils/students and keeping clear accessible records in line with school practice. (6)	Create a resource which can be used by colleagues in your curriculum area to improve the quality of their record keeping.
Providing high quality written and verbal assessments, references and reports relating to individuals and groups of pupils/students. (6)	Lead training at curriculum area and school level to improve the quality of reporting. Create a comment bank of key phrases and terminology for your curriculum area for use by new and non-specialist teaching staff.
Teaching	
Your responsibilities include...	Where practice is excellent you might...
Teaching pupils/students according to their educational needs, including the marking and setting of pupil/student work. (5)	Support colleagues in differentiating materials.
Assessing the progress, development and attainment of pupils/students and keeping records. (6)	Lead colleagues in the development of tracking learner progress.
Providing, or contributing to, oral and written assessments, progress checks, reports and references relating to individual and groups of pupils/students. (6)	Support new colleagues at parents' evenings and/or lead training on writing and completing reports.
Undertaking a designated programme of teaching. (1, 4, 5)	Observe others and contribute to the coaching of colleagues in improving their teaching.
Ensuring high quality learning experience for pupils/students, which meet internal and external quality standards. (1, 2, 3, 4, 5)	Take responsibility for one of these strands within your subject area and develop a range of resources and model lesson plans which embed these initiatives and the school's ethos.
Preparing and up-dating subject materials. (3, 4, 5)	Update and revise materials to ensure relevance to young people.
Using a variety of delivery methods, which will stimulate learning. (1)	Develop a bank of model lesson plans which demonstrate how the school's values can be integrated into your subject area.
Maintaining discipline in accordance with the school policy and encouraging punctuality, behaviour, standards of work and homework. (1, 7)	Offer to support new or inexperienced staff with classroom management either by acting as receiving teacher or peer observing them with a focus on discipline. Review the quality of homework within your curriculum area and work with your team to improve it.
Undertaking assessment of pupils/students as requested by external examination bodies and school procedures. (6)	Lead colleagues in their understanding of external examinations and ensure that experience and good practice are shared.
Marking, grading and giving written/verbal and diagnostic feedback as required in accordance with school practice. (6)	Collate and manage the collection of data within the curriculum area to monitor progress.



Tutor	
Your responsibilities include...	Where practice is excellent you might...
Tutoring, getting to know your tutees with a holistic overview. (8)	Know your tutees really well, by being friendly and professional. Support new colleagues in developing their style of tutoring.
Promoting the progress and well-being of individual pupils/students and the tutor group. (6, 8)	Lead assembly and contribute to the writing of tutor period activities.
Liaising with the Learning Manager, Pastoral Team and other colleagues over issues with individuals and within the wider tutor group. (8)	Contribute to Team Around the Child/Common Assessment Framework/Personal Education Plan meetings of pupils/students in tutor group.
Registering pupils/students and encouraging their attendance and participation in school life. (7, 8)	Support Attendance Officer in monitoring attendance of tutor group.
Communicating with parents after liaising with the appropriate staff. (8)	Support new colleagues by encouraging contact with parents. Contribute to Information, Advice and Guidance meetings.
Preparing for and meeting with parents and tutees on Personalising Learning Day (PLD). (8)	Act as the lynch pin in three way communication between parents, pupils and the school.
Writing the annual report for tutees. (8)	Collect relevant personal information about tutees in a systematic way to write individual, informed reports of high quality to facilitate pupils'/students' improvement.
Development	
Your responsibilities include...	Where practice is excellent you might...
Taking responsibility for your professional development by engaging actively in the appraisal process. Reviewing your progress from the previous year and setting meaningful targets with clear outcomes which benefit pupils/students and meet your own professional development needs. (8)	Set yourself challenging targets with ambitious outcomes which impact on the pupils/students you teach and, on the pupils/students taught by other members of your curriculum team. Develop your skills by volunteering to take responsibility for an aspect of school life which falls outside your current remit.
Assisting in the process of curriculum development to ensure continued relevance of provision to meet pupils'/students' needs and syllabus requirements. (5) Taking an active role in the shaping, implementation and review of the curriculum area LTSEF. (5, 8)	Assist your Curriculum Leader or Second in the process of curriculum area monitoring to gauge pupil/student views on your subject. Offer to take responsibility for the implementation, review and refining of one aspect of the Curriculum LTSEF.
Making a contribution to whole school INSET and planning activities. Contributing to cross-curricular and school wide developments and initiatives. (8)	Lead a whole school INSET on an area of particular strength. Work with teachers from other schools to share good practice and implement what you have learnt.  Lead on an Enrichment activity. Lead an Activities Day experience. Identify a gap in the provision of extra-curricular activities and organise an activity to fill the opening.

Communication	
Your responsibilities include...	Where practice is excellent you might...
Communicating effectively with parents. (8)	Compile individual pupil/student action plans for parents/carers at PPCEs/PSCEs.
Following agreed policies for communications in the school. (8)	Contribute to the evaluation and development of communication systems within the school.
Playing a full part in Open Evenings, Parents' Evenings and PLDs. (8)	Model expectations to newer members of staff.
Other Specific Duties	
Your responsibilities include...	Where practice is excellent you might...
Promoting school policies. (1-8)	Support new colleagues in developing their understanding of school policies.
Complying with the school's Health and Safety policy. (1, 7, 8)	Take responsibility for one aspect of Health and Safety: for example, the risk assessment and attendance paperwork for a field trip in your subject area.
Undertaking any other duty as specified by School Teachers' Pay and Conditions Document not mentioned in the above. (1-8)	
Complying with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. (1-8)	
Improving Standards	
Your responsibilities include...	Where practice is excellent you might...
Evaluating your teaching to ensure that you meet the agreed Teachers' Standards in respect of preparation, delivery and assessment. Modifying and improving your practice where appropriate. (1-8)	Peer coach a colleague in your department, focussing on developing standards. Work with your Curriculum Leader or Second to develop clear curriculum area criteria for preparation, delivery and assessment.
Contributing to the process of monitoring and evaluating your curriculum area in line with agreed standards and performance criteria, including methods of teaching and schemes of work. (1 – 8)	Develop model lesson plans, resources and schemes of work to exemplify the agreed standards within your curriculum area and share them with colleagues.
Participating in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. (1- 8)	Take an active role in establishing clusters of colleagues in curriculum and pastoral roles to review the functions and organisation of these parts of the school.

**What sort of support can you expect?**

The Curriculum Leader or Second in your Curriculum Area will give you clear guidance on the standards of planning, assessment and delivery at least once a year. They should also be able to suggest colleagues to peer coach in your department and a possible focus for model lesson plans. Your LT line manager will be able to suggest ways that you can become involved in participating in improving standards at a whole school level.

**Management of Resources ... You will be expected to**

Contribute to the process of ordering and allocating materials and equipment.

Assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of resources to the benefit of the pupils/students and department.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and you may be asked to carry out additional responsibilities by your Curriculum Leader or LT.

**Signatures**

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.

Signed.....  
(Teacher)

Dated .....

Signed.....  
(Headteacher)

Dated .....