



Cranbrook  
School



TEACHER OF SPANISH (TO KS5)  
&  
(TEACHER OF FRENCH TO KS3)

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Cranbrook School is a mixed state grammar school with 990+ pupils aged 11-18 years, including around 250 boarders. It was founded in 1518. Day pupils come from within 5.28 miles of the school, following a test to judge their suitability for a grammar school education. Boarders are admitted from a wide area, having sat the same test. Although it is a selective school, Cranbrook admits a wider ability range than many other grammar schools. We provide a challenging and supportive curriculum so that students of all abilities are catered for. The value-added scores that are achieved each year bear testimony to the success of our provision. Our most recent Ofsted inspections rated us as 'Outstanding' (boarding, 2018) and 'Good' (education, 2022).

Pupils join at the age of 11 or 13, and in Year 10 they start GCSEs in nine or ten subjects. Most students then qualify for the Sixth Form, this being supplemented by a healthy intake into Year 12 from other schools. All Sixth Formers take at least three A levels and can choose the EPQ and other qualifications in addition.

For a state school, the facilities are impressive. Within the seventy acres of school grounds are found the six boarding houses, the Queen's Hall Theatre (used for assemblies, school productions, visiting theatre companies and concerts), a large library and lecture theatre. Sports facilities include a large sports hall, dance studio, cardio gym, weights room, heated outdoor swimming pool, squash courts and extensive playing fields and facilities for games - hockey, rugby, cricket, netball, tennis and athletics – as well as an astro-turf pitch. The school also possesses a Performing Arts Centre that houses a drama studio and music practice rooms, and a vibrant Sixth Form Centre. The school boasts an Observatory named after Dr Piers Sellers OBE, an Old Cranbrookian and NASA astronaut.

Cranbrook is keen to educate the whole person and to this end it runs a wide programme of extra-curricular activities, including the Combined Cadet Force and Duke of Edinburgh Award Scheme, as well as a broad range of sports, music and drama, both during the week and at the weekend. We have a long tradition of overseas trips and, in recent years, groups have travelled to South America, Portugal, Nepal, and southern India for sports tours, exchanges, adventure, and to work on projects.

Cranbrook's boarding houses each have their own ethos and identity and a marked sense of house pride. There is a full fixture programme on weekends and a variety of trips and activities on Sundays, for which a number of staff give up their time. The boarding life of the School offers both staff and students new and enriching experiences and makes this an exciting and fun place to work.

Cranbrook is an active school which will appeal to those prepared to give generously of their time and to take the progress and development of their students very seriously. The school seeks to appoint staff who will involve themselves fully in the life of the school, and applicants are invited to indicate areas where they would be able to make a contribution. We welcome Early Careers Teachers and have a number of experienced mentors on our staff. ECTs and their mentors are offered additional support via Teach in Kent to help ensure a positive experience during the two-year training.

Benefits of working at Cranbrook include:

- Lunch in the dining hall every day
- Use of the sports facilities and gyms
- Regular socials and use of our on-site bar, the Coach House
- Priority entry for staff children
- A rural site in a small country town, 15 minutes' drive from the nearest station (Staplehurst) and an hour from London.

## Job Details

**Job Title** Teacher of Spanish (to KS5) and French (to KS3)

**Accountable to:** Head of Modern Languages

### Modern Languages at Cranbrook

The MFL Department comprises four experienced full-time staff, all of whom are dedicated linguists with strong subject knowledge, and three being native speakers. All staff teach year groups across the three key stage and all can teach more than one language at key stage 3. The Department functions well as a team and meets fortnightly to discuss progress within the department. Our mission is to give all students a positive experience of learning a language, finding out about its culture and building transferable skills, with the aim of creating life-long language learners.

All students are taught French, Spanish and Latin in Y7 and Y8. At Y9, they can opt for a combination of two languages, and studying one language is compulsory for all at GCSE. The aim is to enhance all the skills: Listening, Reading, Speaking and Writing, with a specific focus on practicing Speaking and Listening in the classroom. Writing in class is also encouraged, in order to avoid the possible temptation of relying on online translation tools.

At KS3, our aim is to develop a passion, enthusiasm for the culture and the confidence in the language, focusing on and aiming for fluency, automaticity, relevance and spontaneity. We want to immerse the students in a supportive yet stretching and engaging environment, following the Conti method.

At KS4, the students make a choice of one or two languages, allowing the more dedicated linguists to keep two. Our intent is for all students to achieve a pass grade at GCSE, while challenging and motivating the top linguists to take up a language at A Level.

Beyond GCSE, our intent is to provide an engaging and challenging A Level syllabus that allows students to further their skills and understanding of the language and its specific culture and history. French and Spanish are available at A level for students who have reached a minimum of Level 7 at GCSE. Immersion in the language is key at this stage, and the skills and knowledge developed will allow students to take a language on to their University courses.

The overall MFL department mission across all key stages is to keep a balance between skills, knowledge and culture, giving students the opportunity to apply their knowledge in as many contexts as possible whilst always having a positive learning experience. We follow the Pearson Edexcel syllabus for both GCSE and A Level in both languages.

We offer study trips for students to France (Year 7), Spain, with Latin as an added focus (Year 8), and France and Spain (in Years 10 and 12). For KS3 the trips are residential, with home stays for KS4/5 students.

The new MFL teacher would be working with a friendly, experienced, dynamic and highly talented team. They will need to be a team player and be keen to become actively involved in the life of the department, ensuring effective and high-quality teaching and the provision of an appropriately broad, balanced, relevant curriculum for all students. Being involved in trips is also essential. The successful candidate will be taking on a significant role in a fantastic school, in which teachers and pupils share the learning experience and make tremendous progress.

<b>ROLE PROFILE: MFL TEACHER – (Main Scale)</b>					
<b>Job Purpose</b>	<ul style="list-style-type: none"> <li>• To facilitate and encourage learning which enables students to achieve high standards at all key stages.</li> <li>• To take shared responsibility for the teaching of sixth form classes.</li> <li>• Support corporate responsibility for the well-being, education and discipline of all students.</li> </ul>				
<b>Accountability</b>	<ul style="list-style-type: none"> <li>• Prepare and teach lessons of a very high standard to the students assigned to him/her: <ul style="list-style-type: none"> <li>○ Following designated programmes of study</li> <li>○ Carrying out the necessary assessments</li> <li>○ Providing information/comments for records</li> <li>○ Monitoring students in accordance with agreed departmental strategies.</li> </ul> </li> <li>• Maintain discipline in accordance with school policies and demonstrate good practice in the classes taught with regard to attendance, appearance, uniform, punctuality, behaviour, homework etc. Assist other staff in this area.</li> <li>• Contribute to the corporate tasks of development, record keeping, monitoring, evaluation of lessons and maintenance of materials.</li> <li>• Participate in the application of the departmental homework policy which includes the setting and marking of homework and monitoring homework diaries.</li> <li>• Work closely with the Head of Department.</li> <li>• Engage in professional development in relevant areas.</li> </ul>				
<b>Personal Qualities</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• An awareness of one's own feelings, strengths and weaknesses. Confident in the job, and with self-belief but open to feedback.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Social-Awareness</b></p> <ul style="list-style-type: none"> <li>• Ability to empathise with the feelings of others and willingness to adapt to the needs of colleagues and students.</li> </ul> </td> </tr> <tr> <td style="vertical-align: top;"> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Ability to adapt to situations whilst remaining calm and positive, sets challenging goals with positive expectations and a sense of optimism.</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Relationship Management</b></p> <ul style="list-style-type: none"> <li>• Ability to lead by example, providing support and stimulation, is not afraid of change and remains objective.</li> </ul> </td> </tr> </table>	<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• An awareness of one's own feelings, strengths and weaknesses. Confident in the job, and with self-belief but open to feedback.</li> </ul>	<p><b>Social-Awareness</b></p> <ul style="list-style-type: none"> <li>• Ability to empathise with the feelings of others and willingness to adapt to the needs of colleagues and students.</li> </ul>	<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Ability to adapt to situations whilst remaining calm and positive, sets challenging goals with positive expectations and a sense of optimism.</li> </ul>	<p><b>Relationship Management</b></p> <ul style="list-style-type: none"> <li>• Ability to lead by example, providing support and stimulation, is not afraid of change and remains objective.</li> </ul>
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<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Language degree/high level of proficiency in Spanish and French.</li> <li>• Principles and practices of effective teaching and learning.</li> <li>• Preparation of schemes of work and lessons for self and others.</li> <li>• Knowledge and understanding of subject area(s).</li> <li>• Principles and practices of monitoring/assessment/evaluation.</li> <li>• The application of information and communications technology (IT) to learning and teaching in subject area(s).</li> </ul>				
<b>General</b>	<ul style="list-style-type: none"> <li>• To contribute to the wider life of the school beyond the classroom.</li> <li>• To act as tutor.</li> <li>• To undertake reasonable tasks as directed by the Head or Head of Department.</li> </ul>				