



# **BEVERLEY GRAMMAR SCHOOL**

## **Second in Modern Foreign Languages Recruitment Information Pack**



**Beverley Grammar School  
Queensgate  
Beverley  
East Yorkshire  
HU17 8NF**



# BEVERLEY GRAMMAR SCHOOL

## Second in Modern Foreign Languages Recruitment Information Pack

### Contents

Letter from Grahame Hodson, Headteacher .....	3
Our Vision .....	4
Beverley Grammar School Mission, Vision and Values .....	5
Application Process .....	6
Vacancy Advert .....	7
Job Description .....	8-10
Department Information .....	11/12
Person Specification .....	13/14



FOUNDED 700AD

**Headteacher:**  
**Grahame Hodson**

# Beverley Grammar School

An open, caring, friendly and successful Academy

**Queensgate  
Beverley  
East Riding of Yorkshire  
HU17 8NF**

E-mail: [office@beverleygrammar.co.uk](mailto:office@beverleygrammar.co.uk)

Tel: (01482) 881531

Fax: (01482) 881564



26 April 2013

Dear Applicant

Thank you for taking an interest in the post of 2<sup>nd</sup> in MFL (TLR 2a) here at Beverley Grammar School and I look forward to receiving your application form and supporting letter.

Beverley Grammar School prides itself on its ethos and is committed to raising Language standards of all of our students. Since EBacc was introduced, take-up of Languages at KS4 has increased significantly. Our MFL Department is led by a recently-appointed, enthusiastic and determined Head of Department, who is committed to driving up standards and improvements are already being made.

We are looking for an enthusiastic and committed practitioner who is an excellent teacher and can support the Head of Department to fulfil her vision. The ability to teach German up to A level standard is essential.

The attached documents include a generic Job Description, a Person Specification, details about the MFL Department as it currently stands and a school application form. Please outline in your supporting letter, of no more than 2 sides of A4, how your experience and qualities will match the details given.

If you are enthused by these challenges, I look forward to hearing from you by the closing date Friday, 10 May 2013. Interviews will take place on Tuesday, 21 May 2013 and selected candidates will be informed by e-mail. Further details will be provided once shortlisting has taken place.

Yours sincerely

Grahame Hodson  
Headteacher

Encs



# BEVERLEY GRAMMAR SCHOOL

A friendly, open, caring and successful school built on trust, respect and team work

A school offering Equal Opportunity for all

A school which values the complete development of all students and staff

A school committed to the continual raising of standards

## OUR VISION

We aim to be a school where:-

- The education process is enjoyable to all concerned
- Students and staff are able to flourish and fulfill their potential
- Students, staff, parents and governors show mutual respect and support
- We are proud of our current achievements as well as our past tradition
- We always strive to improve standards and raise levels of achievement
- We have an open admissions policy up to an agreed admissions limit
- Our Joint sixth Form with Beverley High School continues to thrive and develop
- We retain the character and benefits of a small school
- We foster and develop positive links with the community



# BEVERLEY GRAMMAR SCHOOL

## Our Vision and Values

Beverley Grammar School strives to provide:

- a secure, welcoming learning environment where the individual needs of all students are recognised
- a vibrant, purposeful learning environment where students achieve their very best through committed and motivational teaching
- an aspirational learning environment dedicated to high expectations
- a positive, supportive community ethos of mutual respect
- a philosophy of continuous improvement in every aspect of the academy's work and life
- for students to become responsible, enthusiastic, independent learners who develop the skills to achieve a happy, healthy and fulfilling life



# BEVERLEY GRAMMAR SCHOOL

## THE APPLICATION PROCESS

Completed applications should be returned to Grahame Hodson, Headteacher, Beverley Grammar School, Queensgate, Beverley, HU17 8NF.

A letter will be sent to short-listed candidates with details of the interview process. If you have not heard from us within 2 weeks of the closing date please assume your application has been unsuccessful.

## Queries

If you have any queries on any aspect of the application process or need additional information, please contact us on 01482 881531.

## THE CLOSING DATE FOR APPLICATIONS IS:

**Friday 10<sup>th</sup> May 2013**  
**Interviews – Tuesday 21<sup>st</sup> May 2013**



**Beverley Grammar School**  
**Queensgate**  
**Beverley**  
**East Riding of Yorkshire**  
**HU17 8NF**  
**Headteacher: Grahame Hodson**  
**Tel: 01482 881531**

## **A Second in Department (German Specialist) of Modern Foreign Languages is required for September 2013**

**Dates:** Apply by Friday 10<sup>th</sup> May, 2013. Interviews – Tuesday, 21 May 2013  
**Salary:** MPS + TLR 2a (£2,535)  
**Contract type:** Full Time  
**Contract term:** Permanent

A Second in Department (German Specialist to A Level) is required for a full time, permanent position at this over-subscribed, 11 to 18 boys' comprehensive school with a successful 'Joint Sixth' form (with the neighbouring girls' school, Beverley High.) Awarded "outstanding" status by Ofsted, consecutively in 2003, 2006 and 2008, the school converted to Academy status in 2011.

This is an opportunity for an enthusiastic and committed person to help develop a flourishing department which teaches French, German and Spanish across the full age and ability range. If you are an excellent teacher with a passion for modern foreign languages, we would love to hear from you.

Further details and an application form are available on the school website: [www.beverleygrammar.co.uk](http://www.beverleygrammar.co.uk). Forms should be returned to the Headteacher. **Closing date: Friday, 10 May 2013**



# BEVERLEY GRAMMAR SCHOOL

## 2<sup>nd</sup> IN DEPARTMENT JOB DESCRIPTION

Job title	2 <sup>nd</sup> in Department (Modern Foreign Languages)
Responsible to	Head of Department
TLR 2 (a)	Having a specific responsibility in a core subject

Duties: The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

### Key responsibilities

#### (a) Whole school managerial responsibilities

1. Being involved in setting strategic aims and developments in co-operation with the SLT (Senior Leadership Team) in devising whole school aims, policies and issues (ie SIP, SEF), statistical analysis of raiseonline and other statistical assessment data. Attending appropriate meetings as delegated by the Head of Department.
2. Being involved in whole school leadership issues (contributing to whole school issues) Attending appropriate meetings as delegated by the Head of Department.
3. Support the HOD in maintaining an active involvement in whole school development teams and/or deputize for the Head of Department (Staff, Curriculum, Learning and Teaching Teams, whole school policies / Handbook as appropriate etc).
4. Supporting the Head of Department in the organization and running of the department as specified by the Head of Department in the annual review between the Head of Department and the 2<sup>nd</sup> in the Department, Review to be submitted to the Headteacher.

#### (b) Departmental management (as agreed by the Head of Department)

1. Being involved in strategic development of the Department in line with School SIP, SEF.
2. Being involved in academic goals for the department.
3. Being involved in monitoring and analysing internal assessment and external exam results.
4. Being involved in monitoring exam performance, curriculum Development and delivery.
5. Being involved in monitoring, reviewing and reporting on the Departments performance.
6. Being involved in supporting the professional development of the Department
7. Be involved in decision making and policy development across the school
8. Being involved in running departmental meetings to plan, organize exams, internal assessment and teaching and learning programmes.
9. Actively participate in management meetings (curriculum, staff, T&Ls, joint 6<sup>th</sup> etc) Attending appropriate meeting as delegated by the Head of Department.
10. Being involved in the needs of Gifted and Talented students and seeing those needs are appropriately addressed.
11. Being involved in the needs of Special Needs students and that those needs are appropriately addressed in conjunction with SENCO.

12. Take part in and help organize parents' evenings appropriate to subject requirements
13. Liaise with parents to ensure active co-operation and involvement in the students' learning objectives
14. Liaise with other schools to ensure consistent student progression (link with HOD, LCO)
15. To help manage departmental budgets, produce appropriate reviews and set development plans and prepare bids from curriculum capitation budgets (in conjunction with HOD)
16. Prepare Departmental SEF and contribute to the School SIP (in conjunction with HOD)
17. Encourage departmental links with Beverley High School (A Levels)

**(c) Staff management (as agreed by the Head of Department)**

1. Support the Head of Department in leading a team of class teachers.
2. Support the Head of Department in monitoring the roles of the class teachers.
3. Support the Head of Department in monitoring teaching and learning, assessments, marking, homework setting etc.
4. Support the Head of Department in class observations and liaise with the SLT link observations.
5. Support the Head of Department in the professional development of the Department.
6. Support the Head of Department in Appraisal procedures according to school procedures.
7. Support the Head of Department in developing stimulating teaching programmes.
8. Support the Head of Department in ensuring Lessons have a clear structure aimed at achieving the learning objectives of the programme.

**(d) Student Progress (as agreed by the Head of Department)**

1. Support the Head of Department in organizing and managing consistent procedures: to monitor student progress; attainment, teaching and Learning, lesson plans, starters, plenaries, marking.
2. Support the Head of Department to help to co-ordinate departmental assessments both for external and internal exams.
3. Support the Head of Department to construct positive student feedback procedures and assess and act upon the comments.
4. Support the Head of Department to ensure the department assessment of students' work and return it promptly to students.
5. Support the Head of Department to ensure subject staff are motivated and supported to ensure students work to their full potential.
6. Support the Head of Department to ensure procedures are fair, consistent, maintains confidentiality and establishes positive, mutually respectful relationships with students.

**(e) Areas of specific focus (as agreed by the Head of Department)**

1. To organise and manage German throughout the school.
2. Attend the appropriate meetings and disseminate the key materials/feedback.
3. To complete the Appraisal for specific staff.

Date approved	April 2013	Teacher signature	
Date reviewed - initial	By agreement		

Headteacher	Grahame Hodson	
-------------	----------------	--

The job description is current as at the date shown above. In consultation with the postholder it is liable to variation by the Headteacher to reflect or anticipate changes, in, or to, the post and the organization. The job description gives an overview of the main responsibilities of the role. The daily job will also involve any other duties and responsibilities, express or implied, which arise from the nature and character of the post.



# BEVERLEY GRAMMAR SCHOOL

## Modern Foreign Languages at Beverley Grammar School

### Key Stage 3

French, German and Spanish are taught at Beverley Grammar School. Spanish is a relatively new addition to the curriculum, introduced for the first time in September 2011 in order to increase the range of languages offered to students and further improve MFL take-up in Key Stage 4.

Students in Years 7 and 8 are taught in mixed-ability form groups. Currently in Year 7, students study French and Spanish and have two lessons of each language per week. A small number of students study French only to allow them to focus on basic literacy and numeracy skills.

In Year 8, students study French for two lessons and German for one lesson.

In Year 9, there are two MFL lessons timetabled per week and some loose setting is in place, with a top set in each of the two populations. For the first three half-terms, students have the opportunity to study all three languages on a 'rotation' basis. The aim is to give them up-to-date experience in all three languages, so that they can make an informed decision about which language to take, if any, at GCSE. For the remaining three half-terms of Year 9, students concentrate on the language they have selected in their options. If they are not intending to take an MFL as an option, they are placed in a group and are offered a choice of language wherever possible. For potential double-linguists, it is possible to continue the study of two languages by attending one lesson of each per week and studying independently.

By September 2013, all Year 7 students will have had the opportunity to study the three languages by the end of Year 8 and so the aim is for them to study one language in Year 9 and throughout Key Stage 4 in order to increase the amount of GCSE teaching time available, thereby ensuring more thorough coverage of the specification and controlled assessments.

### Key Stage 4

In Key Stage 4, the study of a Modern Language is not compulsory; however students are encouraged, through the construction of the option blocks, to choose a language at GCSE. The percentage of students doing so has increased since the introduction of the English Baccalaureate, from some 40-50% to 65% in the current Year 10.

In Key Stage 4, students have two lessons per week and follow the Pearson courses for GCSE, ie. 'Expo' for French, 'Echo' for German and 'Mira!' for Spanish, which have been written to deliver the AQA specifications. The courses have also been uploaded onto the school's VLE for homework and independent learning. KS4 provision is changing to 3 lessons per week from September 2013.

All courses for all years are supplemented by a large amount of additional shared resources that the department has developed over the years and continues to develop. Most of these are stored on a shared drive on the school network for use by all members of the department.

## **Key Stage 5**

In Key Stage 5, both French and German are offered at AS and A Level and teaching takes place jointly with the neighbouring Beverley High School. Students have four lessons per week, two in each school. In the AS and A2 years in both subjects, both modules are taken in the summer. Students follow the newly revised 'Élan' and 'Zeitgeist' AQA courses. The cultural topics taught vary depending on the members of staff delivering the course. The Module 2 and 4 speaking tests in both languages are conducted by visiting examiners. In the future, we hope to also include Spanish as an AS and A2 subject.

## **Visits**

A five-day residential visit to France for around 40 students takes place each year in the summer term of Year 8. This trip is very popular and was heavily over-subscribed this year. We also use Routes into Languages for Spanish assistants.

## **Foreign Language Assistants**

The department currently employs French and German FLAs, both of whom are shared with Beverley High School. We also use Routes into Languages for Spanish Assistants.

## **Other languages**

Mandarin Chinese is currently being taught to a small group of more able students in a weekly extra-curricular lesson and they have been entered for the AQA Entry Level Certificate in 2013.

# PERSON SPECIFICATION – Second in MFL

**Key: Ess : Essential, Des : Desirable, A : Application, I : Interview, R : Reference  
C : Certificate**

	<b>Ess</b>	<b>Des</b>	<b>A</b>	<b>I</b>	<b>R</b>	<b>C</b>
<b>A. Knowledge/Qualifications</b>						
Graduate with Qualified Teacher Status or QTLS	*					*
Continued Professional Development in relevant leadership area		*	*	*		
A strong track record of in-service training and professional development	*		*	*		
<b>B. Experience</b>						
Experience of dynamic and successful team leadership		*	*	*	*	
Experience of leading and implementing strategies which have motivated students to high standards of achievement		*		*		
Proven experience of developing good working relationships with students and staff	*		*	*	*	
Management of staff, systems, resources for inclusion information and well-being		*	*	*		
<b>C. Teaching and Learning</b>						
An exceptional classroom practitioner	*		*	*	*	
Excellent communication skills, oral and written	*		*	*	*	
Confidence and competence in the use of Information and Communications Technology and knowledge of how ICT can be used to enhance students' learning		*	*	*		
An ability to be flexible	*		*	*		
Ability to articulate the characteristics of effective teaching and learning	*			*		
Understand how to ensure effective student learning through challenging, high quality and exciting teaching	*			*		
Experience of effective monitoring and evaluation of teaching and learning	*		*	*	*	
Good behaviour management strategies	*		*	*	*	
Understanding of the role and process of monitoring, review and evaluation and the notion of accountability		*	*	*		
Understanding of the principles and concepts of equality and fairness and a commitment to inclusive education for all	*		*	*		
Enthusiastic and hard-working and able to contribute to whole-school projects	*		*	*	*	

	Ess	Des	A	I	R	C
<b>D.Skills</b>						
Thorough working knowledge of the Curriculum as it relates to MFL and knowledge of recent initiatives and developments that relate to the role of Second in Department		*	*	*		
Knowledge of OFSTED requirements	*		*	*		
Excellent leadership, management, motivational, administrative and communication skills		*	*	*	*	
Excellent time management and organisational skills	*		*	*	*	
Ability to lead, manage and co-ordinate staff through an effective team-based approach		*	*	*	*	
Ability to plan and lead effective schemes of work in MFL		*	*	*		
Understanding the role of the manager in relation to monitoring, review, evaluation and accountability		*	*	*	*	
Ability to manage resources effectively	*			*		
Understanding of self-evaluation		*		*		