



WELLNESS
AMBITION
TOGETHERNESS
CONFIDENCE
HONESTY

CHOSEN HILL SCHOOL AND SIXTH FORM



Teacher of Modern Foreign Languages Candidate Information

October 2023





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CONFIDENCE
HONESTY

- WELLNESS:** ensuring that our work supports the emotional, social and physical health of our staff and students
- AMBITION:** a focus on high expectations and aspirations for our students to achieve amazing outcomes
- TOGETHERNESS:** high performance comes from an environment of trust and support. We need to build and maintain strong community links beyond the school
- CONFIDENCE:** positive feedback, celebration and a coherent knowledge-rich curriculum that gives students self-belief and esteem
- HONESTY:** a willingness to give and receive developmental support alongside strong culture of rigorous and frequent evaluation in order to be better every day.

Welcome to Chosen Hill School

Thank you for your interest in this very important position at Chosen Hill School.

Chosen Hill School is a happy school where students, staff and parents work closely in partnership. Self-belief, aspiration and mutual respect are key drivers in the pursuit of a culture of excellence. Our aim is that every individual will experience success. That doesn't come magically – it is the result of hard work, perseverance and commitment by the student; good teaching, encouragement and feedback from staff.

Key to a student's success is their attitude to learning and, here at Chosen Hill, we place emphasis on students developing a growth mindset, where students are encouraged to take ownership and responsibility for their learning, whilst being fully supported to do so by a broad, balanced and stimulating curriculum, a rich extracurricular and cultural offer and professional student support services.

You will find a picture of life in a dynamic community where students grow in confidence, independence, leadership and resilience, not only in their lessons, but in the breadth of Chosen Hill School's provision. We are very proud of our tradition of student leadership and ensure that students have many opportunities to contribute to the development and success of the school and to act as role models for younger students – from Year 9 Junior Prefects to Year 11 Prefects, from membership of the Year and Whole School Councils to the Sixth Form Leadership Team and House Captains – our young people take responsibility at every stage in their school careers.

We have the highest expectations of our young people, not simply in their progress in learning, but in how they grow as good citizens. We want our students to be people we would be proud to know as our family, friends and neighbours. When our young people go out into the world, we want them to make a very positive difference. The ethos of the school is that we all help and look out for one another. We have an impressive record of community and charity work both here and abroad, from the hosting of our own Race for Life events to World Challenge students supporting the building of new school buildings in Malawi. We encourage our students to develop as caring and responsible citizens.

Our school is at a very exciting point in its improvement journey. The vision for the school over the next five years is best summed up by our WATCH (Wellness, Ambition, Togetherness, Confidence and Honesty) words which underpin all decisions made by the school. I believe that a strong creative and practical offer for our students is essential to providing a broad and engaging curriculum and I look forward to welcoming successful shortlisted candidates to hear more about how they could help us to develop this further at Chosen Hill School.

Matthew Pauling
Headteacher



Chosen Hill School Leadership Arrangements

The Senior Leadership Team includes the Headteacher, two Deputy Headteachers, four Assistant Headteachers and the Business Manager.

The structure comprises of Heads of Faculties for: English, Maths, Science, BUSIT (Business and ICT), DART, Physical Education, Modern Foreign Languages, Performing Arts and Humanities.

A faculty further comprises of Assistant Faculty Leads and Subject Leads.

In conjunction with faculties there are whole school coordinator roles with specific cross school briefs.

Chosen Hill Sixth Form

Our Sixth Form community is a successful, thriving and forward-thinking group of individuals who are dedicated to reaching their full potential and preparing for the world beyond school. Our vision to equip students with the skills and knowledge they need to succeed in future life underpins everything that we do. We inspire confidence and ambition in our students through a challenging curriculum and a supportive environment. Our Sixth Form students feel very much part of our whole school community, and this is demonstrated through their actions and successes.

Our students display a love for learning both within the classroom and the wider school community. We have an excellent Student Leadership Programme which allows students to build teamwork, communication and problem-solving skills. Our Sixth Form students inspire, lead and support our younger school community through academic support in lessons, House Leadership, Sports and transition activities.

We welcome all students who meet our entry requirements and have a desire to better themselves. We will provide support and challenge so that all students can reach their goals. The steps towards securing a place in our popular sixth form start with our Open Evening, followed by one-to-one guidance meetings, attending our Sixth Form Taster Day, bridging work and eventually enrolment and induction day.

We have a dedicated, purpose built Sixth Form facility with supervised space for Directed Study. We have a suite of IT rooms and Study rooms for group and individual work. We have social space with a canteen outlet to provide space for building friendships and making lasting memories.

All our staff are supportive and inspiring professionals with a desire to ensure that our students realise and exceed their full potential both academically and personally.

Each Sixth form student has a specialist Learning Mentor who will support them with individual academic mentoring. Our learning mentors will provide guidance on preparation for Universities, Apprenticeships and the world of work. In addition to this, we have a dedicated KS5 Futures Lead who works closely with all Sixth Form Students to provide up-to-date guidance and support regarding next steps.

Our students are resilient, ambitious and well prepared for life beyond school. We always have a focus on high expectations and aspirations to ensure our students achieve successful outcomes.

Pastoral System

Chosen Hill School has a long tradition of strong pastoral care and support based on mutual respect and high expectations. We recognise that the modern world is an increasingly challenging place for young people with the rise of social media and the pressures of academic assessment. We have a well-resourced and focussed student services provision alongside our pastoral leaders to provide strong support and guidance for students both for the day to day needs and for more specific support. The quality of this provision is recognised by the school's award as a Mental Health Champion and Healthy School's status.

Each student is part of a Learning Mentor Group with one key adult as their first port of call each day in the form of their Learning Mentor. The Learning Mentor is the first person to whom a student will turn for help or advice and the first point of contact at the school for parents. Each Learning Mentor group is attached to one of our four Houses – Carne, Whittle, Masefield and Scott.

Each year group follows a richly resourced Learning Mentor programme delivered by the Learning Mentor which focuses on Literacy, Numeracy and personal, cultural and social development in the KS3 and study skills, exam skills, personal and leadership development and futures guidance in the KS4.

Each year group is overseen by a Year Lead – Progress Coordinator who oversees the progress and development of each child in the cohort, focusing on their academic and personal progress and development and ensuring each student receives the support and guidance they need to remove any barriers to learning.

Each curriculum phase receives strategic oversight from a Senior Progress Coordinator.

Learning Mentor Role

- To be a Learning Mentor to an assigned group of students in line with contracted hours.
- To promote the general progress and well-being of individual students and of the Learning Mentor Group as a whole.
- To liaise with Year Leads to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to the Personal Development Curriculum according to school policy
- To apply the Behaviour management systems so that effective learning can take place.



Modern Foreign Languages Faculty

This is a wonderful opportunity for an exceptional modern linguist to join the MFL faculty at Chosen Hill School at an exciting time of its development.

In Year 7, students study either Spanish or German. In Year 8, all students continue with their first language and the majority study French as a 2nd MFL, whilst the single linguists have an extra literacy lesson. This is a fairly new development which we are very excited to offer our students. Whilst recruitment is strong at GCSE level and developing at A Level, we are confident that our new structure will further increase numbers on examination courses. We currently offer the EDUQAS specification at GCSE and A Level, but this is subject to change with the onset of the GCSE curriculum.

The faculty comprises of 5 staff members (4 full time and 1 part time) and three FLA's. We are housed in a modern block and have 5 spacious classrooms and a workroom. Each classroom is well resourced with an interactive whiteboard, mini- whiteboards, dictionaries and textbooks for KS4 &5. Ipads and laptops are available to book as are IT rooms throughout the school and a great emphasis is placed on the use of technology in MFL teaching. We also subscribe to a large range of MFL websites to support teacher planning and student engagement.

The faculty has an innovative and forward-looking approach and have been implementing an exciting new pedagogy in Years 7, 8 and 9 based on E.P.I. Our key foci are 'Teaching to the Top' and 'Responsive Teaching' and we have seen an immense improvement in student engagement and impact on their progress whilst embedding these techniques. Full support on adopting these techniques will be given to successful applicants.

MFL extra-curricular activities are also at the forefront of our faculty. There are lots of opportunities for our students and staff to participate in visits abroad. We organise visits to Barcelona and Malaga in Spain, Cologne and Munich in Germany and Paris in France. We also offer an Italian Club and are keen to offer other languages. Within the curriculum, we ensure that cultural capital is fully embedded and take every opportunity to embrace it such as food tasting events, flamenco dancing and Zumba to name but a few! We also have outside visitors such a GCHQ speaking to students about the benefits of learning a language and enter the annual GCHQ linguistic competition. We mustn't forget either the joy of our Christmas Carol competition!

We hope that this has given you a flavour of our faculty and we welcome applications from enthusiastic, dynamic candidates who are keen to get fully involved in the faculty and contribute to its future success.



Teacher of Modern Foreign Languages

Closing date for applications: 16th October 2023 at 11:59pm

Interview Date: To be confirmed

Start date: 1st January 2024

Salary: MPS or UPS

Contract: Permanent, Full Time or Part Time

This is a wonderful opportunity for an exceptional modern linguist to join the MFL faculty at Chosen Hill School at an exciting time of its development. We are looking for a German and/or Spanish specialist who can teach at least 1 of these languages to A Level. The faculty also teaches French. This position is due to the promotion of a colleague to a Head of Faculty role. Chosen Hill prides itself on its professional development and there will be leadership opportunities within the faculty following this appointment.

The faculty has an innovative and forward-looking approach and have been implementing an exciting new pedagogy in Years 7, 8 and 9 based on E.P.I. Our key foci are 'Teaching to the Top' and 'Responsive Teaching' and we have seen an immense improvement in student engagement and impact on their progress whilst embedding these techniques.

We offer:

- The chance to work in an innovative and forward thinking school
- Effective support for Professional Development
- A friendly and supportive environment
- The opportunity to work with well-motivated students
- Cycle to work scheme option
- Free parking
- Employee Assistance Programme

Both ECTs and experienced teachers are encouraged to apply. We also encourage applications from colleagues preferring a part time position or a job share as we have flexibility within the faculty to accommodate individual preferences.

Recruitment Checks

The Headteacher and The Governing Body of Chosen Hill School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We require all new employees to complete an enhanced level criminal background check through the Disclosure and Barring Service. It is a condition of employment that the employee should not have been convicted of a criminal offence against children, nor have been dismissed, or resigned from, a previous employer for misconduct of a similar nature. Having a criminal record is not necessarily a bar to employment; it will depend on the nature, circumstances and background to the offence.

As part of our due diligence within safer recruitment, school will be carrying out online searches to help identify any incidents or issues which may need to be explored at interview. These searches will include, but will not be limited to, Facebook, Instagram, Twitter and Google.

Teacher of Modern Foreign Languages

Post title:	Teacher of Modern Foreign Languages
Reporting to:	Head of Faculty, Modern Foreign Languages
Responsible for:	Teaching German and Spanish (with Post 16 teaching a possibility for the right candidate).
Liasing with:	MFL Subject Teachers, Head of Faculty
Working Time:	195 days per year, Full Time
Salary/Grade:	MPS or UPS
Disclosure Level:	All positions are subject to an enhanced DBS check as standard practice

Main (core) Duties:

- Teacher of German and Spanish
- To teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/ learning experience of students
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.

Staffing:

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Appraisal Review process.
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Quality Assurance:

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.

- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communications:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

Marketing and Liaison:

- To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Management of Resources:

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Faculty to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

Pastoral System:

- To be a Learning Mentor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Learning Mentor Group as a whole.
- To liaise with Learning Leaders to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the

Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- 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.
- Ability to prioritise own workload

Staff Development:

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To engage actively in the Performance Management Review process.

Employee Responsibility:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To promote actively the school's corporate policies.
- To comply with the school's Health and Safety Policy and associated working procedures, undertaking risk assessments as appropriate.
- To comply with the School's Equal Opportunities and Diversity Policy and to ensure that it is implemented within the service area of the post.
- To comply with the School's Data Protection Policy and Code of Practice within the service area of the post.
- To support the school in meetings its legal requirements for worship.
- To show high expectations of all students and staff; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising educational achievements.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to all visitors and telephone callers.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- 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.

Health and Safety:

To ensure that all health and safety instructions are followed and that all reasonable care is taken not to do anything that might endanger the postholder or others; to report to the line manager, or person in authority any dangerous situations in the workplace or any perceived shortcomings in health and safety arrangements.

Chosen Hill School operates a No Smoking policy.

Special Conditions:

This job description sets out the duties of the post at the date when it was drawn up, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Some flexibility in the pattern of hours worked is required with a willingness to potentially undertake working outside of the normal daily hours to meet the school needs.

The actual dates that the "plus days" attached to this position will be worked should be agreed following discussion and agreement with the Line Manager.

Chosen Hill School is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.



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