



HEDINGHAM SCHOOL

AND SIXTH FORM

A MATHS & COMPUTING COLLEGE

ACHIEVEMENT & EXCELLENCE

**DETAILS SPECIFIC
TO THE POST OF
LEADER OF MODERN FOREIGN LANGUAGES
LEARNING AREA**

HEDINGHAM SCHOOL AND SIXTH FORM

(A CONVERTER ACADEMY)

GENERAL CONTEXT

Hedingham School and Sixth Form enjoys the benefits of a superb location in rural Essex. The extensive buildings are situated in large grounds in a scenic landscape.

The School usually supports 7 forms of entry in Year 7 with an average class size of approximately 28.

Although many students travel to and from Hedingham on buses, parents are very supportive of out-of-school activities and after school sports clubs are particularly popular. A late bus is provided on Wednesday to facilitate participation.

Hedingham is an 11-18 school with a strong Sixth Form.

Student outcomes are above national average in many areas of performance. The value added measure from KS2 to KS4 has also been well above the national expectations. 75% of students achieved a 4+ in English and Maths in the summer of 2017.

Ofsted inspectors made the following judgements about Hedingham School and Sixth Form:

Overall Effectiveness:	Good
Achievement of Pupils:	Good
Quality of Teaching:	Good
Behaviour and Safety of Pupils:	Outstanding
Leadership and Management:	Good

The most recent inspection of March 2017 further cemented our status as a good school.

The vision for the school and its core purpose is summarised in a booklet enclosed. There is an emphasis upon the quality of learning and teaching, effective assessment, IAG and active citizenship.

Hedingham is a very caring, supportive and ordered environment that allows us to have high expectations of achievement and excellence from students and staff.

Learning Areas are responsible for curriculum delivery. Each team has coherent and consistent approaches to its work to deliver a personalised learning programme. Within this context, the school creates a positive learning environment where all students achieve to the best of their ability. Leaders are expected to maintain an emphasis on student learning through curriculum delivery, monitoring of progress and evaluation of practice. Data is used forensically at all levels to track progress and track underachievement in a prompt and purposeful manner.

Student welfare is monitored and supported by strong pastoral teams organised by a highly credited House System which is driven by vertical tutoring. Decisions are based upon the philosophy that all students are central to everything we do. We are committed to providing the best possible service for them. Parents receive progress reports every term.

The School Development Plan is informed by Learning Area and subject development plans which are produced as a result of a systematic and ongoing self-evaluation process.

Teacher Performance Reviews are conducted in October and new objectives are set with reference to school and individual priorities in the context of maintaining a positive trend in raising student achievement and focusing on teaching and learning.

There is a successful fortnightly CPD programme which addresses generic training and the needs of individual teachers.

As a school we pride ourselves on the quality of our community partnerships. We are linked with our Partner Primary Schools through the Colne Valley Consortium. We aim to ensure continuity and progression for students from the age of 5-19. There are link projects for Maths and English.

We are a key strategic partner in The Saffron Alliance which is a teaching school alliance developing key educational areas including school to school support.

I hope that you will recognise a vibrant school that is engaged in a number of innovations to further raise standards of achievement and enrich the provision for students.

We are committed to safeguarding the welfare of children and young people in our care and expect all staff to share this commitment. We follow safer recruitment practice and appointments are subject to satisfactory DBS certification and references.

THE MODERN FOREIGN LANGUAGES LEARNING AREA

PHILOSOPHY AND VISION

We aim to create a balanced and challenging curriculum allowing students to achieve to the best of their ability. Teaching and learning is characterised by high aspirations, variety and active participation in lessons. The atmosphere is supportive and students are valued and encouraged to enjoy modern foreign languages. There are clearly defined expectations about behaviour and personal responsibility backed up by a consistent set of rewards and sanctions. Our teachers advise, encourage and facilitate students in their progression towards achieving their potential. The department aims to foster an ethos of support and motivation.

We aim to develop teaching and learning to embrace new thinking in Modern Foreign Language education. We see the use of new technologies as a highly effective and motivating means of delivering aspects of the curriculum. We wish to develop programmes of study which enable students to access Modern Foreign Language in a variety of ways, ensuring that students develop problem solving skills and thinking skills and are able to apply their knowledge in a variety of situations.

We always work together as a team, sharing the wealth of experience and talent on offer. We develop the skills of each individual team member and collaborate in developing the teaching and learning of MFL at Hedingham School.

STAFFING AND RESOURCES

The MFL Learning Area occupies a suite of four carpeted rooms on the top floor of the Willis Block and has the use of a languages office and a small additional sixth form seminar and study room. The Modern Foreign Language team consists of four full time teachers.

The MFL Area is well-resourced. Each teacher has a laptop, data projector and speakers, and four classrooms have interactive whiteboards.

CURRICULUM

The MFL team aims to put Personalised Learning at the core of every lesson and encourage students to use their MFL skills at every opportunity. We offer an inclusive programme for almost all students up to the end of Key Stage 3 and we continue to attract a good number of students into Key Stage 4 for both languages. The successful candidate will be joining a team of highly motivated individuals who believe in team driven and issue driven, collaborative leadership. We introduced Mandarin as an extra-curricular activity in 2008 and three groups of 12 students went on Mandarin immersion courses in China (Kunming, 2008, Nanjing, 2009 and Harbin, 2014).

French and German are offered in the curriculum as equal first languages to banded groups in 10% curriculum time from Years 7 to 9. Both our GCSE and A-Level students follow the Oxford courses towards the AQA examinations.

There is strong support for a programme of visits to France and Germany. We run annual trips to Le Touquet and to the Cologne Christmas Markets and every year we take our Year 10/11 students to Strasbourg. We have also established a link with our Chinese partner school.

THE POST LEADER OF MODERN FOREIGN LANGUAGES LEARNING AREA

The successful candidate will be expected to:

- Provide strategic leadership for the Learning Area by planning, monitoring and evaluating progress in the implementation of the School and Learning Area Development Plans.
- Set high but achievable expectations and targets for staff and students, making full use of data to monitor and evaluate.
- Develop and implement policies and practices for Modern Foreign Languages which reflect the school's commitment to personalised learning.
- Analyse and interpret relevant national, local and school data as well as research and inspection evidence to inform development
- Create a climate which enables staff and students to develop and maintain positive attitudes towards Modern Foreign Languages and confidence in teaching them
- Ensure curriculum coverage, continuity and progression for students of all abilities.

This job description may be modified by the head teacher, with the postholder's agreement, to reflect or anticipate changes.

LEADER OF LEARNING AREA – PERSON SPECIFICATION

We are seeking to appoint a graduate who is able to demonstrate the following qualities and experience:

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • DfE recognised Qualified Teacher Status • Honours Degree • Good knowledge of current developments within the Modern Foreign Language curriculum 	<ul style="list-style-type: none"> • Evidence of continuing professional development 	Application form and references
Safeguarding and welfare of children	<ul style="list-style-type: none"> • Suitability to work with young children • Able to form and maintain positive and appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours • Positive attitude to use of authority and maintaining discipline 		Application form, references and interview. In addition to the candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and welfare of children.
Experience	<ul style="list-style-type: none"> • Proven record as a teacher whose students reach high standards of learning and achievement • Able to enthuse, motivate, and inspire through a range of stimulating and differentiated learning activities • Experience of teaching French across the full age and ability range of an 11-18 school 	<ul style="list-style-type: none"> • Experience as a Form Tutor • Involvement in or leadership of developments at departmental or whole school level 	Application form, references and interview

	<ul style="list-style-type: none"> • Development of strategies to improve students' attainment and achievement • Effective use of data to inform and monitor • Experience in the use of ICT in the classroom with the skill to impart that expertise to others • Experience of managing an area of development • Ability to use innovative approaches to Teaching and Learning in Modern Foreign Language • Experience of leading successful residential trips 		
Special Aptitudes	<ul style="list-style-type: none"> • Excellent spoken and written French • Commitment to improving student learning and raising achievement • Enthusiasm to inspire in students a desire to learn and participate • Ability to have the vision to plan the way ahead and to get things done • Efficient manager and administrator • Good, up-to-date, subject knowledge and skills 	<ul style="list-style-type: none"> • Ability to teach German up to KS3/4 • Interest in innovation in the classroom including interactive whiteboard skills • Experience and understanding of helping high and low achievers • Interest in developing collaborative ways of working 	Application form, references and interview
Interpersonal Skills	<ul style="list-style-type: none"> • Able to lead a team and get the best out of staff and students • Good ICT, oral and written communication skills • Ability to produce high quality written documents • Ability to work effectively as part of a team • Ability to work on own initiative • Ability to take responsibility for planning own workload and commitments • Good organisation and ability to work under pressure and keep to deadlines • Ability to be sensitive to the needs of others • Ability to be supportive • Professionalism • Excellent record of attendance and punctuality • Willingness to reflect upon his/her experiences in a critical and constructive manner • Committed to fostering an open, fair and equitable culture • Ability to manage change successfully • Ability to bring a note of warmth and humour to the classroom 		Application form, references and interview

