

Spanish Teacher (Mainscale with TLR)

In this document, you will find more information about this particular role. Use the contents page below to skip to a specific section.

The department has a dedicated page on the school website: <https://www.isleworthsyon.org/subjects/spanish/>.

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Reminders

The closing date for this post is **9.00am on Monday 15 April 2024**.



About

The Post

The post will offer the successful candidate a fantastic opportunity to join our excellent school, and to work within an inspirational and supportive team of staff. This post is permanent and will suit a colleague wishing to progress their career. The position is required to start in September 2024; NQTs can be employed in July.

The Role

At Isleworth & Syon, the Modern Foreign Languages department has high expectations and offers a well-designed learning experience for all students. The key aims are to encourage a love of learning languages and to provide an excellent education in French and Spanish across the age and ability profile. We strive to be outstanding and our GCSE outcomes are significantly better than boys' national results. At the present time, there are four full-time members of staff in the MFL team: the Curriculum Leader, a Deputy Curriculum Leader, a House Leader, and an Assistant Headteacher. Staff teach all age groups covering as wide a range of abilities as possible. Most of our team teach both French and Spanish. They are a dedicated group of individuals committed to seeing all students achieve their potential. Colleagues collaborate closely and work exceptionally well together, with a clear philosophy of openness, sharing and mutual support.

In a recent peer-review conducted by two local schools, it was noted that: "The department strongly supports the whole school framework geared towards effective teaching and learning. There is a high level of consistency in planning as displayed through lesson delivery and student books; key words, relevance linked to past topics, personalised learning checklists (PLCs), marking checklists, re-drafting and references to e-learning programmes were evident in all lessons. Such a collective approach towards planning is highly commendable as it'll raise standards and reduce teacher workload."

In a recent Ofsted summary report, it was noted that languages value added was significantly above the national average and in the highest 20% of all schools. The percentage achieving grade 4+ in languages (89%) was in the highest 20% of all schools.

CURRICULUM

The MFL team work collaboratively to plan high-quality lessons in every classroom, every period, every day.

We encourage students to deepen their knowledge of grammar, their breadth of vocabulary and their ability to work independently. We aim to engage all learners through innovative games, songs and cultural activities. We encourage our students to attend day trips to France, residential trips to Barcelona and participate in an exchange with a school in the East of France. We run a well-attended MFL cinema club and a fun, cultural Spanish karaoke club.

Members of the department employ a flexible variety of teaching and learning strategies, using a range of high-quality resources designed for the new curricula in all key stages. Teaching methods involve individual, pair and group work. Students are clear as to the nature and purpose of the tasks they undertake, and confidence is maintained through effective use of Assessment for Learning and student self-evaluation of progress. Staff are expected to contribute to the development and production of resources through the department's areas on Microsoft SharePoint and Teams.

SCHEMES OF WORK

Currently we use excellent online resources from Pearson Edexcel to help inform our planning in all key stages. The resources are engaging, interactive and easily adaptable. We weave in additional activities such as a performance poetry competition run by St Mary's University, and an in-depth film project for Year 7. We are flexible and adapt our lessons to suit our learners, aiming to engage and challenge all abilities.

TEACHING GROUPS

Throughout all Key Stages students are taught in mixed-ability groups (with half of the year learning French and the other half learning Spanish). Our aim is to adapt our lessons and our curriculum offer to ensure that all students participate in the lesson: that the weakest students are supported, that the brightest are challenged and that all students, whatever their ability, enjoy the lessons and make good progress.

FACILITIES

The curriculum area is well-equipped in a suite of spacious rooms in a stand-alone block. All rooms are equipped with Interactive Whiteboards and a recent investment in MFL resources has significantly enhanced provision, both within and beyond the classroom, as students can access resources online.

Additionally, the curriculum area is well resourced with online textbooks, dictionaries and other teaching resources. Display boards are plentiful and students' work is displayed and updated regularly to encourage motivation and continue to engage student interest.

EXTENDED SCHOOL

Our extra-curricular provision creates a variety of opportunities for students. There are trips and visits that support MFL teaching and are used to enhance the learning of languages. We run successful clubs and offer intensive support groups for those students who need it. Parents/carers are supportive and are kept informed of all aspects of their child's life at school through the school's website and social media accounts, as well as the Annual Review and Student Handbook.

Applying

HOW TO APPLY

You must submit either:

- an application via the GOV.UK Teaching Vacancies site;
- the 'Quick Apply' form from the TES site; or
- our 'Teaching Staff' application form from the school website, ensuring that all sections are fully completed.

The application will include a supporting statement, which should demonstrate how your qualifications and experience make you a good candidate for the post.

SENDING YOUR APPLICATION

Please address your application to the Co-Headteachers. You may submit applications:

- via the Teaching Vacancies site;
- through the 'Quick Apply' process at TES;
- by email to school@isleworthsyon.org (with a subject line of 'Job Application: Spanish Teacher'); or
- by post to: Isleworth & Syon School, Ridgeway Road, Isleworth, Middlesex, TW7 5LJ.

Applications must be received by **9.00am on Monday 15 April**. Early application is encouraged, as we may well undertake selection processes on receipt of completed forms.

Rehabilitation of Offenders Act 1974 (Exceptions)

Isleworth & Syon School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. This Act requires applicants for employment concerned with the provision to persons under the age of 18 of schooling, supervision, training or recreational facilities which allows access to children and young people, to disclose all their previous criminal convictions whether "spent" or "unspent", bind-over orders and cautions, as defined within the Act. The successful applicant will be subject to an Enhanced DBS check, references and other pre- and post-employment checks.

Equal Opportunities

The School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010), and values diversity amongst its staff and for applicants for posts.

The School, therefore, aims to ensure that all individuals are treated fairly and equally. Unless the job is covered by a statutory exception, we will not discriminate directly or indirectly on the grounds of: cultural background; ethnic or national origin; nationality; age; gender; sexual orientation; disability; religion; marital status; or membership of a trade union.

Read the Job Description on the next page.

Job Description

RESPONSIBLE TO:	The Co-Headteachers Trustees Line Manager
RESPONSIBLE FOR:	The students and staff in your charge, and the management tasks associated with the extra responsibilities in the job description. The professional duties as set out in the Teachers' Pay and Conditions Document.
RELATIONSHIPS:	CHTs, SLT, trustees, students and parents/carers.

1. Conditions of Employment

You are employed in the capacity of a teacher subject to, and with the benefits of, the conditions of employment set out, or referred to, in your letter of appointment and statement of particulars. Within such conditions of employment, the description of your post is as follows:

1.1. CURRICULUM

To ensure the development of students by teaching the curriculum with due regard to the aims of the school.

1.2. PROFESSIONAL DUTIES

The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school, in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare. You will work under the direction of the Headteacher, whose responsibility it is to ensure that a reasonable balance in the workload of each teacher is maintained. You will be required to undertake other duties as may reasonably be expected.

1.3. This job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers' Pay and Conditions Document, in particular to those provisions whereby you may be required to be available for work under the Headteachers direction for 195 days, of which 5 days will be without students, and for not more than 1265 hours.

1.4. TEACHING - IN EACH CASE HAVING REGARD TO THE CURRICULUM FOR THE SCHOOL

- Planning and preparing courses and lessons.
- Teaching, according to their educational needs, the students assigned to him/her, including the setting and marking of work to be carried out by the student in school and elsewhere.
- Assessing, recording and reporting on the development, progress and attainment of students.

1.5. OTHER ACTIVITIES

- Promoting the general progress and well-being of individual students, and of any class or group of students assigned to him/her.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
- Making records of and reports on the personal and social needs of students. Communicating and consulting with the parents/carers of students.
- Communicating and co-operating with persons or bodies outside the school; and participating in meetings arranged for any of the purposes described above.

1.6. ASSESSMENTS AND REPORTS

Providing or contributing to oral and written assessments, and reports and references relating to individual students and groups of students.

1.7. APPRAISAL

Participating in arrangements made in accordance with regulations made under section 49 of the Education (No 2) Act 1986 (74), for the appraisal of his/her performance and that of other teachers.

1.8. REVIEW, INDUCTION, FURTHER TRAINING AND DEVELOPMENT

- 1.8.1.** Reviewing from time to time his/her methods of teaching and programmes of work. Participating in arrangements for his/her further training and professional development as a teacher.
- 1.8.2.** In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for his supervision and training.

1.9. EDUCATIONAL METHODS

Advising and co-operating with the Headteacher and other teachers (or anyone or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

1.10. DISCIPLINE, HEALTH AND SAFETY

Maintaining good order and discipline among the students and safeguarding their health and safety, both when they are authorised to be on the school premises, and when they are engaged in authorised school activities elsewhere.

1.11. STAFF MEETINGS

Participating in meetings at the school which relate to the curriculum for the school, or the administration or organisation of the school, including pastoral arrangement.

1.12. COVER

- 1.12.1.** Subject to paragraph 66.9.2 (Conditions of Employment Document), supervising and so far as practicable teaching any students whose teacher is not available to teach them. Subject to the exceptions in paragraph 66.9.3 (Conditions of Employment Document), no teacher shall be required to provide such cover:
- 1.12.2.** After the teacher who is absent or otherwise not available has been so for three or more consecutive working where the fact that the teacher would be absent or otherwise not available for a period exceeding three consecutive working days was known to the maintaining authority or, in the case of a school which has a delegated budget, to the governing body, for two or more working days before the absence commenced.
- 1.12.3.** The exceptions are: he/she is a teacher employed wholly or mainly for the purpose of providing such cover ("a supply teacher"); or the authority or the governing body (as the case may be) have exhausted all reasonable means of providing a supply teacher to provide cover without success; or he/she is a full-time teacher at the school but has been assigned by the Headteacher in the timetable to teach or carry out other specified duties (except cover) for less than 75 per cent of those hours in the week during which students are taught at the school.

1.13. PUBLIC EXAMINATIONS

Participating in arrangements for preparing students for public examinations, and in assessing students for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for students' presentation for and supervision during such examinations.

1.14. ADMINISTRATION

Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials; and attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school session.

- 1.15.** This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require - but only to an extent consistent with those conditions of employment, and only after consultation with you. The agreed Grievance Procedure may be invoked in any dispute arising from this job description, or subsequent amendment, in which case teachers are advised to consult their Professional Association.

2. Knowledge and Experience

- 2.1.** The post holder will have experience of working within the secondary sector and have a proven track record of high-quality teaching in the subject area. Appropriate further professional development will be evident.
- 2.2.** The post holder will have a thorough understanding of the relevant Programme(s) of Study and the National Curriculum. They will also have a thorough understanding of the principles of good classroom management and a good understanding of assessment, monitoring, recording and reporting procedures.

3. Performance Standards

Performance will be measured against student progress and outcomes in relation to set targets and progress as measured against team development plans.

4. Organisation Chart

Separately available.

5. Additional Information

- 5.1.** The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare.
- 5.2.** You will work under the direction of the Headteacher, whose responsibility it is to ensure that a reasonable balance in the workload of each teacher is maintained.
- 5.3.** You will be required to undertake other duties as may reasonably be expected.

JOB HOLDER SIGNATURE:		DATE:	
PRINT NAME AND TITLE:			

LINE MANAGER SIGNATURE:		DATE:	
PRINT NAME AND TITLE:			

Read the Person Specification on the next page.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT METHOD
Qualifications and training	Degree or good professional qualification. Qualified Teacher Status. Successful DBS and safeguarding clearance.	Evidence of in-service training / higher qualifications if teaching for more than two years.	Application form. Proof of qualifications.
Experience	Experience of successfully teaching main subject(s) to at least Level 2 (GCSE/vocational).	Teaching experience in a school with a Sixth Form and successfully delivering Level 3 (Advanced Level) qualifications. Pastoral work, including experience as a form tutor. Involved in organising and/or supporting extra-curricular activities. Serving as an examiner or moderator.	Application form / letter. Interview. Reference.
Skills, attributes, and personal qualities	Written and spoken fluency and accuracy in English. Excellent attendance and punctuality. Excellent inter-personal skills. Competence in ICT. High-quality organisational skills. Ability to work to deadlines and, on occasion, under pressure. Ability to explain ideas clearly and succinctly. Ability to utilise an effective range of teaching and learning approaches. Ability to create a learning environment that values all students equally, enabling all to achieve.	An ability to use, or experience of, online learning platforms.	Application letter. Interview. Reference.
Professional knowledge & understanding	A thorough understanding of exam board syllabuses. Knowledge of the principles of good teaching and learning and of classroom management. An excellent understanding of assessment, monitoring, recording and reporting procedures. A thorough understanding of current subject initiatives. Understanding the pastoral role of schools.	An experience of working with other organisations and agencies to provide support and learning opportunities. A desire or ambition to develop professionally within the school. A good understanding of what constitutes value-added good student progress in an educational setting. A thorough understanding of current educational initiatives.	Interview. Reference.

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT METHOD
	An understanding that students are likely to learn at different rates and to require different levels and types of support to succeed.		
Commitments & philosophy	<p>A belief in the positive impact of high-quality teaching on the lives of young people and a commitment to achieving high standards.</p> <p>A commitment to providing learning opportunities beyond the school day.</p> <p>Commitment to equal opportunities and to all aspects of an inclusive education.</p> <p>Commitment to the ethos and life of the school.</p> <p>Committed to teaching, to self-reflection and further professional development.</p>	<p>A commitment to always share best practice.</p> <p>A commitment to providing high quality learning experiences for the whole community.</p> <p>A commitment to working with other partners in education and business.</p>	<p>Application letter.</p> <p>Interview.</p> <p>Reference.</p>

Selection decisions will be based partly on the criteria outlined in this form. At each stage of the process, an assessment will be made by the appointment panel to determine how far the criteria have been met.

Criteria should be addressed on the application form and/or in the statement of application. Criteria will be further tested later in the process through interviews and other methods such as presentations.

When completing your statement of application, you should ensure that you provide supporting evidence of how you meet the criteria through reference to work or other relevant experience. We will consider any reasonable adjustments under the terms of the Equalities Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.