



# WATFORD GRAMMAR SCHOOL FOR GIRLS

Headmistress: Miss Sylvia Tai BA (Hons)

## INFORMATION PACK FOR APPLICANTS

<b>Name of Post:</b>	<b>Teacher of Modern Foreign Languages (0.6 FTE)</b>
<b>Required from:</b>	<b>September 2021</b>
<b>Location:</b>	<b>Watford, Hertfordshire</b>
<b>Closing Date:</b>	<b>noon 29<sup>th</sup> April 2021</b>
<b>Interviews:</b>	<b>Thursday 6<sup>th</sup> May 2021</b>

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Thank you for requesting details of the above post. The following documents form part of this pack: this applicant letter, job description and person specification. In order to apply please use the teaching staff application form on our website, and make yourself familiar with our child protection and safer recruitment policies, also on the website. Please also complete the Equalities Monitoring form via the link.

You are welcome to send a copy of your CV however it must be accompanied by a fully completed and signed application form. A CV alone will not be considered. The application form can be completed and returned electronically however if this is the case it will need to be signed in person if you are called for interview.

Completed application forms will not be acknowledged. Successful applicants will be notified within two days of the closing date. Applicants who are not called for interview will not be informed that they have been unsuccessful.

Applicants invited for interview will be required to bring with them original copies of relevant qualifications for verification, including for teachers evidence of their degree certificates and teaching qualifications, as well as documentation to comply with the provisions of the Immigration, Asylum and Nationality Act 2006. Details of documents required will be specified in letters to those called for interview.

Contact details for Return of Completed Application forms and other enquiries:

Sue Granville  
EA to Headmistress  
HR Manager

[s.granville@watfordgirls.herts.sch.uk](mailto:s.granville@watfordgirls.herts.sch.uk)



01923 223403



[admin@watfordgirls.herts.sch.uk](mailto:admin@watfordgirls.herts.sch.uk)



[watfordgrammarschoolforgirls.org.uk](http://watfordgrammarschoolforgirls.org.uk)

Registered in England & Wales Company No: 07348254 Registered name and address as detailed

Watford Grammar School for Girls  
Lady's Close,  
Watford, Hertfordshire  
WD18 0AE

# WATFORD GRAMMAR SCHOOL FOR GIRLS



## MODERN FOREIGN LANGUAGES DEPARTMENT

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The Modern Languages Department at Watford Grammar School for Girls aims to enable all girls to develop the necessary skills to become confident, creative communicators in both written and spoken language.

As language teachers, we focus on helping the girls to develop their understanding of the grammatical building blocks of language and build a wide bank of vocabulary which can then be re-used in different contexts. The comprehension skills that the girls develop whilst learning a language allow them to engage with literature, poetry, songs and films in the target language and produce wonderfully creative and independent work right from the start.

All girls in Year 7 are taught in their mixed ability Form groups. From Year 8 onwards, pupils are placed into sets in order to enable all girls to make the progress of which they are capable and develop their skills and knowledge at an appropriate pace.

### Key Stage 3 (Years 7-9)

**First Language:** All girls in Year 7 learn one of French, German or Spanish and they continue their study of this language throughout Years 8 & 9 – this is referred to as their First Language. Girls have 2 hours of First Language every week in Year 7, and currently have 1 hour and 30 minutes in Years 8 and 9 (This will be 2 hours from September 2021 onwards).

**Second Language:** During Years 8 and 9, girls also pick up a Second Language. Girls have 2 hours of Second Language in both years.

**The Curriculum:** We have introduced the NCELP schemes of work in Year 7 and this will extend into Year 8 in 2021/22. Older year groups follow a curriculum based on the Pearson Stimmt, Studio and Viva resources for German, French and Spanish respectively. At A level we use OUP Kerboodle resources.

In lessons, pupils develop the four skill areas of language learning: Listening, Speaking, Reading and Writing. Pupils are expected to complete regular homework which is focused on consolidating or extending work done in the classroom, examples of which are vocabulary learning, creative writing, grammar exercises or reading and listening comprehension tasks. We subscribe to ActiveLearn to support student progression from classwork.

**Assessment:** NCELP Schemes of work: Assessments twice a year in phonetics, grammar and vocabulary

In Years 8 and 9, girls are formally assessed at the end of each unit of work in one receptive and one productive skill, alternating between the four skill areas.

### Key Stage 4 (Years 10-11)

All pupils continue with their study of at least one Modern Language in Key Stage 4; we currently offer French, German and Spanish. Pupils will sit their GCSE examinations at the end of Year 11. We enter students for the AQA qualification.

### **Key Stage 5 (Years 12-13)**

We currently offer French, German and Spanish at A-Level. More detailed information about the course content is available to view in the Sixth Form prospectus, with some courses being offered in collaboration with Watford Grammar School for Boys. We enter students for the AQA qualification.

Enrichment: Annual Trips, Events and the Extended Curriculum

- Trips abroad & cultural activities: German & French Exchanges; KS3/4 trip to Spain; Onatt Theatre performances (French, German and Spanish), BFI; G&T trips and events.
- Sixth Form: Language Conferences; Film Clubs; Masterclasses.
- KS3: Languages Challenge; Language Leaders Award; Languages Club.
- Annual celebration in school of European Day of Languages.

April 2021



## Watford Grammar School for Girls

### Person Specification

Position: Teacher of French and German 0.6

Department: Modern Languages

	Requirement	If ticked this is essential	How this will be assessed
<b>Qualifications</b>	A passion for Modern Languages and a good honours degree in their subject area.	<i>Essential</i>	<i>Application form.</i>
<b>Specific Training Requirements</b>	Teaching qualification.	<i>Essential</i>	<i>Application form.</i>
<b>Experience</b>	An outstanding classroom teacher with the ability to teach French and German at Key Stage 3 and GCSE and either French or German to A level.	<i>Essential</i>	<i>Application form. Lesson observation Interview</i>
<b>Knowledge</b>	IT skills and experience of using ICT in teaching.	<i>Essential</i>	<i>Application form. Interview</i>
<b>Skills and Competencies</b>	Excellent organisational and administrative skills.	<i>Essential</i>  <i>Essential</i>	<i>Application form. Interview</i>
<b>Communication skills</b>	Articulate and accurate communication.	<i>Essential</i>	<i>Application form. Lesson observation Interview</i>
<b>Personal Attributes</b>	A commitment to raising achievement and providing challenge in the classroom. Ability to work as part of a team. Willingness to take a full part in extended-curricular activities, including day trips. In sympathy with the aims of the school. Enthusiasm, energy, initiative and a sense of humour.	<i>Essential</i>  <i>Essential</i> <i>Essential</i>  <i>Essential</i> <i>Essential</i>	<i>Application form. Interview.</i>
<b>Other</b>			

Applicants called for interview should note that the interview itself (and/or any additional tasks to be performed, if applicable) will, as appropriate to the role:

- (i) Focus on the requirements to carry out the duties of the job, as described
- (ii) Explore issues relating to the safeguarding and promoting the welfare of children, including:
  - Motivation to work with children and young people
  - Ability to form and maintain appropriate relationships and personal boundaries with children and young people
  - Emotional resilience in working with challenging behaviours
  - Attitudes to use of authority and maintaining discipline.
- (iii) Be used to explore any relevant issues arising from references received.

# Watford Grammar School for Girls

## Job Description: Teaching Staff

### Generic



**Position:** Classroom Teacher

**Department:**

**Salary Scale:** Main Scale / UP

#### **Responsibility:**

A Teaching and Learning responsibility point may be awarded for: undertaking sustained additional responsibility to ensure continued delivery of high quality of teaching and learning

#### **Context of the post**

In all matters the foremost will be the supporting of the aims of the School and the policies laid down by the Governing Body. The spirit of all the school policies is summed up by our Ethos:

“The Ethos of the school is based firmly on our record of academic success. We encourage all girls to strive for academic excellence. We value hard work, scholarship and reading and believe that these should remain part of each girl’s life as she develops a life-long love of learning. We strongly encourage girls to achieve their highest potential and to participate actively in all areas of school life, such as music, sport, community service and enrichment opportunities. We exhort girls to aim for the highest standards in everything they do and we recognise each girl’s individual talents. We build the confidence, resilience and personal responsibility of the girls by taking every opportunity to develop these in lessons and extra-curricular activities, and by encouraging girls to participate in opportunities that will enrich and enhance their school experience. As a community, we respect our traditions and promote care, consideration, toleration and trust.”

It is the responsibility of every member of staff to ensure at all times the safety of the children in their care. All adults working in the school should know about the school’s child protection procedures and the identity of the Designated Senior Person.

The post holder will take part in an annual Appraisal at which targets will be set and development needs identified. From time to time s/he will review her/ his own methods of teaching and programmes of work and to participate in arrangements for further training and professional development.

#### **General Responsibilities of this position**

As a member of the Department, the teacher is directly responsible to the Head of Department, and is individually accountable for:

- the progress of pupils within the subject
- the quality of teaching and learning
- a planned and varied programme of educational experience
- the behaviour and attainment of pupils

To teach to all ages and abilities to GCSE, and A Level consonant with qualifications, the specifications of the post, and previous experience.

In planning lessons, due regard must be given to the following:

- lessons must have clear objectives and thinking skills should be used;
- pupils must be aware of these objectives;
- lesson content should be appropriate;
- teaching methods should motivate, engage and challenge pupils;
- the timing of the work to ensure syllabus completion;

To work closely with the Head of Department and to contribute to the Department's teaching resources.

To contribute to the setting and marking of internal examinations and to assist in the marking and moderating of assessed work for the external examinations of the courses and subjects taught.

To attend departmental staff and parents' meetings which relate to curriculum matters, organisation, pastoral arrangements and administration of the school.

To assist with the extended curricular activities organised by the Department and the school.

To be responsible for the safety of students in his/her care.

## Upper Pay Scale

*As their careers progress teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards (Teaching Standards)*

The member of staff applying for or awarded the Upper Pay Scale is expected to demonstrate that they are:

- Highly competent in all elements of the relevant teaching standards
- That their achievements in and contribution to the School are substantial and sustained and they have contributed towards the development of others

## Form Tutors

All teachers are expected to be Form Tutors. This role involves:

- Attending assemblies, daily registration of and spending time with the tutor group, including carrying out general Form administration.
- Knowing and having overall responsibility for each individual in the tutor group.
- Helping each pupil to cope with her difficulties: at times this will demand a disciplinary response, at others advice or a helping hand, or the sharing of experience and ideas.
- Communicating essential information concerning the pupils in the Form group to the Head of Year or the Pastoral Director of the Key Stage.
- Being a 'resource' to other members of staff: the Tutor has first-hand knowledge of pupils which may be valuable to other members of staff.
- Recording essential information for the pupils' personal files and ensuring that this record is kept up-to-date.
- Monitoring progress and to co-ordinating subject reports to parents and to consulting them when necessary.

## Notes

1. All staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct.

2. Staff uphold public trust in the teaching profession and Watford Grammar School for Girls and maintain high standards of ethics and behaviour, within and outside school, by:
  - Treating pupils and colleagues with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to their professional position.
  - Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions as appropriate.
  - Showing tolerance of and respect for the rights of others
  - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
  - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
  - All staff must have proper and professional regard for the ethos, policies and practices of Watford Grammar School for Girls and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
4. It is a statutory requirement that all public sector workers in customer facing roles must be able to speak English fluently and you will be expected to demonstrate at interview and in the classroom the ability to converse at ease and at an appropriate level in accurate English with pupils, parents, and visitors to the school.
5. This framework of duties is in addition to the expectation on all teachers to mark work, write reports, prepare lessons, and prepare materials and teaching programmes. Please refer to the Conditions of Employment, (section 3: Teaching, other activities, assessments and reports, educational methods, discipline and health and safety, staff meetings, examinations, administration etc.)
6. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
7. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part may be so construed.
8. This job description is not necessarily a comprehensive definition of the post.
9. The duties and responsibilities listed describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be deemed necessary by the Headmistress.
10. The job description will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the post holder.

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