



# Teacher of Modern Languages French and German (Maternity Cover)

Full time / Temporary / MPS / UPS  
Starting September 2026



Newport Girls'  
High School  
Academy Trust

# Welcome to NGHS

## Thank you for your interest in the Teacher of Modern Foreign Languages (Maternity Cover) vacancy at Newport Girls' High School.



We are delighted that you are considering joining our outstanding school community. This role offers the opportunity to teach French, with some German, within a high-performing and well-established department from September 2026. The post arises due to maternity leave and is expected to run for one year. We are seeking a committed and enthusiastic linguist who can engage our students and contribute positively to the continued success of languages at NGHS.

We are seeking a passionate and committed linguist to inspire our students and contribute to our thriving MFL department. At NGHS, languages are highly valued and form a central part of our broad and ambitious curriculum. Our students are enthusiastic, intellectually curious, and keen to develop their communication skills and cultural understanding. We are looking for a teacher who shares our commitment to academic excellence and who can foster a love of languages in the classroom. Whether you are an experienced practitioner or an early career teacher, we will support you to thrive and grow professionally.

We are proud to be an outstanding girls' grammar school, as confirmed by Ofsted in November 2022, where we were judged outstanding in every category. NGHS was recently ranked #1 in Shropshire and #65 nationally in the Sunday Times Parent Power Guide 2025. We have also received national recognition for our work in Mental Health, Holocaust Education, and Kindness, including the Be Kind Award and the AcSEED Award.

Our Trustee Board is highly experienced and ambitious for the school. Their support has enabled us to expand our student intake while maintaining our high standards. NGHS remains heavily oversubscribed, with a thriving Sixth Form that welcomes students from across the region.

We warmly encourage prospective applicants to arrange a visit to the school to experience our ethos and environment first-hand. Please contact us via [jobs@nghs.org.uk](mailto:jobs@nghs.org.uk) or call 01952 797550 to arrange a suitable time.

Thank you for considering this opportunity. We appreciate the time and thought that goes into every application and look forward to receiving yours by the stated deadline.

**Adam Jones**  
**Headteacher**



# Aims, Ethos and Values

At NGHS, we strive to:

Provide a high-quality education which enables all students to reach their full potential as life-long learners

Foster a safe, inclusive environment in which all are valued, respected and celebrated

Offer opportunities for all to positively contribute to our NGHS family and the wider community

We achieve this by:

**Being Kind**

**Working Hard**

**Having Fun!**



**All about NGHS**

# Curriculum Overview

Our curriculum is structured around a 50-period fortnightly timetable, with Weeks A and B being largely similar in content and delivery. As a selective school, we proudly offer an academically rigorous curriculum. At Key Stage 3, all students study French and German, alongside Biology, Chemistry, and Physics as distinct subjects. In addition, every student receives a weekly PSHE (Personal, Social, Health and Economic Education) lesson and two hours of Physical Education.

Students begin their GCSE journey in Year 9, following option selections made in Year 8. This three-year Key Stage 4 model was reviewed by Ofsted in 2019, who endorsed our approach as being well-suited to our learners. In Year 9, students typically choose four GCSE options, which must include:

- At least one Modern Foreign Language (MFL); one humanities subject; one practical subject and one additional choice.

In Year 10, this selection is reduced to three options, allowing for deeper study and preparation. Our GCSE teaching goes beyond the specifications, with a strong emphasis on developing subject mastery and laying foundations for A-level success.

Our Sixth Form retains approximately 80–85% of our Year 11 cohort, and we welcome a growing number of external applicants. Currently, over 135 students are enrolled in Year 12, reflecting our increasing popularity. We offer 18 A-level subjects and AS-level PE, with no fixed option blocks, allowing students greater flexibility in their choices. All Sixth Form students receive dedicated PSHE and PE lessons to support their wellbeing and maintain a balanced educational experience. Most students study three A-levels and undertake an Extended Project Qualification (EPQ) in Year 13, while some opt for four A-levels. Each A-level subject is allocated nine periods per fortnight, ensuring comprehensive coverage and support.



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# Pastoral Care and Student Leadership

Pastoral care is often described as the jewel in Newport Girls' High School's crown. Our well-established system ensures that every student is supported throughout their time with us. Form Tutors are the first point of contact for day-to-day concerns, while more complex or safeguarding matters are referred to the relevant specialist staff. Each year group is led by a Head of Year, who works closely with a team of Form Tutors. Our form groups are organised around our vibrant House system, which fosters a strong sense of community and belonging.

The pastoral team is further strengthened by our dedicated Wellbeing Manager and two Wellbeing Officers—one supporting Years 7–10 and the other Years 11–13. They work with both students and staff to promote physical and mental wellbeing, and liaise with external agencies when needed. We also have a qualified Counsellor and a Student Health and Welfare Co-ordinator who oversees medical provision and ensures appropriate care is in place.

Attendance at NGHS is consistently high, averaging around 97% annually. Staff work collaboratively to monitor and challenge absence in line with our attendance policy, ensuring students remain engaged and supported.

Student leadership and peer support are central to our ethos. Pupils have numerous opportunities to mentor one another—both academically and pastorally—and to take on leadership roles within the House system and wider school life.

Positions of responsibility are available across all year groups, encouraging students to develop confidence, initiative, and teamwork.

Beyond the classroom, students participate in a wide range of extra-curricular activities. Our annual Curriculum Enrichment Week in June offers exciting opportunities for exploration and growth. The Duke of Edinburgh Award is particularly popular, with nearly all students completing the Bronze Award in Year 9.



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# The House System

The House System at NGHS is a cherished and vibrant part of school life, fostering community, leadership, and friendly competition across all year groups. Our three Houses—Austen, Roddam, and Seacole—are named to reflect values of resilience, creativity, and excellence, and each is led by a dedicated Sixth Form House Team. These teams include a variety of leadership roles such as House Captain, Sports Captain, Drama Captain, Music Captain, and others, providing students with meaningful opportunities to develop their leadership skills and contribute to the wider school community.

Throughout the academic year, students participate in a wide range of House competitions that showcase their talents and encourage teamwork and school spirit. Highlights include:

- House Music; House Bake-Off; House Drama; Sports Day and the House Point Cup.

These events are not only fun and engaging but also serve as powerful symbols of the NGHS ethos. Students from all year groups work together, forming strong inter-year bonds and celebrating each other's strengths. The House System plays a key role in nurturing the inclusive and supportive culture we proudly refer to as the NGHS family.

Participation in House activities helps students build confidence, develop new skills, and feel a strong sense of belonging. Whether performing on stage, competing in sports, baking with flair, or leading their peers, our students are given the platform to shine in a variety of areas beyond the classroom.

The House System is a cornerstone of our pastoral and enrichment provision, and its success is a testament to the enthusiasm and commitment of our students and staff alike.

**Austen**

**Roddam**

**Seacole**



All about NGHS

# Staff Development

At Newport Girls' High School, our staff are our most valued asset. Many colleagues have been with us for between 5 and 15 years, reflecting a strong sense of loyalty and satisfaction. While annual staff turnover is low, it typically results from promotions or retirements, and internal progression is actively encouraged. Recent appointments have included both Early Career Teachers and highly experienced professionals, enriching our team with a diverse range of expertise.

Professional development remains a central priority. While recent CPD has concentrated on subject-specific training delivered through exam boards, we have now expanded our provision to include a wider range of opportunities from multiple external providers. In-house training is offered where relevant, ensuring alignment with our strategic goals and staff needs. Regular meeting points throughout the academic year—including five annual INSET days, faculty meetings, and staff-led sessions—provide structured and collaborative spaces for ongoing learning and development.

We also run regular 'Good Practice Weeks', which encourage peer-to-peer learning through workshops, shared resources, and classroom observations. These initiatives foster a culture of continuous improvement and innovation. Our whole-school teaching and learning focus for September 2025 centres on metacognition, and we are excited to explore how this will further enhance our already outstanding classroom practice.

There is a strong sense of camaraderie among staff, with teaching and support colleagues equally valued and integrated into the life of the school. We work hard together, support one another, and celebrate our successes as a united team.



All about **NGHS**

# Languages Faculty

Modern Foreign Languages at NGHHS is a vibrant and highly valued area of the curriculum, taught by a dedicated and collaborative team. We aim to develop students' confidence in communication, cultural awareness, and intellectual curiosity through the study of French and German.

At Key Stage 3, all students study both French and German, building strong foundations in listening, speaking, reading and writing. Lessons are designed to be engaging and interactive, with a focus on developing fluency, accuracy, and a genuine enjoyment of language learning.

At GCSE, students are required to continue with at least one Modern Foreign Language, and outcomes are consistently strong. The department works closely to ensure that students are well prepared for success, with a clear focus on vocabulary acquisition, grammatical understanding, and exam technique.

At A-level, we offer French and German, with students developing advanced linguistic skills alongside a deep understanding of the cultural, social and political context of the countries studied. A-level languages are well supported, and students are encouraged to pursue languages beyond Sixth Form, including at university.

The department continually refines its curriculum and teaching approaches, making effective use of high-quality resources, authentic materials and opportunities for extended speaking practice. Staff collaborate closely to share materials and develop innovative approaches to teaching and learning.

Beyond the classroom, students benefit from a wide range of enrichment opportunities, which may include language clubs, cultural events, exchange opportunities and trips abroad. Many students go on to study languages or related subjects at university, recognising the value of languages in a global context.



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# Staff Well-being Charter

The Trustees, Headteacher and SLT take the well-being of all staff very seriously. The Charter below takes into account all of the measures we have in place to assist staff to carry out their professional duties. Our staff are supportive of each other and work hard as a team, in faculties, tutor teams and together across the whole school.



A Staff Well-being Committee which meets termly



Complimentary tea, coffee, sugar and milk in the staffroom



Staff Menopause Ambassador with appropriate support for all



A buddy for new staff who join NGHS for their first year



Counselling service free to all staff both in-house and externally



Golden Space in the Car Park; awarded weekly on rotation!



An annual flu jab for all staff available upon request each winter



Greater PPA time than national and no mainstream cover



Measured approach to lesson observation, drop-ins and good practice weeks



Calendared wellbeing weeks with no evening meetings/events



Childcare vouchers scheme for those who have children in regular day care



Annually reviewed Workload Policy; designed by staff for staff to support reducing workload



Deadlines well publicised and annual calendar consultation



Staff social evening each term - let your hair down and relax



Communications policy which protects time outside of school day



No student or class data collected for data's sake



A flexible and generous approach to family appointments, children's events, nativities, sports days etc.



SLT Open Door Policy at all times including urgent email for non-school days



Dedicated marking afternoon for all staff during internal exam week



Complimentary Christmas Dinner for all staff each year



Cake, laughter & friendship in the staffroom



Dedicated classroom wherever possible for all teaching staff



Thank You Friday reward scheme for staff to share appreciation of colleagues



A firm commitment to the current DFE Staff Wellbeing Charter

# Job Description

## RESPONSIBILITIES AND ACCOUNTABILITIES:

### Teaching and Learning:

- To manage student learning through effective teaching in accordance with the department's schemes of work and policies.
- To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
- To ensure continuity, progression and cohesiveness in all teaching.
- To develop teaching resources, particularly with regard to the differentiation for pupils of different abilities, and the increased use of ICT.
- To use a variety of methods and approaches (including differentiation) to match curricular objectives to a range of student needs, and ensure equal opportunities for all students.
- To seek to care for and develop the teaching and learning environment, paying due regard to the display of students' work.
- To set homework regularly, (in accordance with the School Homework Policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
- To work effectively as a member of the subject team to improve the quality of teaching and learning.
- To engage with the SENDCO in order to benefit from their specialist knowledge and maximise the support given in lessons and to update pupil SEND records as necessary.
- To use positive management of behaviour to create an environment of mutual respect which enables students to feel safe and secure and which promotes their self-esteem.

### Monitoring, Assessment, Recording, Reporting and Accountability:

- To assess students' work systematically and use the results to monitor progress and inform future planning, teaching and curricular development.
- To give students' regular feedback, both orally and through accurate marking (in accordance with the School Marking Policy) and encourage students to respond to feedback.
- To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- To meet with parents at Parents Evenings and to write reports to parents as per the published reporting schedule.
- To participate in arrangements for preparing pupils for public examinations and assessing pupils for the purposes of such examinations.
- To record and report such assessments.

### Professional Standards:

- To be a role model to students through personal presentation and professional conduct.
- To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- To cover for absent colleagues as is reasonable, fair and equitable under the Rarely Cover policy.
- To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.
- To co-operate with the Headteacher in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- To be familiar with the School and Department handbooks and support all the School's policies.
- To establish effective working relationships with professional colleagues and associate staff.
- To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
- To be involved in extra-curricular activities such as making a contribution to clubs and visits.
- To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, Teachers' Standards and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- To undertake any reasonable task as directed by the Headteacher.

RESPONSIBILITIES AND ACCOUNTABILITIES:

Subject knowledge:	<ul style="list-style-type: none"> <li>To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, grade descriptors and specifications for examination courses.</li> <li>To keep up to date with research and developments in pedagogy and the subject area.</li> <li>To promote high standards of education and the value of scholarship and encourage students to take a responsible and conscientious attitude to their own work and study.</li> </ul>
Pastoral Responsibility:	<ul style="list-style-type: none"> <li>Every subject teacher will be expected to have pastoral responsibilities, usually including the role of form tutor (shared if part time).</li> </ul>

# Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> <li>Strong A-level results</li> <li>Degree in French, German or a related discipline</li> <li>QTS/PGCE or other route into teaching</li> </ul>	<ul style="list-style-type: none"> <li>First/2:1 degree result</li> <li>Additional qualifications relevant to post</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Successful teaching record in current school or on placement (if ECT)</li> <li>Experience teaching French to KS3 and GCSE</li> <li>Ability to teach German at KS3</li> <li>Recent CPD / PGCE course</li> <li>Involvement in extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>Current teaching role</li> <li>Teaching in a high-achieving school</li> <li>Teaching in a good/outstanding school</li> <li>Experience of teaching French at A-level</li> <li>Experience of contributing to enrichment opportunities such as trips, exchanges and language clubs</li> </ul>
Knowledge & Skills	<ul style="list-style-type: none"> <li>Knowledge of current GCSE French specifications</li> <li>Understanding of effective approaches to vocabulary acquisition and retrieval practice</li> <li>Awareness of the German specification</li> <li>Knowledge of best practice in assessment</li> <li>Ability to stretch and challenge able girls</li> <li>Ability to inspire girls to study subject at A-level through the delivery of motivational projects/lessons</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of Rosenshine's Principles of Instruction</li> </ul>
Personal Attributes	<ul style="list-style-type: none"> <li>Belief in sustaining high standards of excellence</li> <li>Team player within a faculty and year team</li> <li>Can-do approach and visibility in current role to inspire others</li> <li>Ability to prioritise, plan, organise well and work as part of team to achieve objectives</li> <li>Willingness to support students as form tutor</li> <li>High standards in dress, attendance and punctuality</li> <li>Suitability to work with children and satisfactory Enhanced Disclosure with DBS.</li> <li>Sense of Humour!</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of issues facing girls in a single-sex, high achieving environment</li> </ul>

# Application and Selection Process

Thank you for your interest in the Teacher of Modern Languages (Maternity Cover) role at Newport Girls' High School. We hope this pack has given you a strong sense of our values, ethos and ambitions.

**To apply, please complete the official application form, including the supporting statement (Section 5), which should not exceed two pages (font size 11).**

We anticipate strong interest in this post and will shortlist candidates based solely on how well they meet the advertised criteria. A personalised letter that reflects an understanding of NGHS and its context is strongly preferred over a generic application.

NGHS is an equal opportunities employer. We are committed to promoting equality and diversity across our staff team and welcome applications from all backgrounds, particularly those currently under-represented in school leadership. We do not discriminate on the basis of age, disability, sex, gender reassignment, sexual orientation, pregnancy/maternity, race, religion or belief.

The successful candidate will be subject to an enhanced DBS and Barred List check, along with other pre-employment checks in line with Keeping Children Safe in Education guidance. This includes obtaining police clearance for any time spent working or living abroad.

## Key Dates:

- **Application deadline: Wednesday 1 July 2026 at 9.00am**  
**Interviews will take place shortly after this deadline**

Please email your completed application form to [jobs@nghs.org.uk](mailto:jobs@nghs.org.uk). Letters of application should be addressed to the Headteacher, Mr A Jones. Referees must include your current or most recent employer and will usually be contacted at the point of shortlisting. Please note: CVs will not be accepted. We may close the advertisement early if a sufficient number of high-quality applications are received, so early submission is encouraged.

We wish you every success with your application and thank you for considering joining our team at NGHS.

