



Teacher of German MPS/UPS, Full Time from 1 September 2020



NEWPORT GIRLS' HIGH SCHOOL

An outstanding grammar school for girls

IN OMNIBUS FIDELIS

Welcome from the Headteacher

Thank you for downloading information about the post of Teacher of German for September 2020. I am pleased to provide an introduction to Newport Girls' High School and this post. This job is a unique opportunity to join and contribute to the ongoing success of an outstanding selective girls school and the 2020 West Midlands Secondary School of the Year. At NGHS, teachers can teach without being concerned about unruly discipline. This reward is offset against the challenge of inquisitive girls who want to learn and who politely question to further their own knowledge.

I joined NGHS as Head in January 2018 and consider it a true privilege to lead our wonderful school, which focuses not only on ensuring students achieve their best, but also on providing opportunities to excel outside the classroom. Each week's diary is full of opportunity and the weekly school newsletter, 'Newport News' (available on our website) will give you a flavour of the sorts of projects that our students and staff are involved in. From a plethora of trips to local and far-flung destinations to participation in the Duke of Edinburgh Awards Scheme to maths challenges at local, regional and national level and sporting achievements galore, there is a clear desire among students and staff to work hard and to make the most of every opportunity offered to the School.

Our new school building opened in 2018 as a result of our fundraising campaign 'inspiring minds'. Thanks to donations from families of NGHS students and an academies fund bid, our sixth formers now have state-of-the-art building and space to work. With an additional six classrooms, reception and office space, the school can breathe again, having been crammed into a building which we had long outgrown. Students from all years benefit from this. NGHS is due to expand further in 2021 with a fourth form of entry and a classroom block and new dining hall will be built.

Professionally, staff are supported and led by Heads of Faculty and there is a strong sense of community in the staff room with social events planned throughout the year. The small SLT have an open-door policy and welcome staff views on areas for development across the school. Wellbeing and workload are taken very seriously at NGHS and I have developed a Wellbeing Charter which you will find in this pack. In addition, colleagues worked together last year to review the marking and assessment policy and their collective decisions successfully revised our new, much-improved policy. All staff belong to a Professional

Learning Group (of their choice) so that everyone can work together with colleagues to consider their professional practice in an area that interests them. As a small school, there is a real sense of everyone working together when it comes to organising events and supporting house competitions. Our house system is a key feature of our school and fierce (but also friendly!) rivalry is seen at house competitions. Regular attendance monitoring leads to rewards for forms with the greatest number of students hitting our ambitious attendance target of 97%.

Our curriculum is unashamedly academic with a three year KS4 programme. This means that there is time to enjoy learning at KS4 and not to be examination focussed at all times. In our Sixth Form, we offer a range of facilitating and practical subjects and our results demonstrate the commitment of both students and staff to enabling girls to achieve their full potential. Students from other schools join NGHS in Year 12 and thrive. Alongside the academic life of the school is a well resourced pastoral provision. A recent, well-represented parental survey demonstrated that 100% of parents feel that their child is safe at NGHS and our dedicated pastoral and safeguarding teams ensure that students' emotional wellbeing is at the forefront of all that we do at NGHS.

Ofsted visited NGHS in October 2019 under the new framework. The school was judged to remain outstanding (in spite of the KS4 curriculum described above) and inspectors reported correctly on the buzz for learning which exudes at NGHS and the students' views that NGHS is like a large family. You can read the report on our website, and I would encourage you to do so as the inspection team (which included a Senior HMI for the Midlands) managed to capture a lot about the school in the short time they were here.

This information pack will hopefully equip you with the resources necessary to make a decision about applying for this post. I sincerely hope that you will apply. I know how much time it takes to complete an application and thank you in advance for ensuring that it is with us by the deadline.



Mit freundlichen Grüßen

Michael J Scott

Schulleiter

Newport, 14. März 2020

Faculty Information

Head of Faculty: Ms D Branson

Faculty Vision

Students who study languages at NGHS should be curious about the world around them and enjoy learning about how that world is shaped by languages and the people who use them. We are committed to establishing a learning environment that encourages students to feel confident about taking risks and developing informed opinions about the world around them. Students will have the chance to independently extend their skills beyond the classroom and therefore prepare for life where they belong in a global market place. All students will be offered the opportunity to visit France or Germany and so will practise the language in authentic environments. They will also be offered several opportunities to find out about how learning a language can be useful for their further study or careers. Fundamentally, our team want to inspire, foster and nurture a love of MFL and a greater respect for the cultural appreciation of the countries in which they are spoken.

Curriculum

All students at NGHS learn French and German from Year 7 with 4 hours of teaching per week (2 per language) in the curriculum. Students opt for GCSE in Year 8 with 100% take up into Year 9 and around 20 dual linguists. As students move into Year 10, one option subject is reduced (at pupil choice) but the vast majority of students continue to take a language at GCSE. All students take higher tier examinations unless they are struggling or have been absent for a long period of time.

Staffing

All MFL staff at NGHS can teach both two subjects. The faculty is ably led by Ms Dulcie Branson who is a French specialist. This post will be a full time position with a majority of German teaching. The ability to teach French to at least KS3 and ideally GCSE is preferred. A couple of periods of KS3 PSHE or English may be included on the timetable until the expansion in 2021. The post is suitable for both high performing NQTs and experienced colleagues. For those looking to move onto middle leadership, the School has just launched an associate middle leadership scheme and this can be discussed more at interview. The full time positions are complemented by four linguists who hold 0.4 and 0.6 FTE posts, including one native German speaker. The faculty does not have language assistants, but works with the University of Wuppertal to invite students to the UK to support German teaching and sources French conversation from postgraduates at the nearby Harper Adams University as well as native French speaking parents/volunteers.



In the Classroom

Both languages are taught in dedicated classrooms. In KS3 German, the Echo Express textbook is used with KS4 students using the AQA examination textbook as well as teachers' own resources. At KS5 a range of resources are used. Students study a film, usually *Goodbye Lenin* and a book, usually *Der Vorleser*. With a solid foundation in grammar in KS3/KS4 (not just teaching to the specification, but beyond it), students tend to make strong progress at KS5. In 2019, the four German students achieved AABC at A-level and in French, the five students achieved AAAAB. Students who take language(s) at A-level quite often go to university to study the language(s) as part or as the whole of their degree.

Outside the Classroom

The faculty supports national events such as the Business Language Champion competition and runs MFL Spelling Bees. In Year 8, all students are offered the chance to visit Normandy or the Rhineland with 100% take up this year. In Year 10, there is a four day trip to Nice and the school runs a German exchange to Bad Honnef which is just south of Bonn for a week. A cross-curricular German/History trip to Berlin is also offered for GCSE students every second year. A-level students often apply for British Council work experience places in and around Dortmund during their summer holiday.



Job Description - Teacher of German

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 & 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.

SUBJECT KNOWLEDGE

- ⇒ 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.
- ⇒ To keep up to date with research and developments in pedagogy and the subject area.
- ⇒ 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

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 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 liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
- ⇒ To undertake any reasonable task as directed by the Headteacher.
- ⇒ To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.

PASTORAL RESPONSIBILITY

- ⇒ Every subject teacher will be expected to have pastoral responsibilities, usually including the role of form tutor (shared if part time).

Person Specification

Area of interest	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> i. Academic degree in German or equivalent ii. QTS/PGCE or other route into teaching 	<ul style="list-style-type: none"> iii. First/2:1 degree result iv. Joint Honours degree-German & French v. Additional language qualifications
Experience	<ul style="list-style-type: none"> i. Successful teaching record in current school or on placement (if NQT) ii. Teaching German classes to GCSE and French in KS3 iii. Recent CPD or relevant PGCE training 	<ul style="list-style-type: none"> iv. Teaching in a high achieving school v. Teaching in a good/outstanding school vi. Teaching A-level German vii. Teaching GCSE French viii. Teaching English or PSHE in KS3 ix. Leading foreign trips/exchanges
Knowledge and skills	<ul style="list-style-type: none"> i. Knowledge of the current GCSE and A-level specifications (NGHS uses AQA) ii. Knowledge of best practice in assessment iii. Interest and ability to stretch and challenge able girls iv. Understanding of the issues surrounding confidence in languages 	<ul style="list-style-type: none"> v. Knowledge of how the use of ICT can benefit pupils' understanding of the languages including digital learning
Personal and Professional Qualities	<ul style="list-style-type: none"> i. Belief in sustaining high standards of excellence ii. Ability to prioritise, plan, organise well and work as part of team to achieve objectives iii. Willingness to support students in the role of form tutor iv. High standards in dress, attendance and punctuality v. Suitability to work with children and satisfactory Enhanced Disclosure with the DBS. vi. Sense of Humour! 	<ul style="list-style-type: none"> vii. Knowledge of issues facing girls in a single-sex, high achieving environment viii. Commitment to wider aspects of school life in particular leadership of / staffing for trips and exchanges abroad

Application Process

Please complete the application form and a covering letter addressed to Mr M J Scott, Headteacher which should not exceed two sides of A4.

Applications may be submitted via email to jobs@nghs.org.uk or by post. NGHS is committed to safeguarding and promoting the welfare of young people in our care. We expect all staff to share this commitment. The successful applicant's appointment will be subject to satisfactory pre-employment clearances including a Disclosure and Barring Service check. In line with safer recruitment practices, if the successful applicant has worked abroad, a certificate of good conduct will be requested at the point of provisional offer. All applicants are expected to include two referees; one of whom should be their current or last Headteacher (if not working in a school at this time). The School reserves the right to request a reference from **any** previous employer.

The supporting statement should address your particular strengths and how your experience to date has prepared you for this particular role. Please use the person specification above.

The closing date for applications is 9.00am on Wednesday 22 April.
Shortlisted candidates will be contacted shortly after this date.
Please note school is closed from 3rd-19th April 2020 for the Easter break.

Staff Wellbeing & Support: 'The Little Things'

Working in a school is immensely rewarding, but places huge demands on our time and work-life balance. At NGHS, I am committed to working towards the best balance of hard work, commitment and wellbeing as well as avoiding the burden of unnecessary tasks. I am therefore working with SLT and governors on a charter of commitments to help ensure colleagues are fit, well and content at work. These are listed below; new ideas are always welcome. Colleagues are always encouraged to talk through issues with someone they trust and my door is always open. M Scott, July 2019



Complementary tea, coffee, sugar and milk in the staffroom



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



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



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



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



Complementary Christmas Dinner for all staff each year



Calendared wellbeing weeks with no evening meetings/events



Staff 'sport for fun' sessions - come along and get involved and stay fit



Deadlines well publicised and annual calendar consultation



Opportunities for career development always considered



No student or class data collected for data's sake



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



Dedicated marking afternoon for all staff during internal exam week



Staff marking & workload group to guide and develop policy



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



Communications policy which protects time outside of school day



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



On-site free parking



Greater PPA time than national and no mainstream cover



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



Dedicated classroom wherever possible for all teaching staff



Cake, laughter & friendship in the staffroom

Rehabilitation of Offenders Act 1974

The work for which you are applying will have regular contact with children and is exempt from the Rehabilitation of Offenders Act 1974. Therefore, you are required to declare any convictions, cautions, bind-overs, or prosecutions pending you may have, even if they would otherwise be regarded as 'spent' under this Act. These details should be enclosed in a separate, sealed envelope marked 'confidential' – for the attention of the Chairperson of the appointing body. The envelope should state clearly the name of the school and the work for which you are applying and be returned with your application form.

The information you give will be treated in confidence and will only be taken into account in relation to an application where the exemption applies.

The Authority is entitled, under arrangements introduced for the protection of children, to check with the Disclosure and Barring Service for the existence and content of any criminal record of the successful applicant prior to the confirmation of appointment.

Therefore, successful applicants will be required to complete a disclosure form to enable a check to be undertaken. Failure to consent to this could prevent the application being considered further. This check involves details being obtained of convictions, including those considered 'spent' under the Rehabilitation of Offenders Act 1974, cautions held at national level and may also include non-conviction information. You will receive the results of the check from the Disclosure and Barring Service, who will also forward a copy to the Authority. Information received from the DBS will be kept in strict confidence and will be destroyed in accordance with guidelines laid down by the DBS.

The disclosure of a criminal record will not necessarily bar you from appointment, unless the Authority considers that the conviction renders you unsuitable for appointment. In making this decision, consideration will be given to the nature of the offence, how long ago and what age you were when it was committed, and any factors which may be relevant.

Failure to declare a conviction, caution or bind-over may, however, disqualify you from appointment, or result in dismissal or disciplinary action if the discrepancy comes to light.

Under the Criminal Justice and Court Services Act 2000 it is an offence for an individual who has been disqualified from working with children to knowingly apply or accept or do any work in a 'regulated position', such as the post you are applying for.

Equal Opportunities Policy

NGHS is an Equal Opportunities Employer.

The School's Equal Opportunities Policy states that it will give equal treatment to all persons within its organisation regardless of sex, marital status, race, colour, nationality, national origin, ethnic origin, sexual orientation, disability, age and not allow any individual to be disadvantaged by any other condition which cannot be shown as justifiable.

Health

Appointment to the post will also be subject to a satisfactory health record. A medical examination may be required by the School.





For more information about the post, please contact

Mr M J Scott, Headteacher

Tel: 01952 797550

headteacher@nghs.org.uk



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