



ALL HALLOWS

PREPARATORY SCHOOL



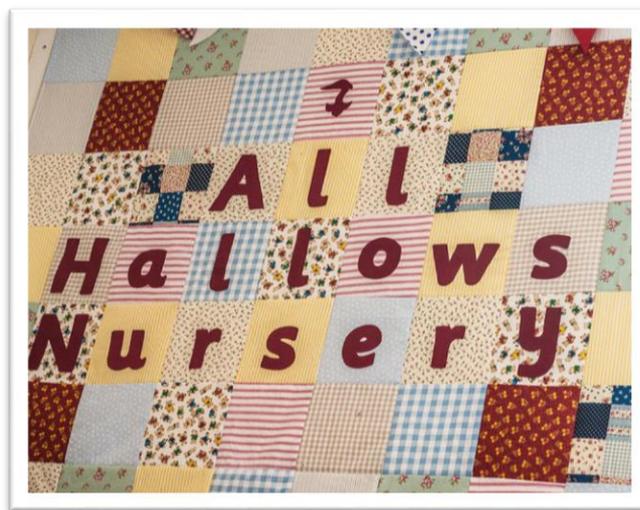
Application Pack

Head of Modern Foreign Languages

The region's leading co-ed independent Catholic prep school for pupils aged 3 to 13 years

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At All Hallows School we are committed to Safer Recruitment and therefore this appointment will depend on the successful completion of a Disclosure and Barring Service check.

Welcome to All Hallows

Thank you for your interest in the position of Head of Modern Foreign Language (MFL) at All Hallows School.

The Head of MFL will help to shape, cultivate and lead the department, while providing an inspirational and proactive approach to engaging the children in the subject. You will be innovative and creative, both in the classroom and beyond and will happily go the extra mile to achieve the highest possible standards of learning for our pupils.



At All Hallows we believe each child should be allowed to develop at his or her own pace and thus our lessons are differentiated according to the needs of the pupils in the class. High standards and exciting delivery of the curriculum coupled with a commitment to ensuring all children have excellent phonics and maths skills enable our children to succeed.

Happy children are successful children. In the classroom, beyond the classroom in our stunning grounds and in every activity we offer, the focus is on enjoying new learning, learning how to learn, having a go, developing a good work ethic and acquiring skills that will last well beyond childhood. Each pupil is supported and encouraged by the other boys and girls and by a strong and very committed staff. Whilst protected and nurtured, the children are also challenged and stretched in order to develop their ability to thrive as resilient adults in the future.

As a Christian school our guiding stars are the two great commandments, to love God and to love our neighbour, and we warmly welcome children and staff from all faiths, or none.

If this is the sort of school that interests you, I really look forward to receiving your application.

Trevor Richards

Dr Trevor Richards (CPsychol)
Head

All Hallows' Ethos

Every child has an inherent value, which is exceptional and exclusive to them. Our mission is to provide a secure, happy and inclusive community, where children will develop the inner confidence and self-esteem necessary to flourish in our rapidly changing world. Whilst we protect and nurture our children, we also challenge and extend them in order to build their ability to thrive as adults in the future.

We strive to ensure that individual minds are broadened and perspectives widened. We encourage learning, independence of thought and the cultivation of self-belief, skills, wisdom and curiosity.

We are preparing each child to live life to the full, encouraging them to live responsibly and thoughtfully, embracing with energy and enthusiasm the great opportunities that lie ahead. It is our sincere desire that each will use their knowledge, skills and passions, and their understanding of the Christian faith to make the world a better place – and believe they can do so.

All Hallows' Aims

Intellectual

Through the school's teaching and learning, we aim to promote each pupil's intellectual character, cultivating their capacity to combine thinking skills with knowledge, confidence and self-esteem, to believe in the legitimacy of their own thoughts, to speak their mind articulately (but change it when required), to contest poor thinking and prejudice assertively, and enjoy the challenge of mental sparring. We foster intellectual risk-taking and curiosity, independence, resilience and effective learning habits within an ambitious, supportive learning community where individual learning profiles are nurtured and celebrated, and where all children are encouraged to strive to achieve their very best.

Personal

We aim to instil an understanding, appreciation and love of healthy lifestyle choices by offering a wide range of personal development opportunities through sports, music, drama and an extensive array of activities to supplement and enhance classroom learning. Every aspect of school life is seen as a learning opportunity and a chance to promote the development of the whole child.

Creative

We encourage children to take a creative approach to all that they do. We aim to foster diversity, critical thinking, imaginative insights and fresh ideas through ensuring children are in touch with things that inspire and excite them. We encourage children to express themselves, to collaborate, to exchange ideas and build collective solutions to complex problems.

Emotional

Happiness, confidence and self-esteem are key to living a fulfilled life and underpin great learning. We strive to develop children's emotional intelligence, encouraging resilience, effective communication skills, empathy, forgiveness and respect for others. We want our children to develop their global awareness and social responsibility, to embrace energetically and contribute to the communities and environments in which they live.

Spiritual

We aim to awaken the children spiritually through the integration of Catholic Christian principles into the school's everyday life, the provision of warm relationships, prayer, worship and opportunities for reflection and contemplation.

Alongside the fulfilment of these interconnected themes, with a close collaboration between home and school, we seek to achieve the successful transfer to the most appropriate senior school for each of our children, taking into account their interests, strengths and character.

Intellectual Characteristics - What does a good learner look like?

If we were to visualise a picture of a good learner, we would think about a person who has the following intellectual characteristics:

Cognitive (Thinking Skills)

- **Curiosity** – an eagerness to ask questions, to discover, to learn and understand new things.
- **Originality** – the inclination to be creative, to think laterally to generate innovative ideas and solve tricky problems.
- **Good judgement** – a desire to think critically, to assess options carefully and think about the value of ideas and information before making decisions.
- **Flexibility of mind** – a readiness to be open-minded, to recognise alternative perspectives, welcome alternative viewpoints and change one's mind in light of new evidence.

Emotional

- **Ambition** – a desire to aim high and set clear goals. A willingness to put in lots of effort and to try and be the very best one can be, knowing that hard work makes a difference.
- **Initiative** – a willingness to be independently minded, think ahead, be organised and work things out for oneself.
- **Focus** – the willingness to be careful, accurate and thorough; to pay attention to detail and avoid silly mistakes. A proficient learner can concentrate well, as well as become absorbed in what one is doing.
- **Risk-taking** – the courage to take a chance rather than to choose the easy option; to be open to fresh challenges and push oneself to develop new skills, even when success may not be guaranteed.
- **Resilient** – a willingness to seek alternative ways of doing things when one comes up against an obstacle and persists when it might be easier to give up. It is also important to have a sense of humour and recognise that everyone stumbles, but what matters is learning to deal positively with any feedback.
- **Reflectiveness** – an inclination to review and consider methods and approaches that have been tried. Good learners think about both successes and failures with a view to making the most of their potential. They appreciate that much of their success is due to their own efforts, rather than just their innate ability.

Social

- **Collaboration** – the capacity to work productively with other people and to build collective solutions. They know when to seek help from and when to support other people, along with when to speak up and when to compromise.
- **Self-assurance** – the belief in one's own capabilities and the confidence to deal positively with difficult or unexpected challenges, knowing that learning can be a struggle at times. In fact, effective learners understand that we learn best when we have to think hard about something.



Job Description

Job Title Head of Modern Foreign Language (MFL)

Responsible to

- Head
- Deputy Head – Academic

Overall Purpose of the Job:

To help shape, cultivate and lead the MFL department, while providing an inspirational and proactive approach to engaging the children in the subject and ensuring that the ethos of the school is upheld at all times.

- Carry out the professional duties of a school teacher as reasonably directed by the Head
- To monitor and support student progress and be accountable for student progress and development within the subject area.
- To provide strategic leadership and an appropriate environment to aid quality teaching and learning for the MFL department.
- To ensure the provision of an appropriately balanced, relevant and differentiated curriculum for pupils studying in the department, in accordance with the aims of the school and its policies.
- To secure high quality teaching and the effective use of resources to ensure that expected standards are met, maintained and exceeded.
- To be a role model in the professional leadership and management of a subject and in interactions with children, colleagues and parents.
- To ensure high levels of engagement with staff, pupils, parents and wider communities.
- To be responsible for safeguarding and promoting the welfare of children.

Main Responsibilities

- To be positive, fully committed, and support the ethos and direction of the school wholeheartedly and actively promote the school's aims and values.
- To nurture the individual child and promote the development of the whole person (body, mind and spirit).
- To engage and stimulate the children's learning through innovative and aspiring teaching.
- To lead, manage and develop the subject area.
- Attend all staff meetings, open days, staff study days, staff briefings, assemblies and weekly Mass, as directed by the Head.
- Undertake some weekend and evening duties to support the boarding life of the school.

Staff

- To manage the day-to-day teaching arrangements in the MFL department including planning effective schemes of work and supporting others in their implementation and developing innovative teaching resources.
- To undertake Performance Management Review(s), as appropriate.

- To monitor the quality of teaching and learning in the department and design opportunities for staff development.
- Contribute to CPD within the department and act as a first point of contact for staff.
- Work closely with colleagues from other departments in order to develop the profile of the MFL department at All Hallows
- To attend, lead and contribute to team meetings as appropriate.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with School policies.
- Participate in and contribute to the general well-being and professional development of the staff and the school.
- To continue with one's own personal and professional learning.

Pupils

- To be accountable for student progress and ensure that effective strategies are in place to further raise standards of student attainment and achievement
- Monitor SEN and EAL participation in lessons and events and ensure the best possible provision in classroom teaching

Resources

- Ensure effective use of resources and develop these to reflect an efficient department.
- Managing financial resources effectively and efficiently, in accordance with the financial regulations of the school, including requisitions and the careful checking of all goods and services, prior to the authorisation for payment.
- Prepare an annual departmental development plan in accordance with the school planning cycle and taking into account the school's strategic development plan.
- Maintain and regularly update the department inventory of equipment and audit on an annual basis.

Exams

- To plan for and prepare for exams and analyse exam data, identifying targets for further development.

Trip and Activities

- To lead on the planning and implementation of all French trips throughout the school year.
- To contribute to the school's diverse activities programme

General

- To generate and update all documentation relating to the department, including the department handbook.
- Ensure all classrooms and corridors in the vicinity of, and relating to, the MFL department have inspiring displays of material including pupils' work, which is regularly updated
- To take part in marketing activities such as Open Evenings, Parents' Evenings, events etc.
- Liaise and communicate with other parents, schools and outside agencies as appropriate.
- Providing information to parents and colleagues about the work of the Department and the progress of pupils.
- Ensuring that the school's Health and Safety Policy is publicised and followed

- To discharge all other tasks pertaining to the education and welfare of the children as reasonably directed by the Head.

Key Work Skills

- Organisational Skills – able to prioritise tasks on a daily and long-term basis achieving all deadlines and constantly balance what's important with what's urgent.
- Attention to detail – the ideal candidate has high standards in all aspects of their work and that of others and ensures standards are maintained at all times.
- Professional & trustworthy – able to respect the profile and image of the school at all times and the confidentiality this unique position requires through the sensitive situations that may arise.
- Personnel skills – a natural warmth and patience with people and the ability to engage at many different levels. A great team player but also energetic, caring, self-motivated and driven.
- Communication Skills – a superb communicator in all senses – through the written and verbal word. Communicates in a timely, relevant and professional fashion and sees the critical role excellent communication plays within organisations. Demonstrates excellent writing and presentation skills.
- Initiative – the drive to identify and anticipate future opportunities and challenges and what needs to be done.
- Flexibility & Reliability - Highly flexible, able to adapt and respond positively to a variety of situations and people in order to meet changing priorities. Reliable at all times.
- Energetic – driven to achieve results that exceed expectations. A 'half full' as opposed to a 'half empty' person.

Confidentiality

During the course of employment, you will have access to information of a confidential nature. Under no circumstances may this information be divulged or passed on to any unauthorised person or organisation. In addition, he/she must process the data and personal information in accordance with the terms and conditions of the General Data Protection Regulation 2018 and properly applied to pupil, staff and school business/information.

Professional Standards

- Communicate regularly and freely with colleagues.
- Be ready to listen and to try new ideas and working practices.
- Be professional at all times
- Maintain high personal standards of appearance, behaviour and punctuality.
- Request permission from the Head for any absence from school and to give notice to those concerned in good time so that cover can be arranged for any absence.



Person Specification

Qualifications and Experience required

- Qualified Teacher Status
- Evidence of continuing professional development
- Outstanding classroom practitioner
- Experience of implementing systems and processes to aid learning, teaching and student development
- Experience of leading staff and pupils

Other skills required

- A passion for the subject and the ability to inspire staff and pupils
- Strong interpersonal skills
- Excellent organisational skills
- Initiative
- Excellent time management
- Excellent communicator – sensitive and effective
- An ability to establish effective working relationships with a wide range of people including pupils, parents and colleagues
- Knowledge, skill and intelligent use of data and strategies to inform intervention and to improve outcomes for pupils

Personal qualities

- Clear vision and an innovative approach to teaching & learning
- Patient and caring approach
- Efficient
- Willing to contribute to the school community
- High standards and expectations
- Ability to work in a team
- Able to motivate pupils and colleagues
- Enjoy the company of children
- A sense of humour and enjoyment at work

Working Hours

- This is a permanent, full-time position.

Benefits

- All Hallows Preparatory School is situated in the beautiful surroundings of the Somerset countryside just 7 miles from Frome and close to Bath and Bristol.
- Fee remission of 50%
- Reciprocal fee remission agreement with Kings Bruton and Downside of 30%

- Free lunch during term time
- Car parking on site

How to Apply

The post is for September 2019 or January 2020

Application Form

- Applications will only be accepted from candidates completing the enclosed Application Form in full. CVs will not be accepted in substitution for completed Application Forms in the absence of good reason. Equal-opportunities and child protection policy statements are available on request from the school.
- This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared.
- Candidates should be aware that all posts in the school involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.
- You will be required to complete a Disclosure from the Disclosure and Barring Service
- We will seek references on candidates and may approach previous employers for information to verify particular experience or qualifications, before interview.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although you may where appropriate answer 'Not Applicable' if your duties have not brought you into contact with children or young persons.
- You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or Department for Education Children's Safeguarding Operation Unit.

Invitation to Interview

- If you are invited to interview this will be conducted in person and the areas, which it will explore, will include suitability to work with children.
- All candidates invited to interview must bring documents confirming educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body.

- All candidates invited to interview must also bring with them:
- a current driving licence including a photograph or a passport or a full birth certificate
- a utility bill or financial statement showing the candidate's current name and address
- where appropriate, any documentation evidencing a change of name.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Conditional Offer of Appointment: Pre-Appointment Checks

- Any offer to a successful candidate will be conditional upon:
- receipt of at least 2 satisfactory references
- verification of identity and qualifications
- a check at Department for Education List 99
- a satisfactory DBS Enhanced Disclosure
- where the successful candidate has worked or been resident overseas in the previous ten years, such checks and confirmations as the School may require in accordance with statutory guidance
- verification of medical fitness in accordance with DCFS Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training
- satisfactory completion of the probationary period.

Please note:

Where a candidate is:

- found to be on Department for Education List 99, or the DBS disclosure shows he/she has been disqualified from working with children by a Court; or
- found to have provided false information in, or in support of, his/her application; or
- the subject of serious expressions of concern as to his/her suitability to work with children

the facts will be reported to the Police and/or the Department for Education Children's Safeguarding Operation Unit.

Equal opportunities for all.

Positive about disability.

