

Application Pack



For the Position of:

Teacher of Spanish and French

Closing date:

Midday on Friday, 3 April 2020

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St. Olave's Grammar School is a recently OFSTED 'Outstanding' forward-looking selective Church of England school where academic standards are very high, rivalling the best schools in the country; our naturally able and inquisitive pupils are a delight to teach.

The school prioritises the wellbeing, dignity and morale of its staff and pupils, actively investing in professional development as we very much feel that people make our environment.

If you are looking for a new challenge or you are starting your career, then please do come and visit us or explore our website further.

The atmosphere in our School is truly unique – it is a community which is welcoming, caring and inspiring.

Being a member of staff at St. Olave's Grammar School, allows you to access:

- Competitive salaries and pay progression
- Extensive professional development opportunities
- Training grants for qualifications
- A Cycle to Work scheme
- Competitive terms and conditions of employment
- Membership of the staff association, which includes free tea and coffee throughout the day
- School sports facilities and yoga classes
- Choirs and music groups
- Staff Wellbeing programme, including access to medical advice and counselling



About St. Olave's Grammar School

St. Olave's enjoys a reputation as one of the leading Grammar Schools in the country with a strong focus on scholarship combined with cultural enrichment. We are a Voluntary Aided selective Church of England school which admits 4 forms of entry of boys at age 11, from a wide variety of backgrounds across a broad area of South London, and takes both boys and girls into the Sixth Form. Here you will find a vibrant multi-cultural community of young men and women who respect tradition as well as a dynamic, forward-looking approach. Our students have the very highest aspirations, supported by hard work and commitment; almost all take up places at Russell Group universities and go on to pursue top careers. We are proud to provide outstanding pastoral care, based on Christian values, where each student is valued as a unique individual.

With an outstanding record of academic excellence our A-Level results show consistently around 95% A/B grades, placing St. Olave's amongst the very top schools nationally. Over 200 students have gained Oxbridge places over the last 7 years; last year we had 28 offers for Oxbridge and 49 for Medicine, both more than many of the schools in the country can replicate. We try to locate academic excellence within the broader context of education, encouraging all of our students to become independent thinkers, engaging critically in the learning process through a vibrant approach to intellectual curiosity.*

Olavians are interesting people who enjoy a variety of cultural experiences alongside their academic pursuits. Sport, Music, World Challenge, Drama, Amnesty International, Duke of Edinburgh's Award, the Political Economy Society, are just a few of the wide range of co-curricular opportunities available at St. Olave's, and we expect every one of our students to get involved in some of these so that their lives are culturally enriched. Our rugby squad recently toured South Africa; Biology students spent three weeks in Malawi doing scientific research with Operation Wallacea; our Economists visited the European Bank in Frankfurt; Art students spent a week in Copenhagen; others visited the sites of Ancient Greece or trekked the jungles, mountains or volcanoes of Honduras, Costa Rica or Tanzania on World Challenge. Our top Chess and Fives teams comprise a number of national champions whilst our budding playwrights have had scripts performed at the National Theatre. Each year 4 choral scholars provide the trebles for The Queen's Chapel of The Savoy – part of the school's rich cultural heritage and a link with its historic origins near London Bridge where it was originally founded in 1561 and later given a Royal Charter by Queen Elizabeth I in 1571.

As soon as you enter the school you cannot help but notice the friendly atmosphere and a deep sense of pride and loyalty. We hope that all of our students will grow into caring, independent young adults with a strong sense of moral and social responsibility.

Mr. A. Rees
Headteacher



Information about this role

St Olave's Grammar School is seeking to appoint a well-qualified, enthusiastic and inspirational graduate to join us as Teacher of Spanish and French, to teach up to and including A Level. The successful candidate would have responsibility to develop the Scheme or Work for Spanish. The MFL Faculty has considerable examination and university success, with students gaining places at the universities of Oxford and Cambridge.

This position would suit either an NQT or an experienced teacher looking to further their career. A willingness to be an active contributor to our extensive co-curricular provision, including Exchanges, would also be a key element.

Working hours

Full time from September 2020

Salary details

MPS (Outer London remuneration)

How to apply

To apply for this position, please submit the attached application form, along with a covering letter, no later than **Midday on Friday, 3 April 2020**.

Submissions can be made via email to ttaylor@saintolaves.net or via post.

Enquiries

Should you have any enquiries, or wish to visit the school prior to applying, please contact Mrs Taylor, the Headteacher's P.A. at ttaylor@saintolaves.net

Interviews

Interviews will take place as soon as possible after the closing date but suitable candidates may be interviewed before the closing date and St. Olave's Grammar School reserves the right to withdraw the position if an early appointment is made.

Safeguarding

St. Olave's Grammar School is committed to safeguarding and promoting the welfare and safety of all students and expects all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure and Barring Service check.

Privacy Notice

[The St. Olave's Grammar School Job Applicant Privacy Notice](#) sets out what personal data we the School, hold about you and how we collect and use it during and after the recruitment process. It applies to anyone who is applying to work for us, whether as an employee, worker, contractor, consultant, volunteer, governor, apprentice (together referred to as 'Job Applicant' or 'you').



Job Description

Teacher of Spanish and French

Job Title: Teacher of Spanish and French	Grade: MPS (Outer London remuneration) Line Manager: Heads of MFL
Working Time: Full time from September 2020	
MAIN PURPOSE To teach Spanish and French up to and including A Level. The successful candidate would have responsibility to develop the Scheme or Work for Spanish. The MFL Faculty has considerable examination and university success, with students gaining places at the universities of Oxford and Cambridge. A willingness to be an active contributor to our extensive co-curricular provision, including Exchanges, would also be a key element.	
RESPONSIBILITIES AND DUTIES Role of the Teacher of Spanish and French A. Achievement and Standards <ul style="list-style-type: none"> • To be accountable for excellent performance of all pupils within your teaching groups. B. Personal Development and Well-Being <ul style="list-style-type: none"> • To have high expectations of students and be committed to ensuring that they can reach their full potential. • To understand how the development of young people is influenced by a range of developmental, social, religious, ethnic, cultural and linguistic influences. • To know how to identify potential child abuse or neglect and follow safeguarding procedures. • To be Form Tutor and to carry out pastoral duties including discipline, attendance, punctuality, reports, assemblies and form rooms, etc., as detailed in the Staff Handbook. C. Quality of Provision <ul style="list-style-type: none"> • To teach well-organised, engaging and motivating lessons with high levels of challenge, questioning and articulation. • To ensure best practice is sought and integrated into teaching and learning. • To have a secure knowledge and understanding of your subject and any recent relevant developments. • To know the assessment requirements and arrangements including public examinations. • To ensure that data and pupil information are used effectively to inform teaching and learning [including SEN]. • To support students so that they can be reflective and are able to identify how they can improve. • To encourage high standards of academic and personal achievement, appearance and conduct in all pupils. • To be committed to the pastoral life of the School, taking account of diversity, promoting equality and inclusion, and managing student behaviour in line with the School's Behaviour Policy. • To establish a safe and purposeful learning environment. • To contribute to the wider life of the School and its co-curricular activities. D. Wider Professional Aspects <ul style="list-style-type: none"> • To contribute to departmental development, acting upon the direction and feedback of your line-manager or HoD. • To have a creative, collaborative and constructive approach to innovation and be prepared to adapt your practice. • To keep up-to-date with school developments and professional duties, and to carry out a share of supervisory duties. • To be a role model exemplifying the highest standards of classroom practice and professional conduct. • To evaluate your performance and be committed to your own professional development. • To understand the roles of colleagues with specific responsibilities for groups of learners [eg SENCO, Heads of Year] 	

E. To take responsibility for other areas as may reasonably be requested by the Headmaster.

Professional attributes and personal qualities

- A willingness to grasp the Olavian Grammar School ethos of scholarship, excellence and the highest aspirations.
- A good honours degree with a passion for your subject and the ability to share this with students.
- An interest in the challenges and demands of teaching the most able students.
- A proven track record of excellence in the classroom or on a teacher training programme.
- At least two references with recent knowledge, including a referee from the most recent employer/Head-teacher.
- The resilience and stamina to cope with the demands of the job and work to deadlines.
- Good inter-personal skills and the ability to build professional relationships with colleagues, students, parents, Governors and outside agencies.
- A well-developed sense of proportion and humour, with a positive and enthusiastic outlook.
- Personal and professional integrity.
- An interest in the international dimension with a commitment to an integrated multicultural community.
- Willingness to embrace the school's core Christian values.
- Competence in ICT.

St. Olave's is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All applicants should read the school's Child Protection policy, which is available on our website, and are required to declare any criminal convictions or cautions, or disciplinary proceedings related to young people. Enhanced DBS Checks from the Disclosure and Barring Service will be sought on all successful applicants. Full details are given on the application form.

OTHER (finance, resources, performance management, staff supervision)

General:

Adhere to the Staff Handbook and all School Policies.

Fully and positively participate in the school's performance appraisal scheme in order to develop and enhance personal and service performance.

Undertake any other reasonable duties requested/assigned as required by SLT or Line Manager.

EQUALITIES

Implementation of the school's equal opportunities policies and its statutory responsibility with regard to other individuals and service delivery.

	Date	Name
1. Date drawn up	March 2020	A Rees (Headteacher)
2. Agreed by Post Holder		
3. Confirmed by Line Manager		

General responsibilities of a teacher

A. Achievement and Standards

- To be accountable for excellent performance of all pupils within your teaching groups.

B. Personal Development and Well-Being

- To have high expectations of students and be committed to ensuring that they can reach their full potential.
- To understand how the development of young people is influenced by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- To know how to identify potential child abuse or neglect and follow safeguarding procedures.
- To be Form Tutor and to carry out pastoral duties including discipline, attendance, punctuality, reports, assemblies and form rooms, etc., as detailed in the Staff Handbook.

C. Quality of Provision

- To teach well-organised, engaging and motivating lessons with high levels of challenge, questioning and articulation.
- To ensure best practice is sought and integrated into teaching and learning.
- To have a secure knowledge and understanding of your subject and any recent relevant developments.
- To know the assessment requirements and arrangements including public examinations.
- To ensure that data and pupil information are used effectively to inform teaching and learning [including SEN].
- To support students so that they can be reflective and are able to identify how they can improve.
- To encourage high standards of academic and personal achievement, appearance and conduct in all pupils.
- To be committed to the pastoral life of the School, taking account of diversity, promoting equality and inclusion, and managing student behaviour in line with the School's Behaviour Policy.
- To establish a safe and purposeful learning environment.
- To contribute to the wider life of the School and its co-curricular activities.

D. Wider Professional Aspects

- To contribute to departmental development, acting upon the direction and feedback of your line-manager or HoD.
- To have a creative, collaborative and constructive approach to innovation and be prepared to adapt your practice.
- To keep up-to-date with school developments and professional duties, and to carry out a share of supervisory duties.
- To be a role model exemplifying the highest standards of classroom practice and professional conduct.
- To evaluate your performance and be committed to your own professional development.
- To understand the roles of colleagues with specific responsibilities for groups of learners [eg SENCO, Heads of Year]

E. To take responsibility for other areas as may reasonably be requested by the Headmaster.

Professional attributes and personal qualities

- A willingness to grasp the Olavian Grammar School ethos of scholarship, excellence and the highest aspirations.
- A good honours degree with a passion for your subject and the ability to share this with students.
- An interest in the challenges and demands of teaching the most able students.
- A proven track record of excellence in the classroom or on a teacher training programme.
- At least two references with recent knowledge, including a referee from the most recent employer/Head-teacher.
- The resilience and stamina to cope with the demands of the job and work to deadlines.
- Good inter-personal skills and the ability to build professional relationships with colleagues, students, parents, Governors and outside agencies.
- A well-developed sense of proportion and humour, with a positive and enthusiastic outlook.
- Personal and professional integrity.
- An interest in the international dimension with a commitment to an integrated multicultural community.
- Willingness to embrace the school's core Christian values.
- Competence in ICT.

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St. Olave's Grammar School, Orpington, Kent

Faculty of Modern Foreign Languages – 2019-20

Staffing

Mrs L. Probozdiak	B.A. Hons, M.A. (Somerville College, Oxford) – German - Head of German
Mrs I. Saunders	Licence ès Lettres (University of Lille) – French and German – Head of French
Mr D. Bowden	B.A. Hons (Lancaster) - French and German – Teacher of Languages
Ms G. Gardiner	M.A., M.M.L. (Newnham College, Cambridge) - French and Russian – Teacher of Languages
Mme C. Payne	French language assistant
Mme N. Komuves	French language assistant
Frau G. Cranenburgh	German language assistant

Ethos

We encourage a vibrant classroom atmosphere with lessons that aim to be interactive and challenging, with high levels of participation. A steady stream of students gain places in MFL at the universities of Oxford or Cambridge. There is a considerable focus on comprehension of authentic spoken and written material, and on oral practice, as well as on essay planning and translation. A firm grammatical foundation is established in order to deepen the students' knowledge about how language works and vocabulary is continually extended. Cultural knowledge of the French/German-speaking world is embedded in our Schemes of Work through watching films and listening to authentic music, as well as reading magazines and literature. Interim assessments are often based on past papers so that students are fully familiar with the demands of the exams.

The *Onatti Theatre Company* regularly performs plays in French and German to students in Years 9 and 10. Sixth Formers take turns to present on language-related issues in our successful Languages Society and also write articles for and edit the *Languages Journal*. We have also successfully taken part in the *UK Linguistics Olympiad*, as well as the *Oxford German Olympiad*, the *Oxford French Fiction Competition*, among others. Sixth Form students are encouraged to attend Open Days and lectures at high-ranking universities, as well as plays, and visit film study days at the *British Film Institute*.

Facilities

Modern languages teaching takes place in a suite of four first-floor rooms. Each room has a whiteboard and projector, and there are display cabinets in the rooms and the corridor. There are good resources including books, stationery, DVDs, etc. The school's wireless ICT network with full internet facilities is available to staff who all have a laptop, and there are further computers in the Common Room and also access in the Library and the IT rooms. Photocopying can be given to the Reprographics Department next to the Library.

Curriculum

The timetable is organised on a 60-period fortnightly cycle with periods lasting 50 minutes. Most groups are timetabled for fortnightly language lessons in one of the IT suites, and we subscribe to various websites.

Year 7

French and German are taught in Year 7 in forms (2 French and 2 German), with 6 periods a fortnight.

Year 8

All 4 forms continue with 4 lessons a fortnight of French or German, and, in addition, students can choose to study German, French or Latin as a second language for 5 lessons a fortnight.

Year 9 – Year 11

Pupils must take at least one language to GCSE and may take two. In KS4 all languages have 5 lessons a fortnight, including 1-2 fortnightly sessions with the language assistant in Years 10 and 11. Students follow the AQA specification (GCSE).

Year 12

French and German are offered at AS level, following the AQA specification. Pupils have 10 periods a fortnight, plus a weekly session with the language assistant.

Year 13

French and German are offered at A-Level, leading to terminal examinations with AQA. Pupils have 11 periods a fortnight, plus a weekly session with the language assistant.

Course books and Materials

French

Year 7	Studio 1
Year 8	Studio 2
Year 9	Studio GCSE AQA French
Years 10/11	Studio GCSE AQA French
Year 12	AS AQA French
Year 13	A-Level AQA French

German

Year 7	Stimmt 1
Year 8	Stimmt 2
Year 9	Stimmt GCSE AQA German
Years 10/11	Stimmt GCSE AQA German
Year 12	AS AQA German
Year 13	A-Level AQA German

Trips and Activities

French

Year 7	1-day-trip to Boulogne
Year 8	1-day-trip to Aachen Christmas Market
Year 9	8-day French exchange with the <i>Institution de la Croix Blanche</i> in Bondues near Lille, Nord-Pas-de-Calais
Year 10	5-day residential visit to Normandy
Years 12/13	3-day residential trip to Paris

German

Year 7	1-day-trip to Boulogne
Year 8	1-day-trip to Aachen Christmas Market
Year 10	8-day German exchange with the <i>Integrierte Gesamtschule</i> in Wilhelmshaven, Germany.
Years 12/13	4-day residential trip to Berlin

Language Assistants

Sixth Form students have weekly sessions with the assistants whose role it is to improve students' oral skills and help prepare for their chosen oral topics. Students in Years 10 and 11 have fortnightly conversation lessons in small groups.

Inset

There is an MFL budget for CPD and staff are encouraged to go on relevant Inset in order to keep up to date with the latest specifications, courses and methodology. Our regular Faculty meetings have a clear focus on Teaching and Learning, and we aim to work together as much as possible, supporting each other's professional development and sharing resources and ideas.



St. Olave's Grammar School

Teaching Application Form

Post applied for: _____ Closing date: _____

1. Personal details (BLOCK CAPITALS)

Surname: _____ Title: (e.g. Mr, Mrs, Miss, Ms): _____

First Name(s): _____

2. Education and Qualifications

Please give details of your education and qualification

Title	Dates		University, College or School	Subject	Qualifications/ Certificates/ Grade/Class
	From	To			
GCSEs					
A - Levels					
Degree					

3. Previous teaching/employment experience/career history, starting with current post

Please give a summary of all employment, including any relevant unpaid work and periods of unemployment since leaving secondary education. **Please explain any breaks in employment dates.**

Name of Employer	Type of School/Nature of Business	From	To	Post held	Main Salary/Scale on leaving	TLR responsibility & amount

Please continue on next page →

Name of Employer	Type of School/Nature of Business	From	To	Post held	Main Salary/Scale on leaving	TLR responsibility & amount

4. Training/courses you have attended

Dates		Title of Course	Details
From	To		

5. Additional qualifications or expertise you may be able to offer the school

E.g. Music grades, foreign languages spoken, sporting involvement/qualifications, Duke of Edinburgh, expedition leader qualifications, public speaking/debating etc.

6. Supporting statement

Please use this section to type in your letter of support telling us why you are applying for this post and how your experience, skills, training and/or qualifications equip you for it i.e. how you meet the person specification and job description.

Please continue on a separate sheet if necessary

7. Referees

Please provide details of two people who know you in a professional capacity from whom confidential references can be obtained, one of whom must be your current employer. For teaching staff it is our usual policy to take up references **BEFORE** interviews where possible. Employment is conditional on these references being deemed satisfactory.

Name: _____	Name: _____
Position: _____	Position: _____
Address: _____ _____	Address: _____ _____
Postcode: _____ Tel no: _____	Postcode: _____ Tel no: _____
Fax no: _____	Fax no: _____
Email: _____	Email: _____
Relationship: _____	Relationship: _____

8. Additional Information

Address: _____
_____ Post code: _____

Telephone no (Home): _____ Email (Home): _____

Telephone no (Work): _____ Email (Work): _____

Telephone no (Mobile): _____

National Insurance no: _____ Date of Birth: _____

Do you require a work permit to work in the UK? Yes No

If yes, when does your permit expire? (month, year): _____

Threshold Passed: Yes No Date: _____ QTS Status: Yes No

Dfes/Teacher Number: __ / ____ Other incentives allowances: _____

When did you complete your NQT year? _____

If you have not completed your NQT year, please confirm when you expect this to happen _____

Are you registered with the GTC for England: Yes No

St. Olave's actively promotes disability equality. If you are selected for interview will you require any assistance?

Yes No

If yes, please give details: _____

9. Protection of Children

Disclosure of any criminal background is required. Because of the nature of the work, teaching in the UK is exempt from the provisions of Section 4(2) of the rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) order 1986, and therefore applicants are not entitled to withhold information about convictions which for other purposes are spent under the provisions of the Act. Offers of employment will also be dependent on completion of a satisfactory police check. Disclosure of a criminal background will not necessarily bar you from any appointment.

Have you ever been convicted of a criminal offence? Yes No

If yes, please give details: _____

Date: _____ Offence: _____

Sentence: _____

Please give details of your police check with the Criminal Records Bureau: _____

CRB number: _____ CRB date: _____

10. Data Protection

Under the terms of the Data Protection Act 1998, the information you provide on this form will only be used by Saint Olave's for the purpose of assessing your suitability for employment, for monitoring policies and procedures, and for personal management purposes.

For any position that you apply for, if unsuccessful, this information may be retained on file for 6 months. The information may be used in internal proceedings to consider a complaint about the selection process and/or to defend against a legal challenge to the fairness of the selection process from any interested party. The information you provide to us on this form may also be used in the prevention and detection of crime and fraud.

11. Pension Scheme

Do you contribute to the Teachers' Pension Scheme: Yes No

Or other Superannuation (give name): _____

12. Applicant's Declaration

If you are invited to interview you may be required to answer formal questions as to whether or not you have unspent criminal convictions or summonses pending against you. Spent convictions must be disclosed for certain posts, e.g. Social Workers and Teachers as these are exempt from the provisions of the Rehabilitation of Offenders Act 1974. Some posts are subject to political restrictions. If any of the above applies to the post you are applying for, further details will be made available to you.

I declare that the information I have provided is true and accurate and in particular that I have not omitted any material facts which may have a bearing on my application. I understand that any contract of employment with St. Olave's is offered on the basis of the information I have provided. I understand that a false declaration, which results in my appointment to St. Olave's, may render me liable to dismissal. I give explicit consent that the information which I give on this form may be processed in accordance with the St. Olave's registration under the Data Protection Act 1998.

I am in possession of the certificates which I claim to hold, and understand that wilful falsification may result in dismissal if I am appointed.

I understand that any offer of employment will be subject to satisfactory medical, Criminal Records Bureau and police checks.

Do you have any family or close connection with any existing employees of St. Olave's School including governors?

Yes No

Signed: _____ Date: _____

EQUAL OPPORTUNITIES MONITORING FORM

The School has a policy on Equal Opportunities, which requires fair and equal treatment to be given to all job applicants. To help check how this policy is working the School seeks to record additional details of all people who apply for jobs.

For this reason the School would be grateful if you would give the information that is requested. This request has the full support of the teaching associations. This information is treated as strictly confidential and will not affect in any way the fair consideration of your application for employment. Your participation is entirely voluntary. Thank you for your assistance.

Please complete the following:

Job Applied for: _____

Surname: _____ First name(s): _____

Gender: Male Female Age: _____ years

ETHNIC GROUP

Please tick (✓) the relevant box

White British		Asian/Asian British-Bangladeshi	
White Irish		Asian/Asian British-Other	
White Other		Black/Black British/Caribbean	
Mixed-White & Black Caribbean		Black/Black British/African	
Mixed-White & Black African		Black/Black British/Other	
Mixed-White & Asian		Chinese	
Mixed-Other		Other	
Asian/Asian British-Indian		Refused	
Asian/Asian British-Pakistani			

DISABILITY EQUALITY

According to the Disability Discrimination Act 1995, a disability is defined as 'a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities'. To help us comply with the Equality Act 2010 please tick one of the following:

- I do not consider myself to have a disability
- I do consider myself to have a disability
- I am registered disabled
- I decline to self classify as to whether I consider I have a disability

RECRUITMENT MONITORING

Where did you see this post advertised?

TES Newspaper

TES online

Recommended by a current member of staff Name _____

Other (please give details) _____

Signed: _____