



## Teacher of Spanish

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The successful candidate will be part of a committed and forward-thinking Languages Team led by Ewen Baird, the Curriculum Manager for MFL. S/he will work alongside other members of the teaching staff, and an enthusiastic team of FLAs, in the development and delivery of the curriculum. The team achieves very good results at all levels and the legacy of the Language College system is strong; students understand the value of languages and take advantage of the range on offer at the school.

In September 2019, we revamped our Year 7 language offer to give each language parity. Students do a term of each language, French, German & Spanish. Thereafter, they have a free choice of which 2 languages to study for the rest of Key Stage 3. They can opt for 1 or 2 languages for KS4. We are committed to all students continuing a modern language until GCSE.

All languages currently follow the AQA syllabus for GCSE and A-Level. Much use is made of supplementary materials, including a wide range of computer based software. The department takes full advantage of the school's 1:1 scheme.

Our Foreign Language Assistants work with small groups and our excellent facilities enable us to make extensive use of Chromebooks, video and audio equipment. The Languages Department has always been at the forefront of technological developments within the school. There is a good take-up for languages at A-Level and students regularly study for language degrees, some at Oxford and Cambridge.

We have several Spanish visits and exchanges. Year 9s have the opportunity to go on a residential visit to Valencia, and there is an Exchange for Years 10 & 12 to Murcia. In recent years, we have also taken the Year 13 students to Madrid.

A high level of linguistic competence is essential for all members of the department, as our students work at a fast pace. Teams are committed to promoting enjoyment and enthusiasm for languages and there is a strong emphasis on sharing ideas and materials. Each subject team within the MFL department has a Subject Team Leader, and all heads of subject work closely together. Students generally enjoy being taught in the target language and many attain a high level of oral competency, as well as excellent writing skills.

We are looking for the right person to fill this vacancy; you are looking for the right school to work in. We hope that this information and the school prospectus give you a flavour of Aylesbury High School. To help you in your application we have included below the sort of background we are looking for when reading the applications and at interview. However, we are always willing to consider anyone with alternative qualifications or experience - and we don't expect anyone to be perfect!

## Person Specification

### Qualifications

- Good honours degree
- Qualified Teacher Status

### Experience

- Strong classroom teacher
- Potential to progress further
- Familiar with monitoring and evaluation of teaching and learning
- Commitment to co-curricular and cross- curricular activities

### Professional

- Excellent subject and linguistic knowledge
- Familiar with current subject developments
- Keen to develop own career
- Sympathetic to the ethos of Aylesbury High School
- Experienced ICT user
- Evidence of systematic professional development

### Personal

- Good relationships with students and adults
- Able to motivate students and staff
- Works well under pressure and in crises
- Good personal organisation and time management
- Good communicator
- Good attendance and punctuality record
- Wide outside interests

## Applications

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To apply for this post, please provide:

- A completed application form, CVs alone cannot be accepted for safeguarding reasons
- A letter of application which outlines how your experiences to date have equipped you for the post of Teacher of Spanish at Aylesbury High School. It would certainly be advantageous to be able to teach another language to at least KS3. It would be helpful if you could limit your letter to no more than two sides of A4.

Applications should be posted to

**Giles Scoble, Headteacher, Aylesbury High School,  
Walton Road, Aylesbury, Bucks HP21 7SX**

or e-mailed to [secretary@ahs.bucks.sch.uk](mailto:secretary@ahs.bucks.sch.uk)



## JOB DESCRIPTION - TEACHING STAFF

<b>JOB TITLE:</b>	Subject Teacher
<b>JOB HOLDER:</b>	«Name»
<b>LINE MANAGED BY:</b>	Subject Team Leader (usually)
<b>T &amp; L Reviewer (if different):</b>	
<b>DATE:</b>	«Date»
<b>1. JOB PURPOSE</b>	
Providing high quality teaching to enable students to achieve their individual potential in the subject(s) taught.	
<b>2. DIMENSIONS</b>	
Teaching: Approximately 44 teaching periods per fortnight (or pro-rata if part time).	
<b>3. PERFORMANCE STANDARDS</b>	
The work of the Subject Teacher will be judged against the National Standards for Teachers. Each teacher will have an annual Performance Management Review. This will include a review of the previous year's targets and work and the setting of new targets.	
<b>4. ORGANISATION CHART</b>	
<pre>graph TD; CM[Curriculum Manager] --- STL[Subject Team Leader]; STL --- ST[Subject Teachers];</pre>	
<b>5. PRINCIPLE ACCOUNTABILITIES</b>	
<b>Teaching and Learning and Assessing</b>	
<b>Key Aim:</b> To ensure that learners make good progress and achieve high levels of attainment in the subject as well as promoting enjoyment of learning.	
<ul style="list-style-type: none"><li>• Undertake a designated timetable of teaching which will include 10% PPA time; NQTs will also have a 10% reduction in their teaching load.</li></ul>	

- Teach students according to their educational needs, including the setting and marking of classwork and homework.
- Mark, grade and give written/verbal and diagnostic feedback to students and other relevant parties.
- Undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- Use data to monitor students' progress against expectations and implement effective strategies to secure high standards of achievement.
- Provide specific guidance and support to individual students identified as at risk of underachieving, involving Support Staff, teachers, and older students as appropriate.
- Ensure that ICT, Literacy and Numeracy are reflected in the teaching/learning experience of students.
- Use an appropriate range of teaching strategies and resources.
- Assist in the development of appropriate specifications, resources, schemes of work, policies and teaching strategies in the Subject Team and Curriculum Area.
- Promote high standards of behaviour in the subject, following the School Behaviour Policy and making use of sanctions where necessary.
- Use the Rewards Policy appropriately.
- Ensure, as far as is practicable, that work is set when absent.

### **Professional knowledge and understanding, and professional qualities and responsibilities**

- Have a secure and up-to-date subject knowledge and understanding.
- Have knowledge and understanding of statutory and non-statutory curriculum requirements and other current initiatives for the subjects they teach.
- Engage in professional development opportunities relating to subject knowledge and teaching methods.
- Work collaboratively with colleagues - both teaching and Support Staff, and external agencies where appropriate.
- Follow requirements concerning the safeguarding and promotion of the welfare of students.
- Assist in the mentoring of new students, staff, and trainee teachers.
- Participate actively in the Teaching and Learning Review Process.
- Ensure a safe working environment.

### **Communication and Parental Involvement**

- Provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students in line with school guidelines.
- Contribute to the provision of subject information at Open Events and Information Evenings.
- Liaise with Form Tutors, Heads of Year, relevant Support Staff and parents as appropriate.
- Attend Parent Consultation Evenings

**Additional Duties**

- Attend Curriculum Area Meetings/Subject Team Meetings as appropriate. A teacher who is part time is expected to attend pro rata.

**Self-evaluation and improvement**

- Contribute to the team's self-evaluation, review and improvement cycle, setting targets for improvement on an annual basis and contributing to a culture of self-evaluation amongst both students and teachers.
- Take part in the review, development and management of activities and policies relating to the curriculum, and organisation of the school.