HIGHSTED GRAMMAR SCHOOL

Highsted Road, Sittingbourne, Kent ME10 4PT
Headteacher: Anne Kelly BA MBA
Telephone: 01795 424223
www.highsted.kent.sch.uk
Email: recruitment@highsted.kent.sch.uk

Teacher of French - M/UPR
(TLR2c available for suitable candidate for Head of Year responsibilities)

Required from September 2023, we are seeking to appoint a full time inspirational and passionate experienced Teacher of French at our high performing girls' grammar school.

Supporting children to secure their potential is a high-profile aspect of school life so the ability to contribute to strong team ethos is essential.

Applications are invited from creative and ambitious colleagues who can make a substantial impact on our continuous improvement.

The post is an exciting and challenging one, offering exceptional opportunity in an outstanding school where we can offer you:

- the opportunity to inspire highly able and well-motivated students to fulfil and exceed their potential
- a dynamic and supportive working environment
- opportunities for professional development
- a private health care package supported by Benenden Health Care
- a competitive salary commensurate with experience

Please contact Karen Hugill at the school via email or visit our website to download further information and an application form:
www.highsted.kent.sch.uk
(Closing date noon 26th May 2023)

The school reserves the right to consider the merits of early applications

Highsted Grammar School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post is subject to an enhanced DBS check.

Highsted Grammar School is an Equal Opportunities Employer.

Healthy Schools

NPQH Leadership Development School
National College for School Leadership

Ofsted GOOD

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Welcome to Highsted

At Highsted, we view education as a creative process. Our vision is to lead a happy and cohesive community which fosters academic, emotional and physical confidence. In doing this we create inspirational learners with the courage to take risks and the wisdom to learn from their mistakes.

Our success is as a consequence of striking a fine balance between tradition and innovation. Our values are traditional ones and we offer an unashamedly academic curriculum. We are keenly aware that we are preparing our students for a working life none of us can yet anticipate. Our focus, therefore, is on developing the skills, attributes and habits of mind that equip our young women as life long learners. Our aim is to launch them into the world as self-starters, focused but flexible, armed with the courage to grasp opportunities and the resilience and humour to negotiate setbacks along the way.

We hope that at Highsted you will find a society, a family – a place of lifelong learning that will support and encourage each and every member of our community.

Please use the contact details above if you would like the opportunity to tour the school or to meet the Head before making an application. I look forward to welcoming you to our school.

Anne Kelly - Headteacher

Our Results

Summer 2022 school performance:
GCSE results achieved by pupils at the end of key stage four

	2022 *2021*
Percentage A*/A grades / 7 and above	44% 57.9%
Percentage of pupils gaining 9 - 4 grades, in English and maths	97.4% 100%
Percentage of pupils gaining at least two 9 - 4 grades, science	97.0% 99.2%
Percentage of pupils gaining at least one 9 - 4 grade, MFL	80.2% 94.3%
Percentage of pupils achieving history or geography 9 – 4	100.0% 99.0%
Percentage of pupils achieving English Baccalaureate*	98.3% 98.4%

* **English Baccalaureate** consists of 9 - 4 grades at full GCSE in English, mathematics, two science subjects, a foreign language and history or geography.

A-level results achieved by students at the end of Year 13

	2022	*2021*
Percentage pass rate	99%	100%
Percentage A*-B grades	81%	83%

Ofsted - Good

'Pupils and students flourish and succeed at Highsted Grammar.'
'Pupils are courteous, polite and welcoming – they are happy, safe and well cared for'.
'Teacher's subject knowledge is exceptionally strong'
'Leaders set high expectations of what students can achieve. Pupils and students respond well to these high expectations.
'An ambitious 'cognitive and compassion' curriculum offers a fitting balance of academic rigour and pastoral support.'
'Incidents of poor behaviour are low, and attendance is high. Pupils arrive punctually to their lessons, so learning time is maximised.'

(Ofsted Inspection report 2023)

About Us

Highsted Grammar School is a small girls' grammar school (around 900 on roll, including 182 in Sixth Form) situated in the North Kent town of Sittingbourne. We were one of the first to convert to academy status in the autumn term 2010.

Excellent road and rail connections give easy access to London, Canterbury, Ashford and the Continent. Sailing and swimming facilities in the area are good and there are plenty of community activities (for example, orchestral, choral, theatrical clubs, etc.) available. Theatres in Canterbury and Maidstone, as well as those in London, provide entertainment. A well-equipped sports complex in the town has excellent facilities both for the serious sportsman and woman and for family recreational use. House prices are relatively low for the South East and opportunities for further professional development are excellent.

The school itself is a high-performing girls' school, where pastoral care and enrichment feature as highly as academic success. Having featured three times in Her Majesty's Chief Inspector's list of outstanding schools, we are proud to play a leading role in the education of young people in our area. The pupils are exceptional in every way – they are enthusiastic, personable, caring, and show considerable initiative – and we enjoy the strong support of parents. Likewise, the staff team – teaching, support and administrative – is talented, dedicated, hard-working and committed to the continuing success of the school. The governing body represents a group of capable, multi-skilled individuals, wholly supportive of the work we do.

The main block of the school was opened in 1958 when the school moved from older premises and since then other buildings have been added, including a technology block, new laboratories and additional classrooms. Development of the site continues with an imaginative, multi-purpose teaching area – the Hi-pod; new PE and dance studio, language laboratory and media studies/photography suite.

The Learning Resource Centre was created out of the old school library and boasts a light, comfortable and airy environment with good book stock, excellent ICT facilities and a pleasant reading area. It is very popular with students and well used by all age groups. Books, newspapers and specialist magazines are catalogued alongside other media and loans are monitored through an electronic library management system. Much of the day-to-day running of the Centre is undertaken by a group of library prefects, trained and overseen by the Centre Manager.

Highsted is a school of opportunity for staff as well as pupils, winning the School Achievement Award in two out of the three years that the scheme ran. We contribute extensively to initial teacher training, with many PGCE and SCITT trainees successfully completing their programme in the school each year and in recent years, no less than six members of the leadership team have been promoted to headship posts.

Selective Education

Pupils are granted places at the school on the basis of success in the Kent selection tests or the Highsted Test, broadly speaking they represent the top 25% of the ability range. The economic and social characteristics of the locality are not the most affluent in Kent, so opportunities for value-added are high and the school is able to make a real impact within the community. At Sixth Form level we work in partnership with two other local schools, Borden Grammar (boys) and Fulston Manor (mixed). Through this arrangement, we focus mainly on A-level provision and are able to offer more than 34 different courses, including several applied A-level options. Highsted continues to be placed in the top 100 secondary schools (The Telegraph) based on our A-level results.

Partnership Working

The school, formerly sponsored by Microsoft, received specialist school status through science and consequently we have implemented major changes to the ICT infrastructure to make full use of these connections. Across the school we regard this not only as a strategy to develop science further and promote the role of women in this area, but also as the opportunity to enhance provision across the whole curriculum.

The school has enjoyed a long-standing partnership with Gymnasium Fridericianum, Erlangen in Bavaria and this has led to regular exchange visits for more than 25 years. From our advantageous geographical position, we are also able to undertake day trips to Europe and each year there are study visits to France, Belgium and Italy, organised by different subject areas. For the first time in 2005, a group of Year 12 students spent three weeks in quality work experience placements in Brussels and this has become a regular part of the summer term enrichment programme, supported by substantial grants from the EU.

Extra Curricular

Music and drama within the school are exceptional, with high quality productions taking place every term. There is a strong choral tradition in the school. Sporting activity also features highly in the work that we do, and the pupils enjoy both local and national recognition in areas as diverse as cricket, judo and life-saving. Other extra-curricular activities are wide-ranging and responsive to student need. A very strong School Council has been an established part of Highsted for more than 50 years.

The MFL Team

We are looking for a dynamic, innovative and hard-working individual to contribute to a committed and friendly MFL department that genuinely operates as a team. Members of the department are encouraged to develop and share new resources within the department and new ideas are valued. This is a time of exciting change as we are now in our fourth year of teaching new specifications at both GCSE and A level, so your contribution will be vital in embedding new styles of teaching and preparing students for a very different sort of examination.

The department is working hard to improve outcomes for students in their MFL subjects whilst also enriching the wider education and development of the whole child and offering opportunities for students from Swale to cultivate an awareness and understanding of different cultures. We currently teach the AQA GCSE and A level Edexcel specifications in both French and German. The department is well resourced, operates in a collegiate spirit of sharing our best practice, and there is a tradition of inspiring and encouraging one another to develop new and exciting ways of teaching languages.

Students learn both French and German in Years 7, 8 and 9. All students are expected to study one language to GCSE, and a small number of students in both Year 10 and 11 continue with both. The school has a long-standing and hugely successful partnership with a school in Erlangen in Germany and the successful candidate will be expected to contribute to this exchange programme.

We are committed to contributing to the continuous improvement of teaching and learning and to raising outcomes for students. We are looking forward to appointing an outstanding colleague, who will contribute to curriculum developments in MFL, inspire and enthuse students to improve uptake, especially at Key Stage 5, and contribute to the progress of students in MFL with energy, passion and skill.

About You

From this brief description, potential candidates will realise that this grammar school offers far more than a purely academic focus. This does not come about by accident. It is entirely dependent on the determination and commitment of the whole school community, alongside effective delegation of tasks. If you have the potential to contribute to an exceptional school and would like to be part of a friendly, winning team, we would love to hear from you!

This post would suit a creative and ambitious professional who can work well as part of a team, is keen to contribute ideas and take on new initiatives and has high expectations of the students. It provides an opportunity to work with able and well-motivated students within a successful department and with friendly colleagues. Flexibility and a personal desire to broaden professional experience would be an advantage.

Application & Interview Process

Applications will only be accepted from candidates completing the school's application form, which is available to download from the website. All sections of the application form must be completed as accurately and as full as possible. Alternatively, applicants may submit their application via the Kent Teach website. Please note that CV's will not be considered in isolation and must be attached to an application form as a supplementary form.

Closing date for applications: Friday 26th May 2023, at noon
Interview date: TBC

The school may interview early in the case of an exceptional candidate. Candidates will be shortlisted based solely on the information provided within the application form, so ensuring your application form is accurate and fully completed is imperative.

After the shortlisting process as taken place, candidates will then be invited to interview and references then contacted.

All candidates who have been invited for interview will be required to bring the following documentation:

- Right to Work in the UK evidence (typically a birth certificate, passport or driving license)
- Criminal Record Self Declaration (will be sent ahead of the interview)

Highsted Grammar School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. An enhanced criminal record check via the Disclosure and Barring Service (DBS) will be undertaken for the successful candidate, including a check of the DBS Children's Barred List. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with the DBS and at least two satisfactory references. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children

HIGHSTED GRAMMAR SCHOOL: JOB PROFILE
SUBJECT TEACHER RESPONSIBILITIES – M/UPS

Main subject: **German**

ACTIVITY	RESPONSIBILITIES	NOTES
LINE MANAGEMENT	• Responsible to Line Manager (subject teacher role). Professional Tutor (ITE & Staff Training during induction period) • Responsible to Head of House (form tutor role).	
CURRICULUM	• Plan and prepare lessons in line with departmental schemes of work, using appropriate teaching methods and resources. • Mark and monitor pupils' class and homework providing constructive oral and written feedback, and setting targets for pupils' progress. • Contribute to the development of schemes of work and departmental policies. • Contribute to enrichment activities which further the aims of the subject and the school.	
PUPILS	• Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline. • Undertake pupil supervisory duties and cover for absent colleagues in line with school procedures. • Operate department and school rewards' policies. • Assess and record each pupil's progress, including through observation, questioning, testing and marking. • Make every reasonable effort to ensure delivery of the school's Home School Agreement. • Undertake form tutor responsibilities as set out in the Staff Handbook.	
MONITORING	• Understand and know how national, local and school data can be used to set clear targets for pupils' achievement. • Contribute to department monitoring of the assessment of pupils.	
COMMUNICATION	• Contribute to meetings and discussions about teaching methods, schemes of work and departmental policies. • Keep Subject Leader, Form Tutors and Heads of Year informed about the progress of pupils being taught.	
EXTERNAL COMMUNICATION	• Maintain familiarity with statutory assessment and reporting requirements. • Prepare and present informative reports to parents and meet with them to discuss pupils' progress.	
STAFFING	• Review own professional development and identify training needs. • Take part in the performance management arrangements. • Take part in lesson observations to share good practice.	
BUDGETS/ RESOURCES	• Assist department leadership to: - identify resource needs - develop and maintain departmental resources - keep departmental areas tidy and have effective displays. • Follow agreed safety procedures for the department.	
OTHER SPECIFIED RESPONSIBILITIES	• Participate and/or lead existing activities which promote the school's ethos, including RSE and Citizenship. • Contribute to new initiatives as part of the teaching team. • To promote development of MFL across the school.	

NOTE: This job profile is based on the Professional Standards for Teachers - England (published by TDA) and is subject to
the Conditions of Employment contained within the Highsted Academy Trust contract as issued.
It is reviewed regularly and aspects may be amended in negotiation with Team Leaders.

Signed …….. Date ……

Person Specification

Subject Teacher: English

	Essential	Desirable
Experience	Qualified teacher, ability to teach main language (German) to GCSE and A level.	Ability to offer an additional modern language to GCSE.
	Willingness to contribute fully to wider initiatives/developments within school.	Experience of using ICT for subject development and curriculum innovation.
	Evidence of taking responsibility for own professional development.	
	Evidence of good teaching skills, leading to consistently high standards of achievement.	Successful experience in raising student achievement and adding value.
	Willingness to participate in the school's broad extra-curricular programme.	Experience of personal involvement in the wider curriculum.
	Knowledge of current developments in teaching and learning.	A good understanding of how curriculum is sequenced.
	Evidence of working with other professionals as part of a team.	Application of good practice across other subjects areas.
	Evidence of upholding the e-safety of students.	
Personal Qualities	Ability and confidence to work autonomously and to contribute fully as a member of the wider staff team.	
	Enjoy working with young people.	
	Enthusiasm for the subject and a desire to communicate that to others.	
	Demonstrate energy, vigour and perseverance and promote an 'I can' philosophy.	Ability to enthuse and motivate others.
	Ability to prioritise, plan and organise own work and that of students.	Willingness to take on delegated responsibility.
	Sense of humour.	
	Ability to work under pressure and meet deadlines.	Ability to build on the experience, advice and contribution of others.
	Consistently high expectations.	
	Self-motivated and self-confident.	
	Personal impact and presence with staff, students and parents.	Involvement in creative and innovative teaching developments.
Skills	Wish to develop a broad and imaginative range of teaching skills.	Make informed use of assessment information to raise achievement.
	High-level communication and presentation skills.	
	Think creatively and imaginatively to solve problems.	Ability to anticipate problems and identify opportunities.
	Ability to use ICT effectively to support teaching and learning.	
	Ability to identify and develop opportunities.	