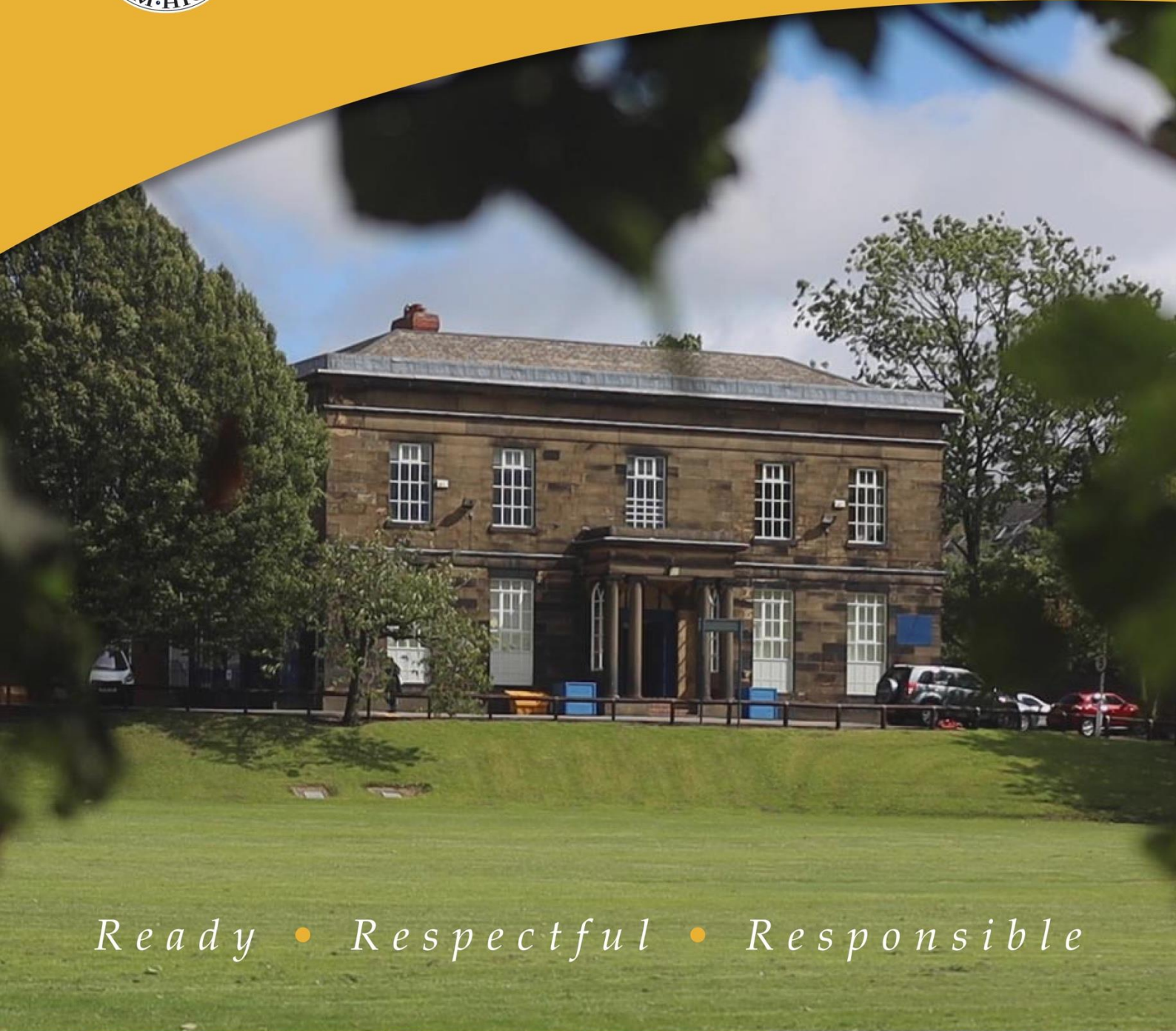




West Hill School

Aiming High Since 1927



Ready • Respectful • Responsible





Department information

The Languages Department at West Hill School is one in which students enjoy learning and staff enjoy teaching. We have a culture of high expectations and positive relationships between staff and students, which has led to excellent outcomes at both Key Stage 3 and 4. The post-holder will join a team of truly committed teachers who work collaboratively to create a high quality, bespoke and rigorous curriculum following many Conti methodology style activities.

In 2020 we introduced Spanish and German to our year 7 cohort as part of our commitment to increase the uptake of languages at Key Stage 4. We are delighted at how successful this has been and in year 9 we now have equal numbers of students studying either Spanish or German. Spanish proves to be popular with our year 7 cohort and early indications are that around two thirds of our students wish to continue studying the language into year 8 this September. This post is ideally suited to an ambitious teacher who can inspire our students and is keen to lead on our Spanish curriculum development.

A key feature of the department is the desire to bring languages to life and our curriculum is enhanced by a wide range of extra-curricular activities. We have a trip planned to Berlin in October 2023 and we are currently working on our Spanish trip provision. We continue to ensure that the importance and wider benefits of language learning are highlighted through our links with universities and employers, as well as one-off school-based events and assemblies.



About West Hill School

West Hill School first opened its doors to educate boys in 1927. Throughout our long history, we have established an ethos and set of values that are secure and have been shared through West Hill generations past, present and still to come. Our reputation in the community is one we value and strive to enhance.

We aim to develop confident and ambitious young men, equipped with the skills and qualifications to thrive in a changing world.

We have the highest expectations, where every boy, no matter his starting point, is expected to follow the school motto and Aim High, work as hard as he can, and behave as well as he can.

Alongside academic excellence, we are a school in which boys are exposed to, and encouraged to partake in, a wealth of extra-curricular activities – that not only broaden the mind, but support and protect it.

These opportunities will empower our young men to become fully engaged citizens in their community, becoming part of our West Hill family, and moving forward, will enrich their own lives as well as the lives of others.





Our mission

- West Hill School aims to develop confident and ambitious young men, equipped with the skills and qualifications to thrive in a changing world.

Our values

- West Hill is a school where we have a core set of values that we live by: an ethos in which our values of Respect, Responsibility and Readiness constantly influence positive actions and behaviour.
- West Hill is a school where both pupils and staff have the highest expectations of themselves and each other. It is a place where every young man, no matter his own individual and unique starting point, is expected to 'Aim High' and work as hard as he can at all times.
- West Hill is an inclusive school in which all of its pupils access challenging and engaging lessons, delivered by a passionate and committed team of specialist teachers. It is a school that promotes a positive mind-set in which our young men develop into independent, lifelong learners, underpinned by a community in which pupils show the desire and resilience to learn and flourish.
- Our school prides itself on its “opportunity based curriculum.” Our curriculum is specifically tailored to empower our young men, giving them the knowledge, skills, confidence and set of behaviours to become fully engaged citizens within the community.
- West Hill is a school which recognises that what we offer outside of the classroom is as important as what takes place within it. It is a school in which boys are exposed to, and encouraged to partake in, a wealth of extra-curricular activities to not only broaden the mind, but support and protect it.
- Our school prides itself in having the highest reputation in our community, exemplified at all times, by the conduct of the West Hill Boy.
- West Hill is a school where we promote the physical and emotional well-being of its staff by creating a working environment in which they feel valued, supported, and encouraged to thrive.



Our vision

- Every boy will be an independent, committed and engaged learner.
- Every boy will embody the characteristics of the West Hill Boy and uphold our values of Respect, Responsibility and Readiness for Learning.
- Every boy will participate in a range of extra-curricular activities.
- Every barrier to accessing the full curriculum will be removed for all boys.
- Every boy who leaves West Hill will make an informed and ambitious transition to the next stage of his learning.
- Every member of staff will engage in professional development opportunities to be the best practitioner they can.
- Every stakeholder will feel valued and connected to our community.
- Every stakeholder will benefit from a continual focus on improving facilities for all.





Person specification

Post: Languages Teacher			
	Essential	Desirable	Method of Assessment
Qualifications			
<ul style="list-style-type: none"> Qualified teacher status. 	✓		
<ul style="list-style-type: none"> NQT status 			
<ul style="list-style-type: none"> Good honours degree of equivalent 	✓		
<ul style="list-style-type: none"> Evidence of further professional development 		✓	
Experience			
<ul style="list-style-type: none"> A successful record of teaching in a secondary school 		✓	Letter of application
Philosophy			
<ul style="list-style-type: none"> Commitment to the aims of the school 	✓		Application form and letter of application
<ul style="list-style-type: none"> Commitment to continuous improvement and sharing of good practice 	✓		
Key Skills, attributes and personal qualities			
<ul style="list-style-type: none"> An excellent classroom practitioner 	✓		Lesson observation Interview Reference
<ul style="list-style-type: none"> Communicate effectively and have good interpersonal skills 	✓		
<ul style="list-style-type: none"> Work collaboratively and effectively as a member of teams 	✓		
<ul style="list-style-type: none"> Use own initiative and work flexibly 	✓		
<ul style="list-style-type: none"> Able to form and maintain appropriate professional relationships and boundaries with staff and pupils 	✓		
<ul style="list-style-type: none"> A commitment to inclusive learning 	✓		
<ul style="list-style-type: none"> The ability to motivate and inspire pupils. 	✓		
<ul style="list-style-type: none"> Ability to plan and organise time effectively, work under pressure and meet deadlines while managing own workload 	✓		
<ul style="list-style-type: none"> Competent use of ICT skills to support learning and maintain electronic information systems e.g. SIMs 	✓		
<ul style="list-style-type: none"> Ability to teach Spanish to KS4 	✓		



Post: Languages Teacher			
• Ability to teach German to KS3		✓	
• Understand monitoring and evaluating systems in a secondary school setting	✓		
• Contribution to extra-curricular activities		✓	
Professional Knowledge/Understanding	Essential	Desirable	
• Knowledge of current educational issues including national policies relevant to the subject(s).	✓		
• Secure knowledge of the characteristics of effective learning, teaching and assessment	✓		
• A proven track record in improving results and ensuring students make ambitious levels of progress.	✓		
• The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour in line with the school's behaviour policy	✓		
• A clear understanding of pupil assessment and target setting for individual pupil improvement and how that analysis contributes to high standards	✓		
• An expectation that all Teachers' Standards are met	✓		

For information:

Category (E) – ESSENTIAL - without which the candidate would be unable to carry out the duties of the post

Category (D) – DESIRABLE FEATURES which would normally enable the successful candidate to perform the duties and tasks better and more efficiently than one who did not have the qualifications, training, experience etc.

ECT applicants might not have had the opportunity to demonstrate all of the above. They should, however, detail in any application opportunities they have had to apply any of above to their teaching or placements



Job description

Purpose:	<p>Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).</p> <p>Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and support a designated curriculum area as appropriate.</p> <p>Monitor and support the overall progress and development of pupils as a teacher/ Form Tutor.</p> <p>Facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential.</p> <p>Contribute to raising standards of pupil achievement.</p>
Responsible to:	The Headteacher / SLT Link/ Head of Department
Responsible for:	No line management responsibility

Teaching

- Set high standards and expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes for pupils.
- Demonstrate good subject and curriculum knowledge, including examination specifications.
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils.
- Adapt teaching to maximise blended learning opportunities.
- Ensure a high-quality learning experience for pupils which meets internal and external quality standards.
- Prepare and update subject materials.
- Prepare and update subject materials for use on the VLE.
- Manage behaviour effectively to ensure a good and safe learning environment.

Curriculum Provision

- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- Contribute to the curriculum area and department's development plan and its implementation.



Staffing

- Take responsibility for improving teaching through appropriate professional development.
- Maximise the impact of additional support, in line with school protocols.
- Work as a member of a designated team and contribute positively to effective working practices.

Quality Assurance

- Help to implement school quality assurance procedures and adhere to these.
- Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- Take part, as may be required, in the review, development and management of activities relating to whole school improvement.

Assessment

- Make accurate and productive use of assessment.
- Follow the School's Feedback and Marking policy.
- Maintain appropriate records and provide relevant, accurate and up-to-date information for school systems.
- Complete the relevant documentation to assist in the tracking of pupil progress.
- Co-operate with other staff to ensure a sharing of information to the benefit of the school, department and pupils.
- Undertake assessment of pupils as requested by external examination bodies.

Pastoral System

- Undertake the responsibilities of a Form Tutor.
- Promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole.
- Liaise with the Head of Year to ensure the implementation of the school's pastoral system.
- Register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Communicate as appropriate, with the parents of pupils, after consultation with the appropriate staff.

School Ethos

- Play a full part in the life of the school community, supporting its distinctive ethos and encouraging staff and students to follow this example.
- Contribute to the wellbeing and safety of all staff and pupils.
- Model the high standards as determined by school protocols.
- Fulfil wider professional responsibilities.
- Be familiar, with and follow all school policies.
- An expectation that all Teachers' Standards are met.



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