



Job Description – Head of Languages

The Downs Preparatory School strives to employ outstanding, educational practitioners as ultimately they largely determine the success of the children and the school. It is anticipated that they will be dedicated, passionate, innovative teachers who will enthuse, stimulate and excite our pupils in their learning. They will be excellent role models who will promote good manners, civilised behaviour and traditional values. They will also embrace the service philosophy of the school that is one of genuine superior customer care.

The Head of Languages is an essential part of the school. The person in office oversees all the Spanish and French teaching in the Prep and Pre-Prep. They are also responsible for several overseas trips and they are expected to imaginatively develop the Department. They will work hard to become members of the outstanding ‘staff team’ and the close, happy community. Described by ISI as a ‘very demanding but very nurturing environment’ it is vital that members of staff are also committed to the ‘all round ethos’ of the school which is exacting but wonderfully rewarding. They will also be entirely committed to the pastoral needs of each child.

Whilst it is impossible to list the exact role at the Downs School, the following points provide a reasonable outline.

Head of Languages

Summary of the role:	Head of Languages – responsible for the teaching and learning of languages in the Prep School and the Pre-Prep.
Responsible to	The Curriculum Group and thereafter the Headmaster.
Line management responsibility for:	Colleagues teaching in the Department and the Language Assistants.

<p>Safeguarding Children</p>	<p>Members of staff will unreservedly promote and safeguard the welfare of children. In doing so they will follow the school's safeguarding procedures as described in the Staff Handbook and they will develop their knowledge, understanding and skills as required by the school's Designated Safeguarding Lead.</p>
<p>Curriculum</p>	<ul style="list-style-type: none"> • Teachers will plan, prepare and give lessons in line with the department syllabus and scheme of work. This requires in depth knowledge of curriculum documents and syllabi. These might include the National Curriculum, the Common Entrance Syllabus and various scholarship syllabi. • Teachers will set prep / homework as indicated on the prep timetable. The timetable is drawn up by the Curriculum Group. Further details are available in the Staff Handbook. Members of staff should expect children to hand in their Prep on time. • Teachers will embrace constructive cross curricular activity in their teaching
<p>Teaching</p>	<ul style="list-style-type: none"> • Teaching should; <ul style="list-style-type: none"> ➤ capture the minds of children ➤ be invigorating, motivating and fun ➤ challenge all children of all abilities ➤ make clear aims and outcomes of a lesson ➤ differentiate by task as well as outcome ➤ employ a variety of teaching strategies in order to suit the learning styles of different children ➤ suitably deploy a variety of appropriate resources ➤ embrace IT ➤ ensure that all pupils present and preserve their work carefully and tidily • Excellent behaviour management will be evident in teaching at all times. This will be conducive to excellent learning. Excellence does not mean silence or military order but warmth and focus. • Teachers will present attractive, tidy and interesting classrooms. Displays should be changed on a regular basis (twice a term) and should include some work of the children. • Suitable revision material will be presented to children well before exams or tests.

<p>Learning</p>	<ul style="list-style-type: none"> • Learning should be <ul style="list-style-type: none"> ➤ organised ➤ challenging ➤ well resourced ➤ focused on outcomes as a consequence of clear aims • Learners should demonstrate <ul style="list-style-type: none"> ➤ resilience and perseverance ➤ application
<p>Assessment</p>	<ul style="list-style-type: none"> • Teachers will mark pupils' books in line with the School Marking Policy. • Teachers will act upon the trends identified by the Curriculum Group from standardised assessment data. • Teachers will analyse standardised assessment data to identify pupils of concern. • Formative assessment will be used to inform future teaching and learning. Marks and / or grades should be clearly displayed on a piece of work (afl). Comments on a piece of work should be informative and mainly positive. • Summative assessment in the form of exams or module tests must be scored as required in the Staff Handbook. • Effort and Grades will be carefully considered. They must be entered on to the school data-base before the required date. Dates are displayed on the school calendar.
<p>Recording and Reporting</p>	<ul style="list-style-type: none"> • Records of pupils' achievement will be kept to inform assessment and planning. • Reports on each child will be written each term. Each report will reflect the individual child and they must be target specific.
<p>Planning</p>	<ul style="list-style-type: none"> • Short term plans must take into account; <ul style="list-style-type: none"> ➤ aims and outcomes of a lesson(s) ➤ the learning difficulties of children ➤ on some occasion differentiation • Long term planning must be in line with the department scheme of work.

<p>Professional Development</p>	<p>Teachers will</p> <ul style="list-style-type: none"> • attend Inset Days as required generally immediately before the onset of term and on occasion during an evening • partake in observation fortnights each Christmas and Easter term • partake in annual MOT and biannual appraisal. <p>Teachers are encouraged</p> <ul style="list-style-type: none"> • to regularly attend courses that will be to the benefit of teaching and learning • to visit other schools in order to observe similar practice
<p>General Professional Duties:</p>	<p>School Meetings</p> <p>Members of staff will share information and work collaboratively. In doing so they will;</p> <ul style="list-style-type: none"> • attend Liaison Meetings (one each term) – meetings between the Prep and Pre-Prep colleagues • attend Staff Meetings as required by the Headmaster and or the Leadership Team (weekly). • attend Pupil Attainment meetings (twice a term) <p>Pastoral Care</p> <ul style="list-style-type: none"> • It would be wholly inappropriate and unacceptable should a teacher be unable to keep excellent standards of behaviour. • Teachers will have very high expectations of pupil conduct and presentation. • A small, happy community, The Downs prides itself in knowing each child well and in doing so being able to cater for their individuality. Each member of staff is allocated a Tutor Group or Year Group. They are expected to take a particular interest in the pastoral care of these children.
<p>General Duties</p>	<ul style="list-style-type: none"> • To cover colleagues lessons as instructed by the Curriculum Group • To undertake the administration duties of a Form Teacher as required by the Assistant Head • To take clubs two terms of the year • To take games as required by the Director of Sport. It should be noted that this is likely to require a weekend commitment – Saturday morning • To undertake a duty day, often concluding at 6.45pm, once a week as required by the Assistant Head. • To approve absence from the Headmaster or the Assistant Heads.

Leadership	
Leadership and Inspiration	<p>The Head of Languages (HoL) must take a real and positive interest in the work and development of the department: This will include:</p> <ul style="list-style-type: none"> • informing members of the department of current educational trends. • encouraging teamwork within a department, by the use of observation, scrutiny and consultation. • providing professional support for colleagues at times when guidance is necessary.
Department Management	<ul style="list-style-type: none"> • The HoL will coordinate all aspects of the department including the arrangements for overseas trips. • The HoL will hold department meetings, at least termly, and provide minutes to the Curriculum Group. • The HoL will ensure the department is well resourced. In doing so they will manage the budget in consultation with the Bursar
Recording and Reporting	<ul style="list-style-type: none"> • HoL should check the report writing of members of the department to ensure it is in keeping with the schools and department policy • HoL will evaluate the trends of assessment data implementing suitable change to ensure progress
Personnel Management	<ul style="list-style-type: none"> • The HoL will ensure that the teaching and learning in the department is regularly monitored and evaluated. • Through department meetings the head of department will offer opportunity of some ownership for members of the department in the development of languages at The Downs
Administration	<ul style="list-style-type: none"> • HoL must provide a detailed Department Handbook outlining amongst other issues, the assessment policy (the marking policy,) methods of reporting and recording, resources, means of monitoring and evaluating performance, health and safety procedures, and possible means of cross curricular activity. • HoL must regularly update the section of the school development plan relating to their subject. Short and Long Term aims must be provided. In particular, the plan must be updated for a review by the Headmaster each 1st March. • HoL should explore methods of encouraging cross-curricular studies with other departments.

Professional Development	<ul style="list-style-type: none"> • HoL must take the opportunity to both promote the professional development of the personnel in the department and their own individual professional development: • In addition to the Headmaster, HoL should provide colleagues with details of opportunities for development (training) whenever possible. • HoL should offer colleagues the opportunity to observe teaching, particularly within the department. • HoL should encourage discussion about teaching in the department, certainly during department meetings. • In order to maintain high academic standards at The Downs, HoL must monitor and evaluate the work of a department. This is likely to involve lesson observation and the scrutiny of children's books. It is suggested that HLS should observe several lessons of each colleague in a department each year. Such monitoring and evaluation is in addition to the demands of the appraisal system.
Health and Safety Management	<ul style="list-style-type: none"> • HoL must make sure that the department adheres to the appropriate Health and Safety policies. The school's Health and Safety Committee will provide advice on Health and Safety issues. Some HoD's will be expected to sit on the committee.
Financial Management	<ul style="list-style-type: none"> • As a budget holder, HoL must ensure that the procedure outlined in the Department Budget Policy is followed when ordering new stock. It is expected that HoL will not exceed the annual budget allocated. If it is possible that this is the case the issue should be discussed with the Bursar as soon as possible.

You may also be required to undertake such other comparable duties as the Head requires from time to time.

Person Specification

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
Qualifications	<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <ul style="list-style-type: none"> • A good teaching qualification with reference to languages – BEd or PGCE. 	<p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p> <ul style="list-style-type: none"> • A degree in a subject that can be used constructively in teaching and learning languages • Secondary qualified • A First Aid qualification • A Life Guard qualification • Any sports coaching qualifications. • Mini Driving Test 	Production of the Applicant's certificates
Experience:	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role.</i></p> <ul style="list-style-type: none"> • Previous experience teaching GCSE • Proven success of teaching of Common Entrance and Scholarship • Experience of a Prep School / Pre Prep culture • Experience taking trips abroad 	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role.</i></p> <ul style="list-style-type: none"> • Proven success teaching Prep School aged children • Previous teaching experience • A-level teaching • Work in a language school • Overseas experience 	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
Skills	<p><i>The skills required by the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • To be computer literate. In doing so be able to use the school data base for recording and reporting. • To attain and maintain high standards of discipline in the 	<p><i>The skills that would enable the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • To work cheerfully and effectively within a team • Skill and enthusiasm to contributes towards games coaching • Skill and willingness to 	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>

	<p>classroom</p> <ul style="list-style-type: none"> • To use an inter active whiteboard confidently • To write accurate written English 	<p>contribute towards the other creative arts – music, art, dance</p> <ul style="list-style-type: none"> • Interest in a hobby 	
Knowledge	<p><i>The knowledge required by the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • Knowledge of Spanish and French culture 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • Knowledge of the Common Entrance syllabus • Knowledge of IT programmes used a great deal in teaching at The Downs; • Knowledge of SIMS • Knowledge of INCas and MIDyis – standardised assessment tools • Knowledge of AS Tracking. 	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
Personal competencies and qualities	<p><i>The personal qualities that the Applicant requires to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • Honesty, reliability and transparency • Enthusiasm and commitment • High personal standards of appearance, behaviour and punctuality. • Motivation to work with children and young people • The willingness to reflect on personal practice • The ability to work effectively within a team • Reliability 	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • Tolerance and patience • A good sense of humour and a cheerful disposition • A positive outlook • Perseverance and determination • Humility • Kindness, sensitivity and caring • A developing passion for The Downs 	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
To ensure that the Applicant safeguards and promotes the welfare of children and young people	<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. 		