



**KING EDWARD VI
CAMP HILL
SCHOOL FOR GIRLS**

**Teacher of Latin
Part-time (up to 0.5)**

Full time considered if a second subject meets the school needs

Candidate Information



LATIN

**KING EDWARD VI CAMP HILL SCHOOL FOR GIRLS
LANGUAGE DEPARTMENT**

Essential qualifications and qualities

- Good academic qualifications in the relevant area
- Ability to teach Latin to Key Stage 5
- Readiness to contribute to enrichment experiences inside and outside the scheduled curriculum, particularly foreign visits
- Good personal organisation and interpersonal skills
- Reliability and integrity

Desirable qualifications and qualities

- Experience of teaching in secondary schools
- Creative approaches to teaching which combine a high level of linguistic and cognitive challenge
- Confident use of IT and an interest in the development of resources aimed at the VLE

STAFFING

The Languages Department is a team of eight teachers. In addition, there are three foreign language assistants.

The **Department members** are currently as follows:

Mrs Helen Price	Head of Languages, French and Spanish teacher
Miss Anne-Marie Gouldsworthy	German and French teacher, Assistant Headteacher
Mrs Rocio Inestal-Alonso	Spanish teacher
Mrs Indra Jambor	German with French and Latin teacher
Dr Deborah Kerr	Latin teacher
Mr David McDonald	Latin teacher Part-time
Miss Hayley Waddell	German with French teacher
Miss Lucy Wade	French, Spanish and Latin teacher

Academic Support Officer: Karen Hughes supports the administrative work of the department.

CURRICULUM

All students study Latin in KS3. Additionally, students in Year 7 learn either French, German, or Spanish, and those in Years 8 and 9 study two MFLs along with Latin. Russian is offered as an enrichment activity.

At the end of Year 9, pupils opt for at least one language to study at GCSE. They may study a second modern language, as an optional subject.

COURSES

The Department currently enters pupils for the Eduqas GCSE examination in Latin, and the AQA GCSE examination in modern languages. Courses are offered in Advanced Level Latin (OCR), French, German, and Spanish (all AQA). Numbers of linguists in the Sixth Form are very healthy.

ACCOMMODATION AND RESOURCES

The Department occupies a suite of five rooms, plus its own office in the main school. Each room has its own P.C. with interactive whiteboard and LCD projector as well as audio equipment. The Department also benefits from an extensive bank of recorded audio and other printed materials. There is a computer with internet access in the languages office and a laptop for each member of the Department, plus a set of netbooks.

Our Latin scholars follow the **Cambridge Latin Course** throughout Years 7-11, supplemented with the inclusion of further interesting and motivational aspects of classical civilisation. At A Level we complete the CLC early in Year 12, before moving on to more advanced textbooks such as **Via Plana, Latin Beyond GCSE** and **Prose and Ovid Unseens**.

In German, **AQA German** is used as the GCSE course book and **Zeitgeist** at Advanced Level.

In French KS3 and at GCSE groups use **Expo**. At A Level students refer to **Elan**.

Our Spanish students use the **Mira** series of textbooks up to GCSE and **Sigue** features at A Level.

LINKS ABROAD

The Department regards links with France, Germany and Spain as very important. In Years 7 and 8 pupils are encouraged to develop pen-friend links. Older pupils participate in exchanges with the School's partner schools in Saarbrücken, the Loire Valley and Salamanca, as well as cross curricular trips to Northern France, the South of France and Berlin.

Students studying Latin enjoy opportunities to enrich their knowledge of the language, its culture and history via our involvement with the Midlands Classics Hub and our contact with the University of Birmingham department of Classics, Ancient History and Archaeology. There is an annual trip to the Roman baths in Bath for Year 10 students, which includes a hands-on learning session with ancient artefacts, along with an opportunity to explore the site and the museum.

We are a dynamic and energetic Department who share resources and ideas. We are seeking a person who expects and can maintain the highest possible standards of attainment from pupils and who can communicate a passion for the study of languages at all levels.

STUDENTS

We are most fortunate in the skills, talents and qualities which our students possess. All our students are highly able and achieve well above national averages. Their responsive nature and their willingness to learn and to succeed provide an exceptional teaching and learning environment. They offer an enthusiastic secondary teacher a fulfilling opportunity to truly enjoy the teaching of their subject at an intellectual level.

REQUIREMENTS AND RESPONSIBILITIES IN THE POST

We wish to appoint a well-qualified graduate who can contribute to a talented and successful department and continue successes achieved. We are entering an exciting period in the development of Latin at Camp Hill Girls' School, having begun our journey with experimental extracurricular lessons in 2013. Latin became part of the curriculum offer in 2015; we were able to offer a GCSE option in 2017 and – responding to pupil interest – A Level from September 2019, with those pioneer students being the first to be assessed at A level this summer.

Colleagues about to enter teaching are very welcome to apply. There is a clearly articulated and detailed programme for NQTs, as well as induction arrangements for all colleagues joining the school. Experienced teachers interested in widening their experience in a well-resourced school are equally encouraged to submit an application.

MAKING AN APPLICATION

Applicants should complete the application form, and write a concise but comprehensive letter of application. The details should reach the Headteacher **no later than midday on Friday 19 March 2021**. Please contact Dr Deborah Kerr, Teacher of Latin, on d.kerr@kechg.org.uk if you have any specific questions.

INTERVIEW ARRANGEMENTS

Interviews are likely to be held in late March 2021.

It is our regular practice to ask short-listed candidates to teach a short lesson of 20-25 minutes. The group to be taught will be determined to some extent by the background and experience of the candidate, and the school's timetable on the day of interview. Candidates will find our students accepting and welcoming.

Linda Johnson, March 2021

Job Description - Qualified Teacher

Core purpose:

To provide a high quality educational experience for all students.

General duties and responsibilities:

To carry out the duties of a schoolteacher as set out in the "School Teacher Pay and Conditions" document.

To continue to meet the required National Standards for Qualified Teacher status.

Knowledge and understanding:

- Be familiar with the school's current systems and structures as outlined in policy documents including Health and Safety and Safeguarding Policies, Behaviour Policy and implement them.
- Have a secure knowledge and understanding of the concepts and skills in specialist subject(s).
- Understand specialist subject(s) framework of 14-19 qualifications and the routes of progression through it.
- Select and make good use of IT where appropriate within subject teaching.
- Understand and know how national, local comparative and school data including National Curriculum data can be used to set clear targets for student's achievement.
- Understand how students' learning in the subject is affected by their physical, intellectual, emotional and social development.
- Be familiar with subject-specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards.

Planning, teaching and class management

- Plan and deliver in relation to the School Curriculum and with regard for the school's aims and objectives, own policies and schemes of work, the teaching programme for all pupils within the class.
- Provide clear structures for lessons and for sequence of lessons, which maintain pace, motivation and challenge.
- Make effective use of assessment information on students' attainment and progress and in planning future lessons.
- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met.
- Ensure coverage of the relevant examination syllabuses and School Programmes of Study.
- Exploit opportunities to improve students' basis skills in literacy, numeracy and IT.
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which students feel confident, both in the classroom and around school.
- Use a variety of teaching and learning styles to keep all students engaged.
- Be familiar with Codes of Practice and identification, assessment and support of students with special educational needs.
- Evaluate own teaching critically to improve effectiveness.

Monitoring, Assessment, Recording, Reporting and Accountability

- Assess and record each student's progress systematically with reference to the school's current Assessment Policy and use the results to inform planning.
- Mark and monitor class work and homework, providing constructive feedback and setting targets for future progress.
- Provide reports on individual progress to the Headteacher and parents as required.

Other Professional Requirements

- Establish and maintain effective working relationships with professional colleague and parents.

- Participate effectively and appropriately in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.

This job description may be amended at any time, following consultation between the Headteacher and member of staff and will be reviewed annually.

King Edward VI Camp Hill Girls' School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo an enhanced Disclosure and Barring Service check.

Person specification:

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● Appropriate subject degree ● Qualified teacher status/PGCE 	<ul style="list-style-type: none"> ● Good honours degree
Experience	<ul style="list-style-type: none"> ● Experience of teaching in the secondary phase 	<ul style="list-style-type: none"> ● Pastoral experience ● Sixth form teaching experience.
Classroom teaching skill	<ul style="list-style-type: none"> ● Record of successful teaching ● Meeting national standards 	<ul style="list-style-type: none"> ● Innovative and creative approaches to teaching and evidence of strong performance ● Confident use of IT
Knowledge and understanding	<ul style="list-style-type: none"> ● A clear philosophy about the teaching of the subject ● Knowledge of appropriate teaching methods for delivering the subject ● Subject knowledge sufficient to challenge able students and achieve high outcomes at sixth form level 	<ul style="list-style-type: none"> ● Ability to take responsibility for own professional development ● Awareness of strategies for improving learning and achievement for high ability students
Curriculum	<ul style="list-style-type: none"> ● Familiarity with the nature and purpose of assessment/ reporting particularly re enabling pupils to improve 	<ul style="list-style-type: none"> ● Familiarity with current initiatives.
Personal attributes	<ul style="list-style-type: none"> ● Ability to work under pressure and meet deadlines ● Good personal organisation ● Good interpersonal skills ● Ability to work independently and cooperatively as a member of the team ● Reliability and integrity ● Applicant required to demonstrate their suitability to work with children – this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour and attitudes to the use of authority and maintenance of discipline. 	<ul style="list-style-type: none"> ● Range of interests and willingness to participate in extra-curricular activities