



St Dunstan's  
College

## TEACHER OF GERMAN (Maternity Cover)

### Recruitment Information

Employment Status	Full Time (Maternity Cover)
Required From	September 2020
Job Location	Senior School
Application Closing Date	Thursday 27 February 2020
Interview Date Week Commencing	Monday 2 March 2020



# WELCOME TO ST DUNSTAN'S COLLEGE

Welcome to St Dunstan's!

We are very proud of this community and believe we offer something genuinely different and exciting for the families and staff who join us. Our Lewisham setting allows us the privilege of working in a diverse and vibrant school that, combined with our co-educational ethos and smaller size, engenders a culture that genuinely cherishes individuality and celebrates open-minded thinking.

Underpinned by a liberal, Christian heritage, we deliberately embellish the values embodied by St Dunstan, using the life of that great polymath to guide our own educational narrative. We are a dynamic institution, encouraging creativity and innovation in all we do. We want all our pupils to embrace the richness of the broad and cutting-edge education we offer here and our staff to be excited by what we are able to provide for the children under our care.

As a Nursery to Year 13 College, we pride ourselves on genuinely knowing our children and families, and we hope that everybody who joins us will feel an important part of this exciting community.

Mr N Hewlett  
Headmaster

# ST DUNSTAN'S COLLEGE

The history of St Dunstan's College can be traced back to 1408, making it one of the oldest schools in the country. It still retains strong links with the City of London, from where it originated. For the last 130 years the College has been located in Catford, within the Borough of Lewisham, in South East London. The location of the College is a key element in defining its identity and the College is proud of its reflection of the diverse and vibrant community in which it is located. The Headmaster is a member of HMC (The Headmasters' and Headmistresses' Conference) and the Head of the Junior School a member of IAPS (The Independent Association of Prep School Heads). The College Leadership Team, chaired by the Headmaster, consists of the Bursar, the Head of Junior School and the Deputy Heads of Senior School. Admission to the College is competitive at all entry points.

St Dunstan's has a truly coeducational ethos, following the admission of girls in 1994, for over 940 pupils aged from 3 to 18 years. The Pre-preparatory Department was established in 1995 and a Nursery followed in 2008. Both now form part of a flourishing Junior School which sits within the College site and, by extension, is an essential component of College identity. Most Junior School children transfer on to the Senior School as a natural transition. Parents like to commit to the whole-College 'family' and a large proportion of parents have more than one child at the College. The social life of the College is therefore an important feature of its ethos and our 'Friends of St Dunstan's' is as important in name as it is in what it achieves.

The College has enjoyed considerable development and refurbishment over recent years, with an investment of several million pounds and a significant programme of capital works planned for the next few years. The relatively recent acquisition of 30 acres of playing fields, just 500 metres away from the College buildings, provides an exciting opportunity for further development on both sites.

The size of the College is small compared to many of its competitors, offering all pupils cohesive community that celebrates individual talents, strengths and approaches to learning and development within a friendly, inclusive and nurturing environment. The diversity of the College is furthered by the inclusion of international students from a whole range of different countries around the world. The College has a particularly special link with Hangzhou, China.

The ethos of the College is welcoming, without pretence, and draws upon the liberal Christian values of its foundation. Relationships between all members of the community are based upon mutual respect and this is well embedded. St Dunstan's is a happy place in which to learn and teach, where great careers are launched and genuine friendships are forged.



## THE DEPARTMENT

Modern Foreign Languages (MFL) at St Dunstan's is a vibrant, energetic, and forward-thinking department with a team of excellent practitioners. The Modern Foreign Languages Department aims to promote confident, conversational proficiency in the use of at least one language. Tantamount to this, we strive to engender a passion for culture, diversity, history and linguistic knowledge, thus opening doors and developing a true sense of curiosity in global communication whether this be through social means, travel, work, politics, reading, studying. The Department has modern curricula, emphasises the importance of target language in all teaching, and is very well resourced, including in regard to ICT.

German was introduced into the curriculum from Years 7-13 in 2017 and its popularity has grown with record numbers of students taking it for GCSE this year. In Year 7 students have the free choice of two languages from Spanish, French and German. At the end of Year 7, students choose to follow one language through to IGCSE in Years 10 and 11. We offer a creative cross-curricular opportunity to study a second language as a co-curricular course for year 8 and 9 high attaining linguists and these students can then go on to study their second language at GCSE too if they wish to do so. We follow the Pearson Edexcel course at IGCSE and the AQA course at Advanced Level. German, French and Spanish are all studied through the school successfully to A Level, and every year the department supports language and linguistic based applications to prestigious institutions of higher education.

MFL is taught in a suite of five well-equipped classrooms which facilitates the use of the latest technology in ICT. All the courses from Years 7 - 13 are supported digitally and the provision of online and departmentally stored resources is excellent. Use of ICT in language teaching is imaginative and creative and the public and departmental server for all three languages acts as a valuable archive for teaching materials and a learning resource for students. We take pride in our multi-cultural approach to learning and celebrate the diversity of the college through language in our whole school languages event running for one week in September.

There is a strong sense of communal purpose and collaborative efficacy amongst the Department. All members of the Department communicate a genuine enthusiasm for their subject to the students they teach. They willingly and routinely offer support and give advice to students when required on a one-to-one basis or in the weekly support clinics. There is a provision of additional support, off timetable, to help students prepare for their speaking exams and to improve their examination technique. The department strives to develop cross-curricular skills in our students, through an AMDRAM language club, South-Asian languages club, the MFL society and the language leaders program.

## THE ROLE

The successful candidate will be a Germanist with the ability to teach up to A Level. The ability to offer another language at Key Stage 3 (and ideally 4) is desirable but not essential. The successful candidate will show an active interest in, and enthusiasm for, the development of students' linguistic knowledge and capability, in and beyond the classroom. The successful candidate will play a full part in supporting and shaping co-curricular provision, including clubs, competitions, seminars, trips and visits. The position is ideal for a dynamic and enthusiastic teacher; whether early in their career, or seeking to develop their classroom practice as part of a supportive and well-qualified department. The successful candidate will be expected to contribute readily to the development of the Department's curricular and co-curricular programme. Collaborative teaching approaches and further professional development opportunities are available, and the successful candidate should be looking to grow as part of a team.

# JOB DESCRIPTION

## Responsible to: Head of Modern Languages

### Teaching and Assessment

- Plan, prepare and deliver lessons in line with Department Schemes of Learning and Assessment and Senior School policy.
- Assess, record and report on student attainment, learning and progress in accordance with Department Schemes of Learning and Assessment and Senior School policy.
- Set and mark classwork and homework regularly, and in accordance with Department and Senior School policies.
- Support the supervision, marking and moderation of internal examinations and coursework or controlled assessment as required.
- Prepare for and attend Parents' Evenings and other parent-teacher events as requested, maintaining constructive and developmental dialogue with students and families then and at other times.
- Support Department and School guidance and advice to students regarding GCSE, A Level and Further Education choices as appropriate.
- Collaborate and contribute positively to Departmental Development Planning, including in relation to Schemes of Learning and Assessment, the creation of teaching and learning resources, and co-curricular initiatives as appropriate.
- Routinely reflect on professional practice, and actively engage with training and professional development expectations and initiatives at by the College.
- Consult early and honestly with your line manager regarding any concerns that might impact on the fulfilment of your responsibilities or the learning of your students.

### Safeguarding and Pastoral Care

- Always ensure College safeguarding expectations and priorities are met by understanding and complying with the College Safeguarding Policy at all times.

- Consult with appropriate members of the Pastoral team should you have concerns of student wellbeing, safety, or behaviour, and follow College record keeping and referral procedures.
- Maintain good order and manage the learning and wider behaviour of students at all times and in all contexts, via the appropriate use of both rewards and sanctions in line with School policy.
- Fulfil the responsibilities of being a Form Tutor if required.

### Co-curriculum and College

- Support and contribute to wider co-curricular activities in the College, including the Forder Dual Linguist Programme.
- Support colleagues by providing cover for absence when required.
- Invigilate internal or external examinations as required.
- Support and attend relevant College events, acting and interacting professionally and in support of College values at all times.

### Administration and Organisation

- Keep appropriate records in relation to student attendance and behaviour using the College information management system, iSAMS.
- Keep an up-to-date and complete markbook, which is made regularly available for scrutiny by your Head of Department or line manager.
- Complete administration associated with probation, appraisal and professional development as appropriate in a timely and efficient manner. Carry out other duties as reasonably required by the College.

## 1. PERSONAL AND PROFESSIONAL ATTRIBUTES

1.1	I am courteous to colleagues, parents and young people
1.2	I am consistent in manner and attitude
1.3	I am discreet and professionally sensitive
1.4	I demonstrate professional stamina
1.5	I am resilient and recover quickly from professional setbacks
1.6	I am keen to explore new ideas
1.7	I am flexible in my work ethic
1.8	I come up with new and creative ideas
1.9	I take decisions carefully and after sound consideration
1.1	I am patient with people
1.11	I am honest and demonstrate professional integrity
1.12	I am aware of my own strengths and weaknesses
1.13	I meet deadlines and respond promptly to emails
1.14	I am able to maintain perspective and to make sound and balanced judgements

## 2. ORGANISATIONAL VALUES

2.1	I am <b>compassionate</b> in my dealings with pupils and staff and can empathise with the challenges life presents, whilst not allowing emotions to drive my engagement and response to situations
2.2	I am <b>curious</b> about my subject, myself and others, wanting to improve my own knowledge and demonstrate self-awareness, a desire for improvement and a motivation to want to develop and help others
2.3	I am <b>courageous</b> enough to take informed risks in my work and to think differently, bringing creative ideas to the table. I embrace taking myself out of my comfort zone, looking at change positively and with a growth mindset
2.4	I am <b>creative</b> in my thinking and am driven by finding creative solutions to problems. I am a proactive shaper of our environment rather than a recipient or victim of it
2.5	I am <b>confident</b> enough to articulate my views and feelings, as well as to try new things and put myself forward for activities that might be of benefit for the organisation

### 3. TEACHING & LEARNING EXPECTATIONS

3.1	<b>Planning</b> - I identify clear, differentiated, and ambitious learning outcomes for pupils within and across lessons, and then plan the teacher and pupil input and activity to reach and review them
3.2	<b>Engagement</b> - In my questioning and interactions, I challenge all pupils to think about and reflect upon what they (mis)understand, and why, and not just to complete tasks or activities
3.3	<b>Teaching</b> - I ensure a safe, purposeful classroom environment characterized by clear instruction, excellent behaviour, and pace of learning for all, including differentiated pathways, as appropriate
3.4	<b>Assessment</b> - Within and across lessons, I check, track and routinely give feedback (verbal and written) in regard to group and individual progress, using rewards and interventions accordingly
3.5	<b>Learning</b> - Within and across lessons, I have high expectations for and actively promote pupil ownership and enjoyment of learning with regular and explicit reference to Learning Score descriptors

### 4. PASTORAL CARE EXPECTATIONS

4.1	<b>Fair</b> - I ensure pupils are treated in a consistent, reasonable and fair manner
4.2	<b>Proactive</b> - I am aware of pupils' circumstances, and am able to intervene early to prevent issues from arising or worsening
4.3	<b>Involved</b> - I have positive and open relationships with pupils. Pupils feel that I know and understand them, and are comfortable speaking with me even about sensitive issues
4.4	<b>Responsive</b> - I react quickly to pastoral concerns, informing the relevant pastoral lead as appropriate, and provide the immediate attention that a pupil may need to feel reassured
4.5	<b>Consistent</b> - I am consistent in my expectations of high standards of behaviour and academic conduct from pupils. I hold pupils accountable for their actions, rewarding positive behaviours and applying sanctions in a fair and prescribed way when behaviour falls short of expectations
4.6	<b>Knowledgeable</b> - I am knowledgeable of school processes and procedures, enabling me to respond to the pastoral needs of children in a consistent and effective manner
4.7	<b>Inclusion and enrichment</b> - I am mindful of pupils' individual needs (SEND, medical, pastoral, EAL, more able) and respond to those, in line with relevant priority strategies

## 5. TEACHER EXPECTATIONS

5.1	I enrich the co-curricular life of the College by engaging with pupils beyond the confines of the classroom
5.2	I proactively further my understanding of subject and pursuit of knowledge
5.3	I engage in academic discourse with pupils and staff
5.4	I balance work commitments by demonstrating high levels of personal organisation, planning and prioritisation
5.5	I express myself clearly and articulately to pupils and staff
5.6	I welcome and engage with the many ideas, views and thoughts associated with a progressive organisation
5.7	I embrace technological change and innovation
5.8	I support the progress of all pupils effectively by accommodating and responding to the range of individual needs
5.9	I am robust in my use of educational data in supporting pupil progress
5.10	I am proactively involved in my own programme of continuous professional learning
5.11	I work with people effectively in a way which positively empowers myself and others
5.12	I positively 'buy-in' to the vision of the College





# PERSON SPECIFICATION

The following Experience and Skills are Essential/Desirable

	Essential	Desirable
A good degree in German or Modern Languages	x	
Further education in Modern Foreign Languages, a related discipline, or Education		x
Teaching experience of German at A Level	x	
Teaching experience of Spanish and/or French at KS3 and/or 4		x
A teaching qualification		x
A passion for the subject and a high level of subject knowledge	x	
A willingness to engage with Modern Foreign Languages beyond the classroom	x	
Successful examination experience in similar boards		x
A strong work ethic and high levels of personal organisation	x	

# THE PACKAGE

**Salary:** Competitive

**Pension:** Teachers' Pension Scheme (TPA)

**Benefits:** Tuition fee remission (which is means tested and capped) and no registration fee\*  
 Health Cash Plan\*  
 Free lunch and beverages during term time  
 Staff Accommodation (subject to availability)  
 Free off road parking  
 Reduced health club membership  
 Salary Sacrifice Schemes  
 Season Ticket Loan  
 Free winter and summer social events  
 Annual flu immunisation  
 Use of College leisure facilities including gym, tennis courts and pool\*  
 Private Health Care Insurance (50% paid by employer)

(\* Conditions apply)