



Teacher of French Permanent

Deadline for applications Monday 30th March 2020

Uptake of Modern Languages at Jordanhill is high and attainment is outstanding. The department draws upon emerging guidance on best practice in modern languages teaching across the age range. The department is renowned for its pedagogical practice and innovative use of technology to enhance learning. The department has 50 tablets with high bandwidth wi-fi connection and all classrooms have interactive whiteboards. The classrooms are in a highly visible location with extensive display space and immediate access to the south campus atrium and the courtyard for breakout activities.

Office 365 provides pupils with anytime anywhere access to learning resources. Our systems support bring your own device on campus allowing pupils to connect through their own tablets and phones.

Currently the department consists of the Head of Languages and five teachers. It has the support of a full-time French assistant and a part-time Spanish speaking assistant.

At Jordanhill all pupils study French (L2) from P1 to S4 and Mandarin (L3) from P5-S1. During S2 pupils are given the option of a taster programme in Mandarin or Spanish prior to course choice for S3.

A qualification to teach Spanish would be beneficial but is not essential.

The courses offered in Modern Languages at present are

French

- ◆ P6-P7 3 classes per stage
- ◆ S1-S2 4 classes per stage
- ◆ S3/S4 4 classes
- ◆ S5/S6 Higher and Advanced Higher

Spanish

- ◆ S2-S4 option with progression to National 5
- ◆ S5/S6 Higher and Advanced Higher



Atrium and Modern Languages

Salary

Teachers at Jordanhill School are paid on the national scales (SNCT).

As of 1st April 2011 the School has not recognised the Chartered Teacher status of new members of the teaching staff for salary purposes.



Person Specification

The successful applicant will be expected to:

- Contribute to all areas of teaching and course development in French.
- Demonstrate a keen interest in, and sound knowledge of the subject and a concomitant enthusiasm for engaging pupils.
- Engage in departmental development work in relation to *A Curriculum for Excellence* and National Qualifications, especially in relation to advancing courses and developing lessons which meet the needs of all pupils
- Show a profound interest in his/her professional development in regard to engaging pupils and facilitating pupil learning
- Act as Class Tutor – see First Level Pastoral Care below.

Inspection 2013 Key Strengths

- ✓ Consistently innovative and creative lessons which help children and young people to develop an outstanding range of knowledge, skills and attributes.
- ✓ The positive response of children and young people to the very high expectations set by staff.
- ✓ The confident way in which children and young people take responsibility for their learning.
- ✓ Strong progress in learning supported by the P6 to S2 transition programme.
- ✓ Staff team work which helps children and young people to achieve highly.
- ✓ Leadership across the school, particularly that of the rector, which promotes an outstanding culture of reflection and improvement.

Applicants should be confident of their ability to work with able pupils. They should also be able to respond to the needs of the full range of abilities found in a non-selective environment.

Applicants require to be registered with GTC Scotland. Appointment is conditional on a successful PVG check prior to commencement in the post, satisfactory references, presentation of qualifications and confirmation of the right to work in the UK. Any offer of employment will be withdrawn if any of the above conditions are not satisfied.

An extract from the Conditions of Service of Teachers is appended for information.

ICT at Jordanhill

Jordanhill School has long been a centre of excellence in the use of ICT. It was the first school in Scotland to be fully accredited for the **ICT Mark** and has previously won the Becta **ICT in Practice Award for Leadership**.

For many years the school has operated its own 'Sharepoint' portal which underpins much of the daily routines and management of the school. Office 365 provides pupils with anytime anywhere access to learning resources. Our systems also support use your own device on campus.

The school has an IT manager and two full-time technicians who manage and oversee all services.

Duties of Teacher of Modern Languages

Subject to the policies of the school, the post holder shall perform such tasks, as the Rector shall direct having reasonable regard to overall workload related to the following:

- Teaching assigned classes together with associated preparation and correction
- Developing the school curriculum
- Assessing, recording and reporting on the work of pupils
- Preparing pupils for examinations and assisting with their administration
- Providing advice and guidance to pupils on issues related to their education
- Working in partnership with parents, support staff and other professionals
- Undertaking appropriate and agreed continuing professional development¹
- Participating in issues relating to school planning, raising achievement and individual review
- Promoting and safeguarding the health, welfare and safety of pupils including supervising pupils in the grounds, dining/recreation areas or at school events during the school day
- Contributing towards good order and the wider needs of the school including supervising pupils at collective activities (Appendix 3).

The above duties have been adapted from Annex B of the national agreement "A Teaching Profession for the 21st Century" (2001) on teachers' salaries and conditions of service.

Professional Learning

All teachers in permanent posts will have met the *Standards for Registration (GTCS 2013)* and are expected to perform to the standards exemplified therein.

All teachers must meet the requirements for Professional Update established by GTCS. Professional learning needs will be assessed against the revised GTCS Standards and the development needs of the school. As teachers progress through the salary scale they will be expected to evaluate their professional skills against the *Standard for Career-Long Professional Learning (2013)*.

<http://www.gtcs.org.uk/standards/standards.aspx>

Jordanhill School offers unparalleled opportunities for professional learning for both permanent and temporary staff.

First Level Pastoral Care

All class teachers play an important role in the delivery of pastoral care to pupils.

In Secondary, almost all teachers have an enhanced role as a **Student Tutor** in years S1-S5. Tutors work in a team managed by a Principal Teacher of Pastoral Care. The Principal Teacher manages complex pastoral care issues. (Part-time teachers do not generally undertake this role.)

All newly appointed teachers are expected to fulfil this role. Further information is provided in the *Student Tutor Job Description*.

COLLECTIVE ACTIVITIES

The teacher working week consists of a number of elements

- Maximum class contact time (including any class cover)
- Personal preparation and correction
- Management time (where appropriate)
- Collective time (the balance of time remaining)

Collective activities take place within this last element. All teachers in Jordanhill School have a substantial amount of collective time, not least because maximum class contact time is below national norms.

In utilising collective time, the school will seek to provide a minimum of direction and will operate on the basis of trust, mutual support and the promotion of teacher professionalism. We recognise that the contribution of many staff extends beyond their contractual obligations and that we will continue to rely on that commitment to maintain the quality of pupil experience.

Collective activities can be divided broadly into two sets

Staff Focused Curriculum, Communications & Planning	Pupil Focused Out of School Hours Learning
<ul style="list-style-type: none"> ◆ Additional preparation and correction ◆ Preparation of reports, records etc. ◆ Meetings: staff, planning, department etc. ◆ Professional review and development and professional learning ◆ Curriculum development ◆ Parents' meetings ◆ Board and PTA activities ◆ Trade union meetings 	<ul style="list-style-type: none"> ◆ Supported study ◆ Music ◆ Sport ◆ Extended trips ◆ Additional supervised pupil activities e.g. clubs, dances

Both sets of activities are prominent in the school calendar, which is constructed to ensure an appropriate balance of demands during the year.

Due to the nature of their posts, some teachers make a large contribution to OSHL activities. Such specific contractual requirements are addressed within their job descriptions.

The contribution of other teachers also forms part of their job description

- Contributing towards good order and the wider needs of the school including supervising pupils at collective activities.

By sharing tasks we ensure that no individual is overburdened and strengthen our common sense of purpose.