



Colyton
Grammar
School

Details of the Post of
HEAD OF MODERN FOREIGN LANGUAGES
(Fulltime, permanent)



The purpose of this booklet is to provide background details of the post together with information about the school.

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.



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EX24 6HN

Registered in England and Wales - Number 7445493

HEAD OF MODERN FOREIGN LANGUAGES FULL TIME WITH TLR 2C

The Post

The successful candidate should be able to contribute to teaching both French and Spanish at Key Stage 3 and either language to GCSE and A-Level.

The candidate should have:

- A profile that indicates potential for further career progression
- A good degree
- Ability and confidence to teach French or Spanish to A-Level
- The ability and confidence to teach French and Spanish to GCSE would be desirable
- Proven commitment to exchanges and foreign visits
- Outstanding classroom management
- Evidence of reflective practice and a commitment to high expectation
- Genuine evidence of enjoying the subject
- An interest in and evidence of leadership potential
- Evidence of recent professional development to develop leadership capability
- Sound understanding of assessment for learning
- Interest in and evidence of commitment to a pastoral role as a tutor
- Willingness to make a contribution to extra-curricular activities
- A secure ability in IT

SELECTION ARRANGEMENTS

Closing Date: Thursday 20 January 2022

Interviews: Week commencing 24 January 2022

An application should be made via [TES.com](https://www.tes.com)

Candidates are welcome to ring the Headteacher to discuss the post informally.

Modern Languages in the School

The school operates with 1:1 devices, the teaching of languages is supported and enhanced enabling oral and communication skills to be practised in every lesson.

Languages are valued at Colyton: by students, staff and parents. In the MFL Department we work hard to make our lessons challenging and engaging, developing students' confidence and creativity as well as their cultural and linguistic understanding. As teachers we are innovative and open-minded to different approaches, but rigorous in our insistence on the fundamentals of grammar and idiomatic expression.

The year 7 and year 8 curriculum is designed to be stimulating, engaging and challenging to all students from the first lesson, regardless of their background in language learning. Students choose a language from year 7: French, German, Spanish or Mandarin which they will continue up to GCSE level. Students study an integrated, thematic topic that combines an aspect of French, German, Spanish or Chinese culture or history with the core vocabulary and grammar that they might be expected to know at that key stage.

In year 9 the curriculum begins the transition to GCSE-level work by focusing (though not explicitly) on the 3 GCSE 'themes' and the grammar required for success at GCSE. Languages are in the core curriculum at GCSE and students study either French, German, Spanish or Mandarin. They can also opt to do a second language from scratch which they start in year 9. In recent years we have had three classes of French and German at GCSE and this year, we also have our first Spanish GCSE class. This year is also the first year where all 4 languages are represented in Yr9. At A-Level we enrich the curriculum with study of literature and film, and students have a weekly session with a foreign language assistant.

Our exchanges to France and Germany are longstanding and well established, with relationships with our partner schools that have been built up over many years. For students in key stage 4 we alternate a biennial exchange to Villefranche-sur-Saone in the Beaujolais region of France with one to Eckental, a region just outside Nuremberg in southern Germany. In the sixth form for our A-Level linguists we run work experience exchanges with Lannion in Brittany and, again, with Eckental in Bavaria. There are also plans to start a Spanish and Mandarin trip when the current situation allows for more movement.

In addition to our exchange programme, the school works closely with external agencies including University of Exeter, the Mandarin Excellence Programme, University of London Institute of Education and also the Goethe Institute.

The School

Ethos & Values

Colyton Grammar School is one of the country's leading co-educational selective schools. We challenge our students and staff to achieve beyond what they might have thought possible, supporting them to do so with a culture of growth, collaboration and kindness.

The school is one of only a small number of secondary schools to have been judged Outstanding in 5 successive inspections, most recently in March 2020, and is consistently amongst the top 10% of schools nationally for attainment, and for the past two years has been ranked amongst the top 1% for progress at GCSE.

However, examination outcomes form just a part of the school's aspiration for our students. We aim to empower them to develop as individuals through a very broad range of experiences and achievements, laying the strongest foundations for happiness and success throughout their lives. We develop independent learners who are motivated by intellectual satisfaction and a sense of service to others, as much as by academic achievement.

We recognise the high ability of our students and are highly aspirational on their behalf. Our curriculum and teaching is based on the principle of 'high challenge; high support': we strive to ensure students are stretched to develop to their full potential, whilst supporting every student to help them rise to this challenge.

Central to our philosophy is the importance of classroom relationships, which are based on mutual trust and respect, leading to a supportive, caring learning environment, and creating the conditions for exceptional teaching and learning. Staff have exceptional subject knowledge and students are inspired by their enthusiasm, within and beyond the curriculum. The school provides a rich array of co-curricular opportunities, which develop life-long skills and interests, as well as social and personal skills.

Staff create learning opportunities which are interesting and engaging. Staff commitment is excellent, reflecting a rewarding teaching situation, and there is a strong collegiate atmosphere, based in a sense of community, collaboration and mutual support.

The school prides itself on being at the cutting edge of pedagogical research and development and is a leading figure working to support other schools in the area. We place great emphasis on the importance of teachers' professional growth. Our professional development programme, described as a model of good practice by Ofsted, is tied to our core belief that we work hard, with humility, so that we and others can grow as people, professionals and scholars. To support this we provide a generous, bespoke programme of professional learning opportunities for staff which is underpinned by a philosophy of evidence-based learning. Through a combination of courses, coaching, partnership school links, research and collaboration, teachers can take control of their own professional development, selecting areas of need or expertise, and experimenting with

classroom practice to give clear benefit to students. A supportive, reflective and outward-looking approach ensures that we can all be even greater, with no limits on what we can achieve.

The School

Background

- The school was founded in 1546 by the Feoffees of Colyton, and moved to its present site in 1929.
- The school is served by a wide rural area with students being drawn from more than 50 primary schools. There are five forms of entry. Students arriving at Colyton have typically achieved good Level 5 or better in primary school.
- The Lower Years Programme in Years 7 & 8 develops in students the foundational knowledge, the values and the habits of learning required for future success.
- During the Middle Years Programme in Years 9, 10 & 11 which encompasses eleven GCSEs alongside a range of additional components in the form of enrichment.
- Almost students all continue into the Sixth Form, where they either study four A-Levels, or three A-Levels alongside the Extended Project. Typically about 98% continue on to university with 15% gaining Oxbridge places. Students also complete a wide range of co-curricular, leadership and service opportunities as part of the Colyton Bacculaureate qualification.
- The school occupies an exceptionally attractive site. In the last decade there has been significant capital development in all areas of the school including Computer Science, Science Labs and a student wellbeing centre.
- In addition, the school has invested heavily in a highly successful digital learning strategy. All students and staff are provided with their own devices and a blended learning approach is fully established.
- The school has a national reputation for its work with more able students and in especially with its work with more able disadvantaged students.
- Details of the last Ofsted report are available on the school website:

www.colytongrammar.devon.sch.uk

The Local Area

The school is situated in the village of Colyford in East Devon, part of the East Devon Area of Outstanding Natural Beauty and just one mile from the Jurassic Coast, a UNESCO world heritage site. The school draws its students from a wide area, stretching across East Devon, Somerset and Dorset. Many staff live in the picturesque towns and villages nearby, including the popular coastal resort of Lyme Regis; others commute from Taunton and Exeter, while the nearby towns of Sidmouth, Honiton and Axminster provide excellent gateways to country, coast and town.

There is a unanimous feeling among staff that the area is a wonderful place to bring up children.

Professional Development

The school has a reputation for high quality professional development, which is developed through:

- Partnership with South West Selective Schools through the South West Academic Trust;
- A partner in two teaching school alliances;
- Strong links with Higher Education (Exeter University is a partner with the school supporting school-based research);
- Induction and Performance Development;
- Continuing Professional Development to support responses to national and school-based priorities;
- Consultative planning structures;
- A culture that is rooted in seeking continuous improvement;
- One of two secondary partners of the Goethe Institut to develop German language teaching

Ofsted described staff development as a model of good practice.

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