



Our Ref: NM/LHH/KW
February 2019

Teacher of Chinese

Dear Colleague

Thank you for your interest in the permanent post of Teacher of Chinese, to teach three days per week (0.6 FTE) up to and including KS4 with the potential to eventually teach KS5, from September 2019 at our fabulous, vibrant oversubscribed Worcester City school that opened its sixth form in September 2015. This is a major opportunity for the right candidate to make a real impact. You would be joining a well run department and a motivated and dedicated team of professionals who make a significant contribution to the school's continuing success.

Christopher Whitehead Language College is an 11-18 school 'in pursuit of excellence' in all areas of its community's life. Near to the cricket ground, on the west bank of the River Severn in Worcester, it is a larger than average, inclusive and community-focused comprehensive school with over 1400 students. The school was awarded International School status and became a phase two academy in July 2011, and judged to have "outstanding behaviour" in the last four inspections, including 2018. The school has 124 students on the AN register and 198 students on the SEN register, with currently the highest number of LAC, EAL children in the county and was re-awarded the prestigious Inclusion Quality Mark Centre of Excellence in June 2017. Our provision for AN, SEN and EAL has been described by the last four Ofsted inspections as 'outstanding' and we are the lead school for EAL in the county. In the last five years, the school has enjoyed a huge rise in popularity amongst the local community.

In the additional pages, I have included:

- job description
- person specification
- departmental information
- Press release: Mandarin Excellence Programme

Please also read our privacy notice for job applicants (separate document).

I would obviously encourage you to read our Ofsted report in detail and visit our informative website at www.christopherwhitehead.co.uk to develop an understanding of our ethos. You may like to visit my blog too at www.neilmorriscwlc.wordpress.com

If you wish to apply, please complete the self disclosure form, application form and include a letter detailing your previous educational experience and stating how you would make a difference in the classroom. Please email your completed forms to recruitment@cwlc.email We are happy to accept Tes application forms. **Please do not enclose a CV.**

The deadline for receipt of applications is 10.00am Thursday 14th February 2019 with interviews being held on Wednesday 27th February 2019.

Please would you ensure you provide email addresses for your referees and alert them to this fact.

As I will only be contacting short-listed candidates, I would like to thank you for your time and effort, and if unsuccessful, wish you well in your future career.

I look forward to hearing from you.

Yours sincerely

Neil S Morris
Headteacher

Job Description

Post Title:

Generic Class Teacher

Terms & Tenure:

Full Time

Line Manager:

Head of Department (in the first instance)

Staff Supervised:

None

Purpose of the Role

A teacher with a suitable teaching qualification, who teaches classes in Years 7 – 13, with responsibility for the preparation and delivery of a two weekly timetable of lessons as determined by the Headteacher.

The job description should be read alongside the range of professional duties as set out in the DfE Teachers' Standards document. All staff need to have regard for their personal and professional conduct defined in the Teachers' Standards and have proper regard for Christopher Whitehead's ethos as a tolerant, inclusive, multi-faith school where staff and students follow the mission statement 'In pursuit of excellence' in all that they do.

Main Duties – Teaching and Managing Student Learning

- The teacher provides well planned lessons suitable to the learners' experience, ability and following the Department agreed scheme of work.
- The teacher provides a learning environment that is safe, inspiring and conducive to the students' learning needs.
- The teacher assists all students in the development of citizenship, responsible and ethical values and basic communication skills.
- The teacher provides, whenever possible, appropriate individual and small group instruction in order to adapt the curriculum to the needs of the students with varying intellectual abilities, attitudes, and cultural backgrounds.
- The teacher adapts their teaching to respond to the strengths and needs of all.
- The teacher establishes and maintains standards of student behaviour needed to provide an orderly and productive classroom environment, with lesson by lesson registration that ensures monitoring of attendance can be maintained.
- The teacher regularly evaluates each student's development in the course being taught, prepares progress reports and reports grades as required by the school procedure.
- The teacher gives regular, constructive feedback, both orally and through accurate, diagnostic marking that follows the school's policy.
- The teacher ensures homework is set/recorded by the students and regular feedback is provided to students as agreed by the Department policy.
- The teacher ensures that student reports follow the school format, are error free, on time and individualised.
- The teacher makes a positive contribution to the ethos of the school, forming effective, professional relationships with colleagues.

Other Duties and Responsibilities

- Aids in selection and requisition of books, instructional aides, supplies and has responsibility for ensuring the stock is maintained in a satisfactory state;
- Communicates with parents and external agencies to further the individual student's progress;

Post Title:

Generic Class Teacher (*continued*)

Other Duties and Responsibilities (continued)

- Identifies student needs, and cooperates with other professional staff members in assessing and helping students solve health, attitude and learning problems.
- Supervises the prompt safety and welfare of students in out-of-classroom activities as equitably assigned.
- Shares in the participation and supervision of approved student activities as equitably assigned;
- Participates in faculty/departmental committees and in curriculum and other developmental programs within the school of assignment and/or on a County level. These may include TED/City Groups or other opportunities to further progress.
- Maintains professional appearance and attitude.
- Meets assigned classes, attends committee meetings, faculty meetings and school appointments in a punctual professional manner.
- Maintains accurate records and provides reports to students, parents and/or administration as required by his assignment.
- Cooperates with other staff members and the administration for the general welfare of the students, parents, school, administration, and the community.
- Maintains a professional relationship with students, staff members, parents and the community.
- Participates in the evaluation of the total school programme.
- Assists in planning and coordinating the work of learning support assistants and support staff who are under his/her direct supervision.
- Must be aware of cultural and ethnic groups.
- Expected to promote correct standard of uniform when dealing directly with students.

General and review

To understand and be prepared to support the ethos of the school by:

- Promoting good relationships with students, parents, colleagues, governors, LA and agency staff and visitors to the school;
- Promoting high standards of student behaviour inside the classroom and around the school generally, following the school's behaviour policy;
- Promoting high standards of personal presentation and conduct, including being punctual and using social network media appropriately;
- Completing training in the relevant areas to meet all safeguarding and health and safety standards as advised by CWLC and government policy.
- Being aware of all matters of health and safety related to the working environment.

This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate. It may be subject to change or modification at any time after consultation.

Christopher Whitehead Language College and Sixth Form has a strong commitment to achieving equality of opportunities in its service to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Christopher Whitehead Language College and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

Teacher of Chinese	Essential	Desirable	Evidenced (Application Form, Interview, References)
Qualifications and Training			
DfE recognised Qualified Teacher Status	✓		A
Appropriate degree	✓		A, I
Evidence of recent and relevant professional development		✓	A
Experience			
Successful teaching experience of MFL KS3/4/5 (including teaching practice)	✓		A, R
Skills and Abilities			
Commitment to working as part of a team, including the sharing of successful teaching and learning strategies	✓		A, I, R
Contributing to the development of the department's curriculum and resources	✓		A, I, R
Ability to teach good or outstanding lessons	✓		A, I, R
Strong classroom management skills	✓		A, I, R
Effective communication skills	✓		A, I, R
Ability to use innovative and interactive teaching methods	✓		A, I, R
Uses ICT as an innovative tool for learning	✓		A, I, R
Contribute to the improvement and implementation of assessment for learning within the department	✓		A, I, R
Other Factors			
Mark work regularly and set achievable and aspirational targets for students	✓		A, I, R
Demonstrate enthusiasm for and enjoyment of teaching	✓		A, I, R
Willingness and ability to play a key role in delivering extra-curricular activities for students	✓		A, I, R
A passion for helping young people to develop their understanding and experiences to reach their full potential	✓		I, R
Well organised with good time management skills	✓		I, R
Meets tight deadlines with attention to detail	✓		I, R
High degree of personal integrity	✓		A, I, R
Hardworking, energetic and cheerful	✓		I
Excellent attendance record	✓		R
A thorough understanding of a teacher's role in safeguarding young people	✓		A, I, R

This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Disclosure and Barring Service before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.

Departmental Overview

The Modern Languages Department

The Department is a strong and successful curriculum area in the school. Annually around 85-90% of students are entered for the GCSE and our results contribute towards the school's 42% EBacc figure, the best in the county.

The standards at KS3 are above the national average and improving. Students speak confidently and are able to apply grammatical understanding to written work and have a good breadth of vocabulary. Achievement at GCSE level is excellent; our results in German in 2018 were well above the national average and in Mandarin, 80% of students have achieved A* grades in the last five years.

The Ethos of the Department

The main features of language teaching are:

- To provide all students with the opportunities to achieve their potential.
- To provide a breadth of learning experiences designed to encourage confidence and independence.
- To provide a range of extra-curricular activities.
- A systematic approach to language-learning skills.
- The assessment of students and use of results for targeting purposes.
- A belief in the continuous development of the department and its members.
- An experienced and supportive team of professionals.

Languages and Courses

KS3 – Students are split into two bands. Over the last ten years each band has studied one of French, Spanish or German, however since September 2018 we have had fixed bands of Spanish and German, but students on either band can now opt in to studying French instead. They have two hours of lessons each week. There are two data entries per year, so some form of assessment will take place before these take place. In KS3 we do 'Assessment without Levels' and track students' progress using this system. Any assessments taken by the students mirror how they are assessed in the new specification GCSE exams, helping them to prepare for the demands of the updated examinations. Students are placed into one of five sets, according to their ability. In year 9, our lowest ability students follow the FCSE course. We have recently been selected as part of the Chinese Government funded 'Mandarin Excellency Programme' (MEP) and in September 2017 and September 2018 a total of sixty students (thirty per year group) opted out of their European language and into Mandarin, which they will study for their five years at CWLC. The 2018 cohort for the MEP also study two hours of Spanish a fortnight on top of their Mandarin lessons. All students are offered the chance of studying a second language from year 9 onwards.

KS4 – Over 90% of students continue with the study of their foreign language to the end of year 11, at which time they take their GCSE exams. We have opted to follow the AQA syllabus for the new specification GCSE. Students are expected to learn 15 words of vocabulary every week, and also have a homework booklet which features a variety of activities to help prepare them for the GCSE exams. Students who studied Chinese in year 9 (but who are not part of the MEP) may continue their studies in KS4, taking the full EdExcel GCSE in year 11.

KS5 – We are delighted to offer French, German and Spanish at A level; these are being taught for the third time this school year following the opening of the Sixth Form in 2016. For the new specification we have opted for the EdExcel courses. Students wishing to study a language at A level will have to achieve at least a grade 6 at GCSE and are expected to complete preparatory work over the summer holiday. We are hoping to be able to offer Chinese as a 'pathway' option to our sixth form students as well.

Rooms and Equipment

There are eight full size rooms which have access to the latest interactive whiteboard technology. There is also a staff room and the department has access to the school's well-equipped computer rooms on a booking basis. We have access to the Pearson Active Learn learning platform for GCSE, and Dynamic Learning for A level.

Visits Abroad

Staff at Christopher Whitehead Language College & Sixth Form organise a range of annual trips abroad. During this school year, we are taking groups of KS3 & KS5 students to Berlin in April 2019, and KS3&4 students to Murcia in Spain in May 2019. We are also hoping to establish an annual day trip to a French Christmas market, and the first trip went out in December 2018.

External Links

The school has the full International School Award and we have a number of partnerships with schools in France, Spain, Austria, China, India and the USA.

Members of the MFL staff have in the past visited local primary schools and helped them in the delivery of the KS2 MFL Framework. For some schools, this meant team teaching and enrichment activities, whilst in others our staff deliver lessons.

Students from the University of Worcester PGCE course and our MAT partner Woodrush spend time with us on teaching practice and we have excellent links with them. We also have links with many teacher-training institutions internationally and welcome visits of their student teachers.

The Future for Languages at Christopher Whitehead Language College & Sixth Form

We became a Language College in September 2005. This exciting development enables the department to further enhance its educational and cultural links both at home and abroad. Though no longer officially a language college since achieving Academy status, the school continues to promote the study of languages as a vital tool for lifelong learning and as a means of supporting our students in achieving the EBacc, for which the school has the best results in the county.

We are looking forward to forging a wider range of links with schools across Europe and China. These developments already include the participation of other curriculum areas in our school in cross-curricular activities and projects.

Sam DeAbreu
Lead Practitioner & MEP Coordinator
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Martin Goffe
Head of Modern Foreign Languages
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Press Release

Christopher Whitehead joins nationwide Mandarin programme in 2017

Christopher Whitehead Language College (CWLC) in Worcester is participating in the Department for Education's national Mandarin Excellence Programme.

Now in its third year, the intensive language programme is delivered by the UCL Institute of Education in partnership with the British Council. It will see at least 5,000 school pupils in England on track to fluency in Mandarin Chinese by 2020.

Pupils from CWLC started the programme in September 2017 and the programme now has pupils from 63 other English schools on it. They spend an average of eight hours studying Mandarin every week to help them reach a high level of language ability.

Progress test results from the schools who have just completed the first and second years of the programme show the pupils' skills are developing at pace.

Samantha DeAbreu said: "Seeing the impact on my students and being able to see their undoubted joy at learning Mandarin in a well-supported fashion is incredibly. They are being given the opportunity to 'take risks' through real-life cultural activities like ordering food in Mandarin in a local Chinese restaurant and they are learning that communication is about perseverance, tenacity, a strength of character and taking risks. I feel privileged to be part of a visionary programme that genuinely wants language learners to succeed in achieving fluency, which goes beyond the expectations of a qualification" In being the most widely spoken language in the world, it is seen that more young people in the UK need to master Mandarin if the country is to remain competitive in the future. A recent CBI survey revealed the growing importance of the language for businesses, while this summer saw Chinese overtake German as the third most widely studied modern foreign language at A Level.

School Standards Minister Nick Gibb said: "This government programme, launched in 2016, plays an important role in helping pupils to become fluent in Mandarin Chinese, the most spoken language in the world. I have seen for myself the inspiring enthusiasm and energy that both pupils and teachers are committing to this programme, with pupils that have already taken part achieving very high levels of spoken and written Mandarin.

"I would like to congratulate the schools that have been selected this year and the pupils involved, who will have a significant advantage when competing for jobs with their peers from around the world." In addition to improving students' fluency in the language, the UCL Institute of Education aims to have trained at least 100 new qualified Chinese teachers in collaboration with other providers by the end of the programme.

The Confucius Institute, based at the UCL Institute of Education already has a network of 45 Confucius Classrooms across England and supports schools in starting and developing the teaching and learning of Mandarin Chinese and the study of China across other areas of the curriculum.

Katharine Carruthers, Director of the UCL Institute Of Education (IOE) Confucius Institute said: "Learners have made exceptional progress through the Mandarin Excellence Programme in the last two years. This year (2018) we are delighted to welcome an additional 30 schools to the programme to give their young learners the chance to learn Chinese to such an advanced level."

Mark Herbert, Head of Schools Programmes at the British Council said: “Mandarin’s importance is going to increase as the UK repositions itself on the world stage. More than that, learning Mandarin is a fascinating process which connects you to Chinese culture and over a billion Chinese speakers worldwide.”

Schools in England can find out more about the programme and register their interest:

<https://ciforschools.wordpress.com/mandarin-excellence-programme/>

ENDS

CWLC has been participating in the Mandarin Excellence Programme since 2017.

For more information about the school’s involvement in the programme, please contact Sam DeAbreu.

For more information about the Mandarin Excellence Programme, please contact Miah Tolha in the British Council press office (miah.tolha@britishcouncil.org)

Notes to Editors:

A full list of participating schools is available here:

<https://ci.ioe.ac.uk/mandarin-excellence-programme/mep-schools/>

About the British Council

The British Council is the UK’s international organisation for cultural relations and educational opportunities. We work with over 100 countries in the fields of arts and culture, English language, education and civil society. Last year we reached over 65 million people directly and 731 million people overall including online, broadcasts and publications. We make a positive contribution to the countries we work with – changing lives by creating opportunities, building connections and engendering trust. Founded in 1934 we are a UK charity governed by Royal Charter and a UK public body. We receive 15 per cent core funding grant from the UK government.

www.britishcouncil.org

About the UCL Institute of Education

The UCL Institute of Education is a world-leader specialising in education and the social sciences. Founded in 1902, the Institute currently has more than 7,000 students and 800 staff. In the 2014, 2015 and 2016 QS World University Rankings, the Institute was ranked number one for education worldwide. It was shortlisted in the ‘University of the Year’ category of the 2014 Times Higher Education (THE) awards. In January 2014, the Institute was recognised by Ofsted for its ‘outstanding’ initial teacher training across primary, secondary and further education. In the most recent Research Excellence Framework, 94 per cent of its research was judged to be world class. On 2 December 2014, the Institute became a single-faculty school of UCL, called the UCL Institute of Education. www.ucl.ac.uk/ioe

About UCL (University College London)

UCL was founded in 1826. We were the first English university established after Oxford and Cambridge, the first to open up university education to those previously excluded from it, and the first to provide systematic teaching of law, architecture and medicine. We are among the world’s top universities, as reflected by performance in a range of international rankings and tables. UCL currently has over 39,000 students from 150 countries and over 12,500 staff. Our annual income is more than £1 billion.

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