



Chester International School

Post of: Teacher of Spanish & MFL Curriculum

Coordinator. Salary: MPS- UPS plus TLR 3G

(£3,169) full time post.

Temporary, 2 year contract in the first instance.

Application pack



Welcome to **Chester
International School**

Chester International School is a part of **The Learning Trust**. Our Trust exists to serve young people, to educate, enlighten and give them the expertise and confidence to succeed. Our values are displayed on this page. We believe that through them and through honest and open collaboration, higher standards will be achieved across the Trust.

TLT currently comprises three secondary schools - Christleton High School, Chester International School, and Queen's Park High School and one primary school - Belgrave Primary School - but discussions continue with the aim of expanding our offer to partners both local and international. Our offices are based at Queen's Park High School, Chester. We believe that Chester and the North West offers a truly brilliant opportunity for education, business and quality of life, and it is our mission to further enrich this by providing an education service which is both diverse and outstanding.



1. Students are always first - the prime consideration in all decisions will be the best interests and educational outcomes of current and prospective students.

2. Mutual benefit - the interests of the Trust will always be combined with the interests of individual schools, seeking the very best and co-operating to share resources and success.

3. Inclusivity - the Trust will welcome students of all backgrounds and abilities.

4. Freedom to innovate and make decisions - optimum delegation to local Governing Bodies and individual schools commensurate with the Trust's statutory responsibilities and efficiency.

5. Excellence and learning - every student will be supported and challenged to achieve their potential. All adults employed by and associated with the Trust will have and exhibit a 'learning mindset'.

6. Partnership - the Trust will continually seek to work in partnership to achieve better outcomes for current and prospective students, and to improve education in the area.

7. Fairness - all students and staff will be treated with fairness and parity whilst encouraging diversity and identity.

8. Integrity - all those associated with the Trust will act with kindness, courtesy and integrity, in accordance with both school and Trust ideals and values.



Darran Jones,
Interim Chief
Executive
Officer



Euan Imrie,
Chair of
Trustees

OUR SCHOOLS



QUEEN'S PARK HIGH SCHOOL

I would like to wish you a very warm welcome to Queen's Park High School, a smaller than average 11-18 school, beautifully located to the south of the River Dee, in the heart of Chester. My name is Tom Kearns and I have the privilege of inheriting the outstanding legacy left by Miss Watterson, as the new Headteacher here. Queen's Park is an ambitious, forward thinking school with a clear vision, which is to 'Inspire Individuals, Empower Minds and Define Futures'. We strive to provide the very best learning and personal development opportunities for every young person in our care, but we also strive to provide these opportunities with care too!

- T Kearns, Headteacher



CHRISTLETON HIGH SCHOOL

We are a highly successful school situated in the picturesque village of Christleton, with over 1,350 students on roll. The School serves a community of small villages and housing on the east side Chester, approximately three miles from the City centre. We are a school where the desire to learn is infectious and students of all abilities flourish. Everyone works hard to create a learning environment where all are welcome and diversity is celebrated. Consequently, academic standards at the school are very high and frequently amongst the highest in the region, thanks to: highly motivated staff; children who wish to learn and parents who support them.

- K Smith, Headteacher



CHESTER INTERNATIONAL SCHOOL

Chester International School is a hub of technology, innovation and academic study which is unparalleled in its commitment to global and professional engagement. We offer extended field studies and our students can choose subjects and elective activities which really interest them and there are many opportunities for travel and adventure. As you explore what makes CIS unique, I encourage you to consider how you might fit in our dynamic community.

- K Brown, Headteacher



BELGRAVE PRIMARY SCHOOL

Belgrave Primary School was opened in 1968 and was originally a one form entry primary school. It became an infant school in 1974 and returned to being a primary school in September 2008. Since 2008 our admission number has been 30 and we are a one form entry school. The school is attached to Westminster Park Community Centre which serves the local area. The school is well resourced with laptops and iPads in Key Stage One and Two in addition to desktop computers in the Key Stage Two workspace. All classes have interactive whiteboards. We have large practical "workspaces" outside the classrooms which are used for a range of lessons and activities including art, design and technology, Computing and group teaching.

- J Benton, Headteacher

01 Our School



We are a ground-breaking new school for 14-19 year-olds housed in a state-of-the-art facility in the heart of the beautiful historic city of Chester.

Our rigorous curriculum, including GCSE at Key Stage 4 and an international curriculum at Sixth Form challenges our students to think and work collaboratively and creatively, make connections and apply knowledge to increasingly complex problems.



**INDEPENDENT MINDS.
GLOBAL CITIZENS**

Role: Teacher of Spanish & MFL Curriculum Coordinator

Responsible to: Principal

Basic Job Purpose

- To facilitate a unique and fully engaging learning experience which uses a variety of research based methods and provides students with the opportunity to achieve their individual potential.
- To participate in collaborative planning and reflection regularly and systematically in the development of a broad and balanced curriculum.
- To work hard in upholding the mission and vision of the school.
- To promote international-mindedness and live the learner profile attributes
- To engage in open communication with all stakeholders based on understanding and respect.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for enrichment and personal development.

Preparation and Planning

- Submits a year plan/assessment calendar/ SOW and unit planners in accordance with the CIS staff learning journey canvas page. These are reviewed twice yearly.
- MYP - Prepares a unit planner that builds on students' previous learning experiences; Includes the prescribed key concepts and related concepts in each subject group. Allows for meaningful inquiry and student action in response to students' own needs and the needs of others; promotes students' awareness of individual, local, national and world issues, and; Provides opportunities for reflection on human commonality, diversity and multiple Perspectives. Promotes development of ATL skills, international mindedness and meets objectives/assessment aims of the local/GCSE syllabus.
- DP – Prepares unit planners that builds on students' previous learning experiences; Includes lines of inquiry and the development of learner profile traits, ATL skills, international mindedness, CAS, EE, ToK and meets the objectives/assessment aims of the DP syllabus.
- CP – Prepares unit planners that builds on students' previous learning experiences; Includes lines of inquiry and the development of learner profile traits, ATL skills, international mindedness, Service Learning, RP, Language and meets the objectives/assessment aims of the CP curriculum components.

03 Job Description

Teaching

- Delivers consistent, high quality teaching/learning sessions.
- Places appropriate emphasis on concept-driven and inquiry-based learning.
- Promotes the understanding and practice of academic honesty.
- Support students to become actively responsible for their own learning.
- Addresses human commonality, diversity and multiple perspectives in units/SOW.
- Addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. Demonstrates that all teachers are responsible for language development of students.
- Uses a variety of strategies and incorporates a range of resources with a clear focus on skill development. Shows innovation in the use of information technologies to further develop skills.
- Differentiates teaching to meet students' learning needs and styles.
- Welcomes, and positively engages in feedback, observation and opportunity to develop.
- Develops student attitudes and skills that allow for meaningful student action/CAS/Service learning in response to students' own needs and the needs of others.
- Engages students in reflecting on how, what and why they are learning.
- Fosters a stimulating learning environment based on understanding and respect.
- Encourages students to demonstrate their learning in a variety of ways.
- Develops the IB learner profile attributes.
- Sets independent study opportunity and supports self-scheduled sessions.
- Plan and deliver schemes of work and lessons that meet the requirements of the curriculum
- Be a role model for students, inspiring them to be actively interested in the subject.
- Set expectations for students in relation to standards of achievement and the quality of learning & teaching.
- Prioritise and manage time effectively, ensuring continued professional development in line with the role.
- To follow the school policies and procedures
- To ensure the effective/efficient deployment of classroom support
- To encourage good practice with regard to punctuality, behaviour, standards of work and homework all in line with our restorative behaviour policy
- Using a variety of way to keep updated in professional knowledge and expertise as appropriate. To keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area.
- Ensuring a high quality learning environment within the classroom and online.

04 Job Description

Assessment, Feedback and Tracking:

- Ensures marking is based on IB/GCSE/BTEC/Cambridge criteria, and is transparent, detailed, informative, and constructively critical so that the students may be able to reflect on and learn from their performance.
- Uses a range of strategies and tools to assess student learning
- Meets the 2 summative performances indicator target per term (1 inquiry based, 1 Exam style) as per the guidelines in the staff handbook.
- Provides the 3 point approach full feedback per summative performance indicator to each students.
- Collate, format and communicate summative assessment results to SLT at each of the 4/5 data collection points of the year.
- Provide reflection opportunities for students, making use of benchmark and aspiration target grades.
- Facilitating progress reflection evenings each year.
- Write a mid-year and end of year report based on the summative feedback for each students.
- Collaborate with staff to provide UCAS references.
- Follow the canvas gradebook format instructions as per the staff handbook.
- To lead, monitor, standardize and evaluate the internal/external assessment and feedback to exam boards and students in line with whole school and department policy
- To undertake all assessments of students as requested by external examination bodies, curriculum areas and school procedures.
- To complete attendance records as requested by SLT.
- To follow support procedures for underperforming students as laid out in the staff handbook.

Staff Development

- To fully engage with the performance management cycle as per the staff handbook and staff assignments set on the CIS staff learning journey on Canvas. This includes: Canvas scans, lesson stories, lesson studies, observation, team teaching/observations, departmental reviews, raising achievement plans, SOW review and appraisals.
- Attend weekly professional development sessions as per the calendar laid out on the CIS staff learning journey on Canvas. Run PD sessions based on own skill areas and fully engage with others delivering sessions.
- Collaborates with colleagues in subject groups AND cross curricular to create interdisciplinary units of inquiry and to strengthen core traits and skills throughout the curriculum both horizontally and vertically.
- Participate in arrangements for further training and professional development.

General duties and responsibilities

- Acts as Personal Project/Extended Essay/Reflective project supervisor
- Provides opportunities for wellness and creativity by running an elective in each category each term.
- Participates and facilitates school events (open events/revision days etc).
- Provides supervision of students and invigilation for exams/mock exams if needed.
- Attends school meetings/briefing, as required, and contributes constructively to them.
- Meets all deadlines set by school management such as data collection points and assignments set on the CIS staff learning journey on canvas.
- Checks school emails and communications regularly, responding to them as quickly as possible.
- Helps promote the progress and welfare of individual students and is fully familiar with all school compliance policies and procedures.
- Contributes to the maintenance of high staff morale and to team building
- Actively participates in the wider life of the school

Person Specification - Teacher of Spanish

Relevant Experience	Essential	Desirable
Experience of teaching Spanish to KS4 and 5	X	
A good working knowledge of effective teaching and learning approaches	X	
Up-to-date knowledge and understanding of approaches to assessment	X	
An excellent classroom practitioner	X	
Evidence of successful work with students across the ability range		X
Experience of the International Baccalaureate		X
Education/Training		
Good honours degree in Spanish or related	X	
Qualified Teacher	X	
An up-to-date knowledge of the new GCSE & the International Baccalaureate		X
Specialist Knowledge and Skills		
Excellent organisational and communication skills	X	
Resilience and adaptability	X	

Person Specification - Teacher of Spanish

Specialist Knowledge and Skills	Essential	Desirable
Excellent time management skills	X	
Use of ICT to enhance teaching and learning	X	
Interpersonal Skills		
Ability to inspire and build positive relationships with students and other members of the team	X	
Evident passion for foreign languages as a subject	X	
High personal standards and expectations of others	X	
A solution-oriented focus to all aspects of school life	X	
A willingness to contribute to learning beyond the classroom.		X
An innovative and creative approach to teaching and learning.		X

Job Description - MFL Curriculum Coordinator

Core Purpose

- Uphold the core values, educational vision and mission of the school.
- To drive the progress and attainment in KS4/5 MFL.
- To develop an MFL curriculum of excellence.
- To develop the highest standard of Learning and Teaching across the school, especially in MFL subjects.
- To foster a love of learning languages across the school.

Key Tasks

- Following a curriculum review schedule, coordinate, develop and quality assure curriculum planning across 2 subjects (Language Acquisition Subjects).
- Following a professional development and quality assurance schedule, lead collaborative planning meetings to drive subject area improvement.
- Through the effective use of assessment data and quality assurance data, lead subject area self-evaluations and action plans to drive improvement.
- Through the professional development coaching model, conduct learning walks/observations and provide feedback to drive outstanding T/L in group 2 and to raise attainment in KS4/5 MFL learners.
- Work with the Vice Principal and other Curriculum Coordinators to embed and further develop the professional coaching model at CIS to drive outstanding learning and teaching at CIS.
- Provide enhanced coaching for new and early careers teachers in subject group 2.
- Lead a whole school strategy to drive languages across the curriculum which includes supporting learners achieve their target grades/accessing the the MFL curriculum at KS4/5.
- Lead a strategy to develop a love of learning MFL across CIS.
- Using the CIS ATL Skills framework develop numeracy across the curriculum. Embed the Q/A approaches. Provide staff development opportunity to strengthen language learning and teaching across the school.

Person Specification

Essential Qualifications & Experience

- Degree or higher in French (or equivalent/related field)
- Teaching qualification PGCE or equivalent
- At least 4 years teaching KS4/5 MFL.
- Significant experience in supporting, coaching and developing other teachers.

Attitudes, Knowledge and Skills

- Communicate clearly and concisely both orally and in writing (High standard of verbal and written communication skills)
- Interact with others in a positive way using a coaching method to bring out the best in people (Effective interpersonal skills working with a range of internal and external stakeholders).
- Research and implement the most effective strategies to drive positive changes.
- Able to analyse data and form action plans to drive positive change.
- Time management and planning skills to priorities workload and balance conflicting demands to meet internal deadlines.
- Work flexibly and well under pressure.
- Work without close supervision.
- Work well both as part of a team and independently, demonstrating initiative.
- Deal with support needs in a professional and sensitive manner.
- Handle challenging conversations with confidence and sensitive.

Chester International School is a hub of technology, innovation and academic study which is unparalleled in its commitment to global and professional engagement. We offer extended field studies and our students can choose subjects and elective activities which really interest them and there are many opportunities for travel and adventure.

At CIS we offer a broad package of subjects delivered with the International Baccalaureate philosophy to develop global citizens through international mindedness. By partnering with businesses and professionals we provide our students with experiences and opportunities to solve real world problems. Inquiry based learning is at the heart of what we do which has a student centred approach focusing on building transferable skills so our students are future ready.

Students in Year 10 will take GCSE examinations at the end of Year 11 whilst students in Years 12 and 13 will embark on one of our IB programmes: Diploma Programme or Career Programme giving our students access to a range of possible futures from University to Apprenticeships.

As an IB World School we are currently in candidate phase for establishing the Middle Years Programme in Years 10 and 11 so students will be receiving a dual qualification: GCSE's and an international qualification - the Middle Years Programme Certificate.

After studying with us, our students will go into the world with confidence, skills and a broad range of experience. For some this will be work, for others, apprenticeships and for some universities, near and further afield. 100% of our Year 13 students so far have received a UCAS offer for university which is a commitment we have for all students as they explore options for their futures.



Referees

References will only be sought for successful candidates. Applicants should provide details of two referees on the Application form, one of whom must be your current or previous employer.

Evidence of Eligibility to Work in the UK

In accordance with the requirements of the Immigration Act 2016, if you are invited to interview you will be required to produce evidence of your eligibility to work in the UK and you must bring original documents with you to the interview in the form of:

- A passport/national identity card confirming either British Citizenship or European Economic Area Nationality /or a valid work-permit to cover the role applied for ;
- A birth certificate or;
- A document from the Home Office confirming that you are allowed to work in the UK.

If you do not have any of the documents listed above you will need to discuss with the HR Officer who will facilitate an alternative approach.

Verification of Educational/Professional Qualifications

You will be required to provide evidence of any educational or professional qualifications necessary or relevant to the post you have applied for.

Originals or certified copies must be produced. When these are not available, written confirmation of the relevant qualifications should be obtained from the awarding body.

Pre-Employment Health Declaration

All successful applicants upon offer of employment will be required to complete a pre-employment Health Declaration to ensure that they are both physically and mentally fit to carry out the role applied for. Health conditions should be declared to enable the consideration of reasonable adjustments.

Short-Listed Candidates

An online search will also be carried out as part of due diligence on all short-listed candidates.

10 Additional Information

Feedback

We welcome feedback on the quality and scope of our recruitment process.

Our preferred method of receipt is by email to:
recruitment@qphs.co.uk
Alternatively, applications can be posted FAO:
Mrs A Nancollas, HR Officer
The Learning Trust,
Queen's Park Road
Handbridge
Chester
CH4 7AE

CLOSING DATE for applications: 9am on Monday 3rd June 2024.
Interviews to take place on Monday 10th June 2024.



11 Safeguarding

The Rehabilitation of Offenders Act

The Rehabilitation of Offenders Act allows for a person who has been convicted of a criminal offence involving a sentence of not more than 2.5 years imprisonment and who has since lived trouble free for a specified period of time (related to the severity of the offence) to be treated as if the offence, conviction or sentence had never occurred. This is known as a spent conviction.

This job is one of those to which the provisions of the above Act in relation to spent convictions, do not apply. Applicants must therefore disclose whether they have any previous convictions, whether or not they are spent.

Should an applicant have a criminal conviction, this will be discussed in confidence at interview. However only convictions that are relevant to the job in question will be taken into account. Failure to disclose any conviction could lead to an application being rejected, or, if appointed, may lead later to dismissal.

People who have convictions will be treated fairly and given every opportunity to establish their suitability for the job, all applicants will be considered on merit and ability.

Any information that you give will be kept in strict confidence and will be used only in respect of your application for the job.

Disclosure and Barring Service (DBS)

Successful applicants will be asked to apply for a Criminal Record Check (Disclosure) from the Disclosure and Barring Service.

This job is subject to an Enhanced disclosure which provides details of all convictions held on the Police National Computer, including current and spent convictions as well as details of any cautions, reprimands or final warnings. If a job involves working with children, the disclosure will indicate whether information is held on government department lists. There is an additional level of check which also includes a check on local police records.

A copy of the Disclosure and Barring Service Code of Practice is available on request. Further information about the Disclosure scheme can be found at <https://www.gov.uk/disclosure-barring-service>

Our Governors:

Mr S Miller (Chair)

Mr Matthew Prestshaw
(Co-opted Governor)

Mrs K Brown (Principal)

Ms Abbey Peers (Staff
Governor)

Ms Clare Guest (Parent
Governor)

Mrs L Fielding (Parent
Governor)

Mr Jody Bonser (Co-opted
Governor)

cis

