



ST MARY'S CALNE

# TEACHER OF GERMAN

(WITH OPTIONAL FRENCH)

PART-TIME  
SEPTEMBER 2024

APPLICANT PACK





Acting Head: Mrs Diana Harrison  
MA (Cantab), PGCE (Bristol), CPP (Roehampton)

A recognised leader in the field of girls' independent boarding education, St Mary's Calne has approximately 360 girls aged 11-18, including 120+ girls in the Sixth Form. Results in public examinations are consistently excellent, with almost all of the girls going on to university, several each year to Oxbridge, to read a wide variety of subjects. As well as innovative teaching, learning and scholarship, St Mary's offers outstanding pastoral care and a vibrant, warm community.

We are looking for an experienced, enthusiastic and inspirational graduate MFL Teacher. The role comprises 0.25 FTE German teaching, initially either KS3 or KS5 (depending upon experience) with additional hours available for conducting German conversation lessons from Year 10 upwards. Further hours are also available for those who can offer French as a second language, ideally with the ability to teach up to IGCSE level.

St Mary's is committed to safeguarding and promoting the welfare of pupils. Due to the nature of the work involved, the successful applicant will be required to undertake an Enhanced DBS check.

We are an equal opportunities employer and committed to ensuring all applicants will be treated in a fair and equal manner and in accordance with the law regardless of gender, marital status, race, religion, colour, age, disability or sexual orientation.





# THE SCHOOL: ITS ETHOS AND AIMS

St Mary's Calne believes in excellence in all respects. As a school community, we thrive amidst a culture of strong expectations and the education which we provide nurtures and develops the concept of high performance. The principal aim is to develop well-rounded pupils who are equipped to excel as adults.

Whilst the achievement of top quality examination results is a central tenet, since these will be a key passport for the girls in the path to their future careers in the modern world, we seek to encourage everyone (girls and colleagues) to strive for excellence in a wide range of spheres. We aim to inculcate habits for life, enabling the girls to relish the prospect of hard work; to develop and deploy the necessary qualities of perseverance and determination; to learn how to do well; to acquire the belief and self-confidence that they are capable of high performance and success – both in the short term and in the future; to instil a sense of desire and an appreciation that the future, indeed their future, lies within the grasp of their own efforts.

Co-curricular opportunities beyond the classroom are a vital and integral part of life for girls at St Mary's Calne. They are woven into the timetable during the day, in the evenings and at weekends. We believe that both boarders and day girls benefit from all aspects of the strong boarding ethos of the school.



Our latest Co-Curricular  
Booklet & Weekend  
Programme





# THE SCHOOL VALUES

## AMBITION

Deliver a tailored and specialised curriculum to inspire a love of learning and enable our students to achieve top class academic results

Guide and support every student to challenge themselves and reach their full potential

Prepare our students for higher education, careers, leadership and the challenges of a fast-changing global world



## COMMUNITY

Be a vibrant, warm, open and inclusive community, where boarders and day students live with empathy and respect

Encourage our students to become proactive, engaged citizens who make a positive difference to the world

Connect, collaborate and communicate with our dynamic, supportive and extensive alumnae network



## INNOVATION

Spearhead research and practice in adolescent development

Foster creativity in the arts and sciences, encouraging freedom of thought and self-expression

Embrace new developments in technology to prepare our students for the future



## OPPORTUNITY

Deliver a breadth of academic and co-curricular opportunities to meet each student's ability, needs and interests

Create opportunities for adventure, exploration and discovery for all members of our community

Provide opportunities for girls from diverse backgrounds who would benefit from a St Mary's Calne education



# BENEFITS OF WORKING AT ST MARY'S CALNE

St Mary's Calne offers an enriching working environment within the beautiful Wiltshire countryside, with easy transport links to Bristol, Bath and London. The school is set in its own attractive 24 acre grounds, shared with St Margaret's Prep School.

The benefits of working at St Mary's include:

- Competitive salary, based on the school's own pay scale.
- Generous Pension Scheme (APTIS).
- Excellent and tailored continuing professional development within the department and across the school.
- Highly motivated pupils taught in small groups.
- Discounted membership of the on-site [St Mary's Calne Sports Club](#) which offers a variety of fitness classes including yoga, pilates, zumba and spinning, as well as use of the gym and pool.
- School Fee remission for daughters educated at St Mary's Calne (day or boarding for ages 11-18), and for sons or daughters educated at [St Margaret's Prep School](#) (day school and nursery for ages 2 to 11).
- Complimentary meals in the Dining Hall during term time.
- Free on-site parking.
- Employee Assistance Programme offering free services and access to experts to aid professional and personal life, such as legal and finance advice, and health, well-being and medical support.
- Access to [the School Library](#) and the School Shop.

St Mary's Calne is an HMC member School. HMC schools are world-leading independent schools. To find out more about what it's like to teach at an HMC school, visit: [www.hmcteachingcareers.org.uk](http://www.hmcteachingcareers.org.uk)



# EXPECTATIONS OF ACADEMIC TEACHING STAFF

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Most importantly, we are looking for an enthusiastic, energetic and well-qualified teacher who will inspire their pupils and who can engage sympathetically with young people. They will: make an active contribution to the department; stretch pupils of all abilities to achieve their potential; encourage pupils to learn by making the subject taught both interesting and accessible; be innovative and dynamic in order to ensure the effective delivery of the curriculum. Our pupils' success in acquiring new abilities, skills and understanding depends crucially upon the quality of teaching which we are able to offer.

St Mary's School has an innovative approach, incorporating Connected Teaching and Learning. This is based around four pillars.

**Connected across subjects:** developing interdisciplinary thinkers with the ability to transfer skills and knowledge.

**Connected digitally:** using IT to enhance learning.

**Connected with teachers:** to foster a love of learning.

**Connected with the wider community:** collaborating with universities, other institutions and professionals to create opportunities for real world learning.

These four pillars are connected to our broader academic philosophy of 'Academic Buoyancy', the capacity to overcome setbacks, challenges, and difficulties that are part of everyday academic life. By fostering academic buoyancy pupils will leave St Mary's with five key strengths that will prepare them for the academic and wider challenges beyond school: Confidence, Coordination, Control, Composure, Commitment.

All members of staff are expected to commit to the boarding ethos of the school which includes supporting the extra-curricular life, as well as taking on the role of a House tutor within a boarding House on one evening a week. This provides a key interface between the specific academic work of the classroom and the broader life of the boarding community.

In particular at St Mary's, we pride ourselves on our focus on the needs of individual girls. This is underpinned by the tutorial system in which all members of the academic staff play a full part, looking after a number of Tutees in different year groups; these tend to be drawn from the particular House in which each member of staff tutors.





# TEACHING STAFF

## ROUTINE DUTIES AND COMMITMENTS

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St Mary's School holds all teaching staff to the highest standards in accordance with DfE guidance on teacher standards:

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

In addition, a full-time member of teaching staff can expect:

- To teach 20 lessons per week; staff are expected to be in school for 28 out of a total 33 lessons (so they are available for cover and other duties) this allows staff to have a morning and afternoon off). Part-time staff members are expected to be in school for the same proportion of non-contact time as teaching time.
- To be on the premises to check pigeonholes and daily information boards before the start of school.
- To check email at several points during the day.
- To set and mark work in accordance with Departmental guidance.
- To invigilate, set and mark internal exam papers.
- To prepare girls for public examinations as appropriate.
- To write reports and grade sheets in accordance with the guidance issued by the Deputy Head Academic.
- To be a Tutor to a number of girls up to a maximum of eight (though this does not apply to a HsM).
- To take a share in cover and other duties.
- The equivalent of one day off per week, made up of either one full day or two half days (e.g. one Saturday morning and an afternoon). However, staff should be in school on the first and last day of term, even if this falls on their allocated day off.
- To be a House Tutor with an evening duty once a week (though this does not apply to a HsM).
- Evening, weekend and other duties allocated by the Senior Deputy Head or Deputy Head Pastoral.
- To be in school for the part weeks at the beginnings and ends of terms as CPD frequently takes place at this time.
- To be a member of a Company and attend Company events.
- Cover for absent colleagues as required.
- A salary will be paid at the appropriate point on the St Mary's Pay Scale. For all new members of staff, the first six months of employment is a trial period for both parties. The normal one term's notice to terminate the contract is not applicable until after that period.



All members of staff are expected to have proper regard for the school's safeguarding policy and procedures, including update training.

The above applies to part-time teaching staff on a pro-rata basis.

# THE MODERN FOREIGN LANGUAGES DEPARTMENT

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The Modern Foreign Languages Department offers French, Spanish, German, Mandarin and Italian. There are currently five full-time and four part-time teachers with three language assistants. The department is assisted by native speakers who deliver French, German, Spanish, Italian and Mandarin conversation.

All girls joining St Mary's in the LIV Form (Year 7) choose one language from a choice of two: French and Spanish (3 lessons per week). Girls commit to studying this language for their first two years at the school. In addition, they are all introduced through a taster course to Mandarin language and Chinese culture in small groups for one period per week. Mandarin is taught in mixed ability groups.

In the MIV Form (Year 8) all girls continue with their chosen language and may pick up a second (from French, Spanish, German or Mandarin), and have two lessons per week in each language studied.

In the UIV Form (Year 9) all girls study at least one Modern Foreign language and many study two. According to their choices, the girls continue with French, continue or begin Spanish and/or may continue or begin to study German and Mandarin. There is no beginner's class in French.

In the LV Form (Year 10) girls must choose to study at least one Modern Foreign Language to public examination level but many opt for two; they continue with their chosen language(s) in the UV year (Year 11). Girls are prepared for the Pearson Edexcel IGCSE (GCSE in Mandarin). All linguists from this stage upwards attend weekly conversation lessons in small groups with native speakers.

At Sixth Form level, French, German, Mandarin and Spanish are offered to A Level (all languages use the Edexcel Board specifications). Girls usually attend six class lessons and one conversation lesson with a native speaker.





We introduce the girls to the culture of the countries where the languages are spoken and try to ensure that the study of languages will give them both enjoyment and satisfaction, whilst providing appropriate academic challenge and stimulation. We encourage the girls to visit the countries where the target language is spoken and aim to provide opportunities to enable them to do so. To this end we organise study trips to France, Spain and Germany. In addition, we run a number of other local trips (to the cinema and theatre) and activities (workshops) to enrich the girls' learning.

## PERSON SPECIFICATION

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### Qualifications, skills and experience

- Fluent in German/native, or near native speaker proficiency.
- For a native language teacher, minimum GCSE English or equivalent.
- A strong academic background and Qualified Teacher Status (desirable).
- Up to date knowledge of German developments for pupils 11-18.
- Ability to employ a variety of effective teaching strategies to effectively implement the curriculum.
- An empathetic, enthusiastic and well-presented person, capable of inspiring confidence in pupils, parents and staff.
- Ability to: work flexibly to fulfil the requirements of the post; prioritise; work calmly under pressure and respond positively to changing demands.
- Excellent interpersonal and communication skills with very good written and spoken English.
- Excellent organisational and time management skills; competency in the use of ICT for administration and teaching purposes.
- An understanding of the expectations, ethos and aims of a full boarding school.
- Committed to the safeguarding and wellbeing of children and young people.

### Desirable requirements

- Experience of preparing pupils for Oxbridge entrance.
- Awareness of the requirements of the relevant GCSE and A Level specifications.
- Ability to teach KS3 French as a second language.



# FURTHER DETAILS AND HOW TO APPLY

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Research tells us that applicants (especially those from under-represented groups) can be put off from applying for a role if they do not meet all the criteria. If you think you would be a good match for this role and can demonstrate some transferable experience please apply, regardless of whether you tick every box.

Further information about the school may be viewed on the website:  
[www.stmaryscalne.org](http://www.stmaryscalne.org)

In order to ensure that all applicants are assessed equally and fairly, and to ensure compliance with our safer recruitment procedures, applications will only be accepted on a school application form which can be downloaded from the Vacancies page of the school website or can be sent on request from:

**Mrs Karen Turner**

**Email: [teacher.recruitment@stmaryscalne.org](mailto:teacher.recruitment@stmaryscalne.org)**

**St Mary's School, Calne, SN11 0DF**

**Tel: 01249 857 200**

A fully completed application form, together with a covering letter explaining your suitability and/or vision for the role, should be sent to the above email address.

Receipt of an application will be acknowledged as soon as possible.

**Closing date for applications: Midday, Wednesday 1st May 2024**

**Proposed interview date: Wednesday 8th or Friday 10th May 2024**

All members of staff are expected to have proper regard for the school's safeguarding policy and procedures which includes undertaking necessary training. An enhanced DBS check is required for every member of school staff, this will be carried out by the school on appointment of a new staff member. For information, extracts from the school's Child Protection policy are appended on the final page of this document.





# EXTRACT FROM ST MARY'S CALNE

## CHILD PROTECTION POLICY

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**St Mary's Calne fully recognises its responsibilities for Child Protection.**

We are dedicated to safeguarding and promoting the welfare of our boarders and day girls, regardless of age, ability, race, culture, religion, sexuality or background. We follow the child protection procedures set out by the Wiltshire's Safeguarding Vulnerable People Partnership and have regard to statutory guidance issued by the Department for Education Keeping Children Safe in Education, 2023 and are aware of our obligations under the Human Rights Act 1998 and Equality Act 2010. Our child protection policy takes full regard to Working Together to Safeguard Children 2018 (WT), What to do if you are Worried a Child is Being Abused (2015) and the National Minimum Boarding Standards (2022).

At St Mary's Calne we have a 'Nominated Governor' to take leadership responsibility for the school's safeguarding arrangements.

### **What is safeguarding?**

Safeguarding can be defined as promoting the physical and mental health, safety and welfare of all pupils.

Safeguarding is the responsibility of all adults, especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all relevant agencies to reduce risk and promote the welfare of children.

Staff:

- are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned
- should always act in the best interest of the child.

### **What is child protection?**

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.

