



Alcester Grammar School



Head of French

1.0 FTE

(MPS/UPS) + TLR 2c £3391p.a.

September 2025

Welcome from the Principal



Thank you for showing an interest in working at Alcester Grammar School. AGS is truly a special, unique and outstanding institution that offers a **rich, ambitious curriculum** and a **broad all-round education**, supported by **outstanding pastoral care**. We are looking to appoint a **passionate linguist** who can both convey a real enthusiasm for the subject and contribute fully to the [school's wider aims and vision](#). I very much hope that this booklet, in conjunction with our [website](#), will help you to understand both the specific advertised role and the school more widely.

At AGS we know and understand that our staff are key to our success. As Principal, I promise every member of staff appointed to AGS every support I can offer. If you would like to talk through the post prior to application, then please don't hesitate to contact me at r.thorpe@alcesterags.com. Tours of the school can also be arranged - we would be delighted to show you around.

Thank you again for your interest in the post – please don't hesitate to get in touch

R Thorpe

*Nurturing aspiration, achievement,
and opportunity for all*



Rachel Thorpe - Principal

Why work at AGS?



Why do AGS staff generally stay so long and describe the school as the best that they have ever worked in?

- At AGS teachers have the **freedom to teach**. Students have a thirst for learning, they are highly motivated and engaged. Teaching at AGS is **fun and rewarding**.
- A culture of **professional autonomy** and a supportive staff - you join a real '**AGS Family**'.
- We recognise that our staff (like our students) have other commitments away from school and are entitled to a **healthy work-life balance** and we support our staff with family or other commitments wherever possible.
- **High quality bespoke CPD** is provided for all staff - we are committed to supporting professional development.
- We are located in a highly convenient location in South Warwickshire, just over half an hour's drive from Birmingham and easily commutable from Worcester, Stratford, Coventry, Warwick or Cheltenham. It is a **beautiful part of the country** with superb amenities and eminently affordable housing. Anybody joining us is likely to see not just a significant increase in the quality of their professional life, but a commensurate increase in the quality of life outside of school.
- Free **onsite parking, onsite gym and multi-faith prayer room**



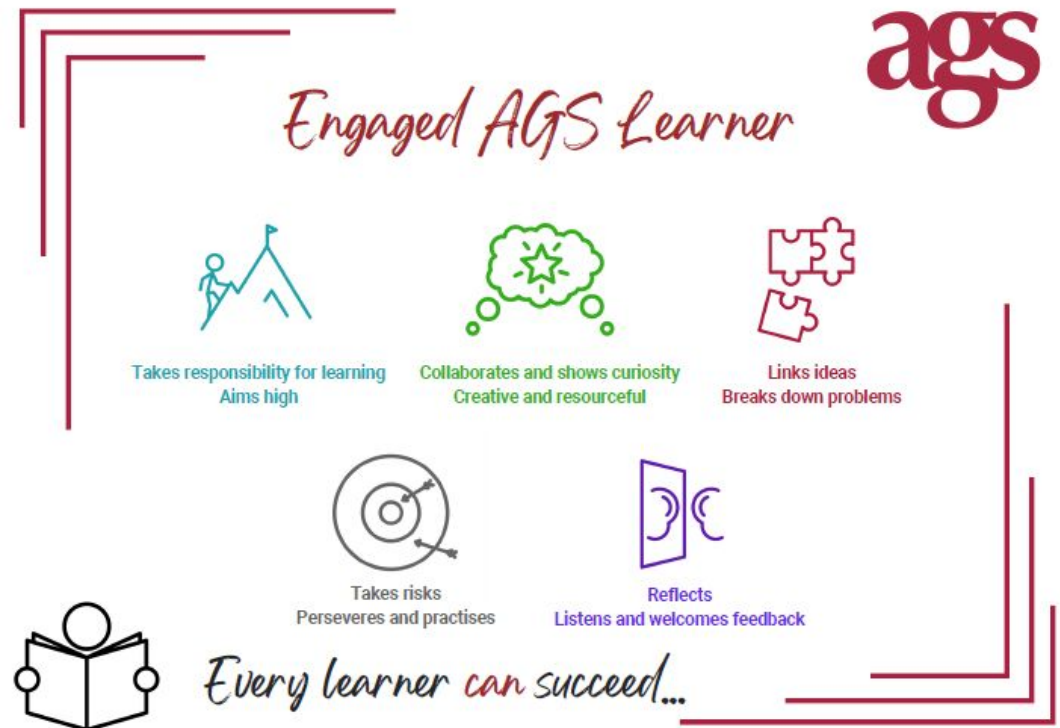
Learning at AGS



AGS is a unique and special place to learn. We take a holistic view of learning, emphasising the rewards of deep understanding of the subject, instilling a love of learning and its challenges. Our curriculum is knowledge rich, however we are equally committed to the development of specific learning skills, as shown in our definition of an 'Engaged AGS Learner'.

Our vision is to give each of our students the best possible future, and our curriculum is at the heart of this ambition. More information on our KS3 and KS4 curriculum can be found [here](#), whilst details of our 6th Form curriculum can be found [here](#).

At AGS we ask staff as well as students to be 'lifelong learners', hence our commitment to bespoke CPD for all staff.



Pastoral at AGS

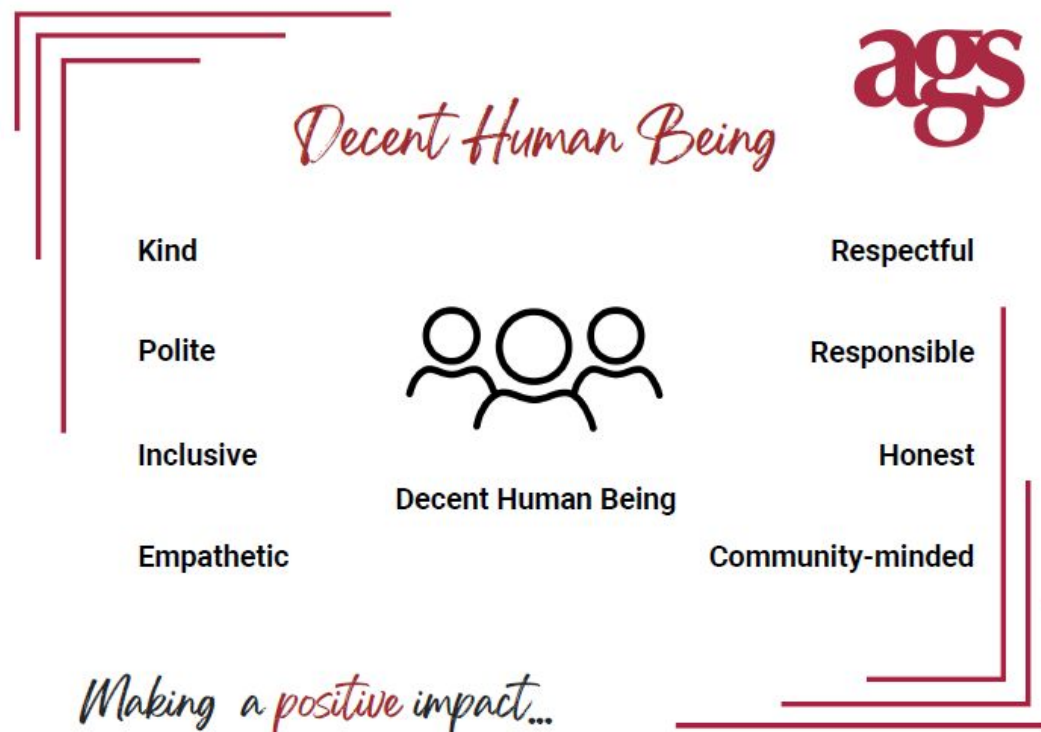


Pastoral care at AGS is second to none. Students are well supported by both the 7-11 and 6th Form Hubs - and all teaching staff play a vital role as a Form Tutor.

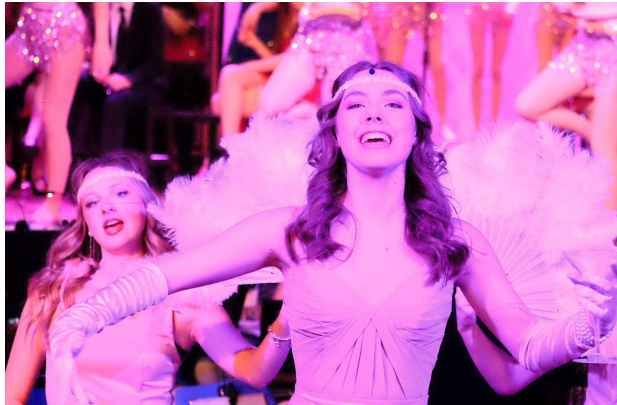
A key part of what makes AGS special is our commitment to developing 'DHBs' - Decent Human Beings. As a school we have recently worked to define this, as shown opposite. These traits are the focus of a strong assembly programme, that also aims to link seamlessly with our PSHE, Life Programme in the 6th Form and excellent Careers provision.

At AGS we are a fully inclusive school - Ofsted recently noted that pupils 'treat everyone with courtesy and respect those with different lifestyles and backgrounds. Pupils have a strong understanding of equality, diversity and inclusion. They accept that individuals can be themselves'.

Student voice is important at AGS; the Student Senate meet half termly to feed back to SLT.



Opportunities at AGS



AGS offers a wide variety of extra and super-curricular opportunities beyond the classroom. We believe that all our students should have the opportunity to develop new skills and find different interests and hobbies. Taking part in clubs is also a wonderful way to make new friends and have fun with others who share similar interests.

Students are able to take part in a wide range of sports, music and drama opportunities as well as variety of co-curricular and fun clubs and societies. These are led by staff in their specific field of expertise and/or interest area and a number of clubs are also initiated and run by our students themselves.



As a staff member joining AGS, it is an expectation that you will play a full role in all areas of school life - not just in the classroom. In return you can expect opportunities to travel the world on our significant number of international trips, to work with students in new and creative ways and to share your own passions (often outside your subject area) with our curious and committed students.

The Department



Students at Alcester Grammar School study two languages in Years 7 & 8, then most specialise in a single language from Year 9 upwards.

Year 7 receive four hours of each language per fortnight, in Year 8 this is 3 hours per fortnight.

In Year 9, students specialise in their chosen language and receive four hours of lessons per fortnight per language.

There is no such thing as a 'first Modern Language' at Alcester Grammar School due to the equal time allocation for each language in Key Stage Three.

Almost all students study one language to GCSE level, with a handful choosing to study both languages. All languages deliver the AQA GCSE course.

In the Modern Languages department, we make use of the core course books (Studio, Stimmt, Viva and Claro 2 in Key Stage Three and AQA GCSE 9-1 Kerboodle in Key Stage Four) and accompanying online resources. In addition we use a number of other materials including various internet resources, subscriptions to useful websites, apps, authentic extension and support material, vocabulary guides and resources developed within the department.



The Department



In the sixth form, students may choose French, or Spanish. These are popular subject choices both with students who come from our own Year 11 and with the many students who join Year 12 from other schools. Several students in the sixth form are dual linguists. We have a very good record of success at A level and a number of our students each year go on to pursue language related courses at university. Our sixth form students regularly support several of our younger classes in the department. In the sixth form, we use the AQA A Level courses for French and Spanish, supported by the Kerboodle online material which students can access at home. In addition, we encourage self-study through a personal reading log and a wealth of further resources. We have established schemes of work and assessment across all year groups and operate very well as a team, where staff are encouraged to innovate in an atmosphere of mutual support.



We currently operate regular visits to Europe as part of the Year 8 enrichment week. For those taking French or Spanish at A Level, there is the opportunity to take part in work experience programmes to France and Spain. We are constantly seeking new ways to promote Modern Languages. We have our “Language Leaders” programme in school and a sixth form “Lang Soc.” We regularly host and train ITT students and participate in events and competitions led by universities.

Above all, we are looking for a leader and teacher who has a genuine passion for their subject, for engaging our students in learning and inspiring them to achieve their potential.

Person Specification



It is expected that the successful applicant will be able to fulfil the following criteria:

Qualifications/Ability and Experience :

- QTS and a good honours degree in a related subject
- Ability to teach French across KS3, KS4 and KS5
- Sufficient experience to lead others in the curriculum area

Relationships:

- A commitment to students as individuals
- A sensitive attitude to students of all abilities and ages and the ability to differentiate teaching to meet the needs of the most able and those with Special Educational needs
- An ability to create a stimulating and challenging learning environment for students
- A recognition of the importance of partnership with parents
- A supportive and cooperative approach to colleagues

Personal Characteristics

- A commitment to the AGS ethos
- A commitment to safeguarding children's well being and to working within professional boundaries
- A willingness to continue learning and developing as a teacher
- A reflective approach to their own practice and to the overall performance of the department
- Hard working and adaptable
- Happy to work independently or in collaboration
- Able to carry initiatives through to their conclusion
- Friendly and approachable
- Emotionally and self-aware
- Well organised and able to meet deadlines
- Demonstrate a passion for the subject and an ability to enthuse students of all ages
- A commitment to playing a part in the wider life of the school

Person Specification



Head of Department Responsibilities (All Heads of Department):

- develop, lead and implement policies and practices throughout the school that reflect the school's ethos and commitment to high achievement through effective teaching and learning.
- produce, maintain and regularly review the departmental curriculum maps, self-evaluation forms and development plans, including analysis of examination results & achievement data.
- use performance data to evaluate students' progress and, with appropriate colleagues, set targets or intervention/ improvement for groups of children.
- use performance data to identify areas of strength/weakness in teaching and take steps to spread good practice/address weaknesses identified with relevant colleagues.
- motivate and enthuse colleagues and encourage a shared understanding of the contribution the subject can make to all aspects of students' lives and to the wider school vision.
- carry out the performance management of the team, oversee any delegated responsibility for this and support the professional development of members of the team.



Person Specification



Head of Department Responsibilities (All Heads of Department, continued):

- hold regular, minuted departmental meetings with a focus on improving teaching & learning.
- support the team in managing student behaviour and setting high standards.
- monitor the quality of provision within the curriculum area, including sampling students' work, under-taking lesson observations etc. and take appropriate steps to ensure a high standard of provision is in place.
- ensure schemes of work and appropriate assessments are in place. This will require awareness of current trends in curriculum development, teaching techniques and the evolving demands of external examinations.
- actively contribute to whole school priorities, curriculum planning and the formulation of the school development plan.
- monitor the departmental budget and bid for curriculum development innovations.
- take charge of Health & Safety issues within the Department.
- liaise with the schools examinations officer to ensure the accurate entry of students for external examinations.
- liaise with partner schools to ensure pupils' progress between phases is smooth & uninterrupted.
- oversee the effective running of an exciting extra and super-curricular programme.

Safeguarding and Equal Opportunities



Safeguarding

Alcester Grammar School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

Equal Opportunities

Alcester Grammar School is committed to developing a culture of inclusion in our school for the benefit of all staff, pupils and governors. We believe that all staff should thrive irrespective of race, religious beliefs, disability, gender, gender identity, and sexual orientation. We recognise and respect values and difference and we work to remove any barriers which inhibit the development of people, including recruitment and retention.

