

# Parkfields Middle School



*to flourish, learn and grow*



Teacher of  
Modern Foreign Languages  
Information Pack



We welcome applications from all suitably qualified people regardless of their race, sex, disability, religion/belief, sexual orientation or age.

Parkfields Middle School is committed to safeguarding and promoting the welfare of children and young people. This post is subject to an enhanced disclosure application to the Disclosure and Barring Service (DBS). CVs will not be accepted for any posts based in schools. We are an Equal Opportunities employer.



# Parkfields School

FLOURISH, LEARN AND GROW

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# Teacher of MFL (French) MPS/UPS

For suitably  
experienced  
candidates we may  
also offer:

SUBJECT LEADER FOR  
MFL TLR 2A (£3214)



For September 2024, we are seeking a full-time, qualified teacher of MFL at this 9-13 middle school. If successful, you will teach French across the school, but particularly in Years 6-8. Modern Foreign Languages, both lessons and extra-curricular, play a very important part in the life of the school and you will have the opportunity to contribute to and develop this further.

This post offers an exciting opportunity for a newly qualified teacher or for someone looking to broaden their experience in an innovative and high achieving school. The opportunity for a Teaching and Learning Responsibility for Subject Leader for MFL will be available to the right candidate.

Parkfields has 470 children and includes a hearing impaired provision. The school was inspected in March 2019 and was judged that it continued offering a high standard of education. This followed an 'Outstanding' grading in 2008 and 2012 as well as a Section 8 inspection in 2016.

We also offer:

- Engaging, friendly and well-motivated children
- A pedagogical focus
- A broad range of facilities
- A supportive working environment

**Closing date: 2nd September 2024    Interviews: Early September**

Interested candidates are welcome to contact Mrs Louise Reynolds (Business, Operations and Data Manager)

Email: [lreynolds@parkfieldsschool.co.uk](mailto:lreynolds@parkfieldsschool.co.uk)

for further information or to arrange a visit

Applications via:

<https://mynewterm.com/jobs/109662/EDV-2024-PMS-91590>

Please note that earlier applications would be welcomed and shortlisted candidates **may be interviewed before** the closing date.

# A warm welcome...

From Mr. James Hughes, Headteacher, Parkfields Middle School

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Dear Applicant,

Thank you for your interest in the post of Teacher of MFL (French) at Parkfields. This post offers an excellent opportunity for someone looking to develop their career as part of a strong and supportive team.

Parkfields is a wonderful school where everyone works together to achieve the very best for all the pupils who attend and truly reflects our motto, 'Flourish, Learn and Grow'. In staff we appoint, we look for that much undervalued quality of humanity, along with an acceptance that young people will always make a few mistakes – and that it is our job to ensure that they learn from them.

Visits to the school are welcome and strongly encouraged. If you would like to arrange a visit, please contact the school office on 01525 872555 to arrange a suitable time and date.

A person specification and job description are included below. Please note that only candidates who fulfil the essential requirements will be shortlisted; therefore, please ensure you refer to the components of the person specification in your application form. You can find much more information about the school and our ethos on our website [www.parkfieldsschool.co.uk](http://www.parkfieldsschool.co.uk)

During the selection process, each candidate's fulfilment of the requirements will be evaluated using a variety of tools and the process will also include an assessment of your suitability to work with children. The school is committed to safeguarding and promoting the welfare of children. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure, references and medical clearance.

Your current or previous employer will be contacted as part of the verification process. If you are short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

If you have not heard from us by Monday 1st July, please assume you have not been short-listed. May I thank you for your interest and wish you good luck in the future if you do not hear from us.

Yours sincerely

Mr. J L Hughes





## Why work at Parkfields Middle School?

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Parkfields Middle School is based in Toddington. The school benefits from modern facilities including spacious, light classrooms, all of which are fully equipped with smart screens or televisions. The school also enjoys science, sports, music, technology and arts facilities. Staff often remark that Parkfields is a great place to work. Staff retention is very high which we think reflects the supportive and friendly environment in which we work. The children are hardworking, capable and diligent. New staff to the school often remark that they enjoy working in an environment where children want to learn. Our values ensure that pupils flourish in an environment that fosters their academic progress and broader social development exceptionally well.

Parkfields Middle School also offers staff:

- A friendly working environment
- Supportive and caring colleagues
- A positive attitude to staff well-being and mental health
- Preferential admission for qualified children of staff (some restrictions apply)

- Excellent opportunities for professional development
- Access to regular staff social events

### Why work in Toddington?

Toddington is situated in rural Bedfordshire in the Chilterns Hills, which has been declared an 'Area of Outstanding Natural Beauty'.

Toddington has a variety of historic buildings dating from the 13th century onwards. The school is based on Park Road just up from the village centre. Toddington has a range of shops, sports facilities, walking trails, pubs and restaurants whilst being only 45 minutes away from central London and all that it has to offer.

Nearby Harlington has a train station offering fast and frequent commuting into King's Cross St Pancras. We are also within easy distance of the M1, A5 and Luton Airport.

The surrounding areas of Toddington are affordable places to live with many staff members commuting from Leighton Buzzard, Flitwick, Ampthill and Bedford and of course Toddington itself.

# Foreign Languages at Parkfields

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## Introduction

Currently, French is taught to all pupils in Years 5 - 8. They join us having done some key learning in the feeder lower schools, which allows us to build and develop strong language learners. There is an inclusive approach to teaching the subject to all, including those with special educational needs. We use a wide range of techniques and resources to engage and develop understanding, both of grammar and vocabulary.

There is currently one specialist teacher of French who is responsible for Key Stage 3 and other staff, who are able to deliver the subject in Key Stage 2. There are children and staff who can speak several languages and we are eager to celebrate and harness this diversity.

We are keen to see languages used across the curriculum and play a full role in the annual Arts' Festival, Music concerts and other activities, particularly during whole-school cross-curricular days. We are always looking for other ways to celebrate and develop this aspect of our work further.

## Accommodation and Resources

The Languages department is accommodated in the main building. There is a specialist teaching room for languages which is well equipped with an interactive screen and a sound-field system, which makes speaking and listening work accessible. From September, we will have a class set of chrome-books, with headphones to further develop the teaching and learning within school and support home learning as we use G-suite, including Google Classroom. This means we are able to develop each of the skills (listening, speaking, reading, writing) to an excellent standard and help them engage with challenging texts and ideas as well as have command of the grammar and how to learn effectively.

There will also be a 'boules' course to use in the school grounds during lessons and break times.

Resources we use include some of the following:

- iPads/Chromebooks and a range of language apps
- green screen technology for creating 'real' speaking opportunities
- puppets
- talking dice
- card games / flashcards
- subject specific DVDs/films/courses

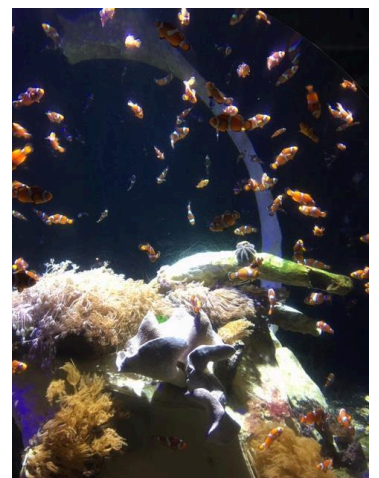
We also work very closely with our Trust Schools to deliver a well-sequenced and aspirational curriculum, sharing and developing resources collaboratively.

## Extra-Curricular Activities

The School has a reputation for excellence in its extra-curricular activities and there is great enthusiasm amongst the pupils for a range of opportunities on offer. This year, there has been Latin offered after school and we like to develop our Year 8s as Language Leaders, working within the school and going to lower schools. In previous years, they have promoted European Languages Day, created, taught and performed a pantomime in French, run a French café at Arts' Evening and run clubs for other pupils (French, Spanish, German).

## Trips and Visits

There has been an annual visit to northern France for Year 8 children. The theme for this has been 'Food' and has included visiting a bakery, cheese farm, sweet factory and creating a meal from food purchased at the market.



# Parkfields Middle School

## At a glance



**1963**

School  
Founded

Staff years of  
experience  
working at

Parkfields:

**659**

Current staff  
have worked  
10+ years at  
Parkfields: **17**

Number of children: **470**

Teaching staff: **27**

Support staff: **43**

Number of  
Grade 1  
Ofsteds in a  
row: **4**

Staff  
promoted  
internally in  
past 2 years:  
**5**

Average number of  
extra-curricular  
clubs and societies  
per term **40**

**Residential trips:**

Conover Hall, France, Cornwall,  
Calshot, Skiing

**Well-being:**

Staff sport, Tuesday Tea,  
Christmas Party, Well-being  
Board, Staff Tea and Coffee

**Staff development:**

- SCITT, ECT, Leadership  
programmes, shadowing,  
coaching, NPQs,  
apprenticeships

# Making an application



Berkfields School  
'flourish, learn and grow'

The purpose of the selection process is to assess your suitability for the post and give both the panel and yourself an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information. The interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

## How to apply

To apply for this position, please use the link:

<https://mynewterm.com/jobs/109662/EDV-2024-PMS-91590>

## Short-listing

Applications will be assessed based on the information provided on the application form; only those best fulfilling the criteria for the role and the person specification will be shortlisted.

Subject to the number of applications, short-listing may take place before the deadline for applications has passed.

If you have not heard from us within three weeks of the closing date, you can assume that your application is not being progressed on this occasion.

## Interview

Short-listed candidates will be interviewed initially informally by a member of the senior team.

Candidates will also be given a tour of the School, and there will be a chance to meet members of the department informally.

The interview will also include a lesson sample for teachers or administration task for support staff.

Selected candidates will then be formally interviewed by the Head and other members of the School management team.

## Sample Lesson

Teaching Candidates invited to interview in person will be expected to prepare and deliver a sample lesson of one hour, which will be observed by the Head of Department or Subject Leader. Details of the material to be covered will be sent in advance.

Candidates are advised to avoid trying to cover too much in the lesson, but to have enough material to fill the time available: pupils at the school are of differing degrees of high ability and will expect to be involved in lessons that challenges them.

## Admin. Task

The interview process for support staff will include a skills test which is relevant to the role in which you are interviewing for. These will be completed using Google docs and Google sheets, which are very similar to Microsoft Word and Excel. We will provide the equipment needed for these tasks.



# Job Description - MFL Teacher

## Qualified Teacher

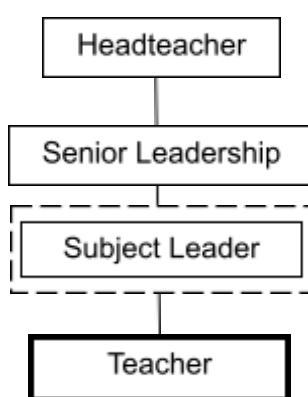
Responsible to: Headteacher  
Grade: MPS/UPS  
Hours: Full-time

This job description may be amended at any appropriate time, following consultation between the Headteacher and the Teacher, and will be reviewed annually. Priorities for the year will be negotiated and highlighted.

### Core purpose of post:

- To provide a high quality educational experience for pupils
- To contribute to the delivery of the School Plan, supporting the Values based ethos, aims and vision of the school

### Organisation chart:



### Safeguarding Children and Young People

The SCHOOL is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment.

Appointment to this post will be subject to the following pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Professional Registration (for qualified teaching staff)
- Disclosure and Barring Service (DBS) (for all staff and volunteers)
- References (these will be sought before interview)

A start date for successful job applicants will not be confirmed until clearance from all the above checks has been obtained.

Please note that the DBS check will reveal ALL convictions, reprimands, cautions and bind overs even if considered as spent within the Rehabilitation of Offenders Act. As this post is a regulated activity, a DBS check is essential.

### The department currently offers the following:

- A well-developed and resourced scheme of learning, including assessments.
- Pupils who are keen to succeed and willing to participate with positive attitudes to learning.

### The school is looking for the following:

- The ability to teach French throughout the school - the ability to offer a second language would be an advantage.
- Good curriculum knowledge of KS2 and KS3.

- Oversee/Develop learning outside the classroom – links with schools abroad and visits abroad.
- A passion for Languages and a good degree in French, or closely related subject.
- Committed to maintaining and developing the high profile of the Languages' department throughout the school.
- Willingness to take a full part in extended-curricular activities, including day trips. An interest in developing this aspect to introduce children to wider experiences and opportunities.
- Excellent organisational and administrative skills.
- IT skills and experience of using IT in teaching is desirable (including experience in how to use iPads, chrome books, G-Suite, green screen in the teaching and learning of languages).

### **Job purpose**

- To deliver high quality language learning to all pupils across the age and ability range.
- To develop the languages' curriculum.
- To aspire to the highest standards of teaching and be committed to professional learning.
- To consider the well-being of both staff and children.
- To play a full role in the personal development of the children through the pastoral work of the school.

### **Accountabilities**

- To encourage and support the learning of all children including our Hearing Impaired pupils and pupils with SEND.
- To ensure the highest possible standards of behaviour.
- To promote positive values and attitudes.
- To demonstrate professional values and practice.

### **TLR Principal areas of responsibility**

- To promote, monitor and evaluate the delivery of the curriculum and to use data to measure children's progress which contributes to whole school objectives.
- To periodically create a subject improvement plan which contributes positively to the achievement of the school improvement plan and which actively involves all subject teachers in its design and execution.
- To annually review the standards of leadership, learning and teaching in the subject area, consistent with the school's self-evaluation procedures.

### **General duties and responsibilities**

- To carry out the duties of a school teacher as set out in the *School Teachers Pay and Conditions Document* (detailed in paragraphs 1 to 8 below).
- To continue to meet the required standards for Qualified Teacher Status.

### **Knowledge and understanding**

- Have knowledge of and keep up-to-date with the National Curriculum and be aware of current thinking and developments within the subject area.
- Understand how pupils' learning is affected by their physical, intellectual, emotional and social development and understand the stages of child development.
- Select and make good use of IT skills for classroom and management support.
- Be familiar with the school's current systems and structures as outlined in policy documents including the Health and Safety and Child Protection policies.
- Understand and know how national and local comparative and school data including National Curriculum test data can be used to set clear targets for pupils' achievement.

### **Planning, teaching and class management**

- Plan and deliver the teaching programme for all pupils within the class in relation to the subject area.
- Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
- Make effective use of assessment information on pupils' attainment and progress and in planning future lessons.
- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching and learning objectives are met.
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.
- Use a variety of teaching and learning styles to keep all pupils engaged.
- Be familiar with the code of practice and identification, assessment and support of pupils with special educational needs.
- Evaluate your own teaching critically to improve effectiveness. Participate in INSET and CPD and share with others.
- Support the school's pastoral system, within the year group, class and with individual pupils.

### **Monitoring, assessment, recording, reporting and accountability**

- Assess and record each pupil's progress systematically with reference to the school's current practice, including the social progress of each child and use the results to inform planning.

- Mark and monitor class work and homework, providing constructive feedback and setting targets for future progress.
- Provide reports on individual progress to the Headteacher and parents as required.
- Contribute to the school's performance management / appraisal process.

### **Other professional requirements**

- Establish and maintain effective working relationships with professional colleagues and parents.
  - Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post.
  - Be aware of the need to take responsibility for your own professional development.
  - Maintain confidentiality at all times in respect of school related matters and prevent disclosure of confidential and sensitive information.
  - Play a full part in the life of the school community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise.
  - Comply with school policies and procedures in areas such as assessment, marking, behaviour management, communication with parents, teaching English as an additional language, cover, induction, planning, staff meetings, parental events and code of conduct (Policy 31) in its entirety.
  - Undertake any other duties of a similar level and responsibility as may be required by the Headteacher.
- Paragraphs 1 to 8 below are a Main Pay Range Teachers Responsibilities as set out in Part 6 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document 2013, and as may be amended by subsequent Documents.
- Main Pay Range teachers are required to act in accordance with the school's ethos, policies and practices, under the direction of the Headteacher: If you are an Upper Pay range teacher, you will be required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the school are substantial and sustained and to ensure that you discharge the "Accountabilities" under paragraph 9. If you are paid at the maximum of the Upper Pay Range see the additional "Accountabilities" in paragraph 10.

## **1. Teaching**

- 1.1 Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of pupil attainment, progress and outcomes.
- 1.2 Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils to secure good progress in the subject.
- 1.3 Set and mark work to be carried out by the pupils in school and elsewhere.
- 1.4 Participate in arrangements for preparing pupils for external examinations.

## **2. Whole school organisation, strategy and development**

- 2.1 Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- 2.2 Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- 2.3 Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so. (You will not be required to provide such cover for more than 38 hours in any school year.)

## **3. Health, safety and discipline**

- 3.1 Promote the safety and well-being of pupils in accordance with the school's Child Protection and other relevant policies.
- 3.2 Maintain good order and discipline among pupils in accordance with the school behaviour policy.
- 3.3 Follow the Staff Code of Conduct (Policy 31) in its entirety.

## **4. Management of staff and resources**

- 4.1 Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- 4.2 When required, to contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 4.3 Deploy resources delegated to you in accordance with school policies.

## **5. Professional development**

- 5.1 Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.

- 5.2 Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

## **6. Communication**

- 6.1 Communicate with pupils, parents and carers in accordance with the school ethos, policies and practice.

## **7. Working with colleagues and other relevant professionals**

- 7.1 Collaborate and work with colleagues and other relevant professionals within and beyond the school.  
7.2 Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgment.

## **8. Fulfil wider professional responsibilities**

- 8.1 Make a positive contribution to the wider life and ethos of the school.

## **9. Upper Pay Range Accountabilities**

- 9.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.  
9.2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.  
9.3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject/curriculum areas you teach, including those related to public examinations and qualifications.  
9.4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.  
9.5 Have a more developed knowledge and understanding of your subject/curriculum areas and related pedagogy, including how learning progresses within them than a Main Pay Range teacher.  
9.6 Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.  
9.7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.  
9.8 Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.

## **10. Additional Accountabilities for the Maximum of the Upper Pay Range**

In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:

- 10.1 Play a critical role in the life of the school.  
10.2 Provide a role model for teaching and learning.  
10.3 Make a distinctive contribution to the raising of pupil standards.  
10.4 Contribute effectively to the work of the wider team.  
10.5 Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

# Person Specification - MFL Teacher

Essential	Preferred	Source
<b>Professional Qualifications and Training</b>		
<ul style="list-style-type: none"> <li>• A degree including Qualified Teacher Status</li> <li>• Degree level qualification in French</li> <li>• Recent relevant CPD</li> <li>• DBS Clearance</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualifications</li> <li>• A good Honours degree</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate provided at time of interview</li> </ul>
<b>Experience</b>		
<ul style="list-style-type: none"> <li>• Experience of teaching French to primary or secondary phase</li> <li>• A record of excellent classroom practice ensuring all abilities achieve their potential</li> <li>• Experience of effective involvement of parents in their children's education</li> <li>• Successful implementation of quality assessment techniques to inform teaching and learning</li> <li>• Experience of involvement in transition between year groups</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching French in middle school</li> <li>• Evidence of high pupil achievement</li> <li>• Successful experience working with children from a range of backgrounds and ethnic groups and with a variety of learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• References</li> <li>• Application</li> </ul>
<b>Knowledge, skills and abilities</b>		
<ul style="list-style-type: none"> <li>• Thorough knowledge of curriculum related documents</li> <li>• Knowledge of child development</li> <li>• Knowledge of current developments in languages' education</li> <li>• Knowledge and understanding of the role of a foreign languages teacher</li> <li>• Knowledge and understanding of the school's ethos, vision and general policies e.g. behaviour, safeguarding</li> <li>• An understanding and willingness to reflect and review own performance</li> <li>• Very good oral and written communication skills</li> <li>• Ability to plan, organise, review and adapt</li> </ul>	<ul style="list-style-type: none"> <li>• Direct experience of a school that shares a similar ethos, vision and general policies</li> <li>• Ability to offer other skills (e.g., sport, music, dance, art) that will enhance the ethos of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Teaching observation</li> <li>• Interview</li> </ul>
<b>Leadership qualities and experience – if Subject Leader</b>		
<ul style="list-style-type: none"> <li>• Ability to motivate, support and inspire trust in others</li> <li>• Ability to confront and resolve problems</li> <li>• Ability to manage classroom environment and discipline effectively</li> <li>• Evidence of leading CPD/ITT</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of own strengths and area for development</li> <li>• Potential for further career progression</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>
<b>Personal qualities</b>		
<ul style="list-style-type: none"> <li>• The necessary skills to plan, prepare, assess and keep records effectively</li> <li>• The skills required to help raise standards</li> <li>• IT skills to enhance teaching and as a professional tool</li> <li>• A passion and drive for raising standards of teaching and learning</li> <li>• Positive, energetic, enthusiastic and resilient, thrives on challenge</li> <li>• A caring, compassionate and supportive attitude towards all children and a commitment towards meeting the needs of children of all abilities</li> <li>• Ability to maintain confidentiality</li> <li>• Commitment to personal and professional development</li> <li>• Commitment to whole school improvement</li> <li>• Evidence of consistent teaching and learning</li> <li>• Team player</li> <li>• Self-motivated, enthusiastic and committed</li> <li>• High expectations and professionalism</li> <li>• Well organised</li> <li>• Willingness to undertake appropriate training</li> <li>• Committed to inclusion and equal opportunities for all</li> <li>• Ability to work effectively and flexibility both independently and as part of a team and meet deadlines</li> <li>• An ability to communicate effectively with parents and other members of staff both orally and written</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced IT skills to enhance teaching and as a professional tool</li> <li>• Evidence of teaching and learning considered 'outstanding'</li> <li>• Clear about CPD needs; willingness to undertake appropriate training</li> <li>• Experience of leading an area of the curriculum</li> <li>• A good understanding of work life balance and how to achieve this</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Teaching observation</li> <li>• Application</li> <li>• References</li> </ul>
<b>Other</b>		
<ul style="list-style-type: none"> <li>• Clear educational vision</li> <li>• Committed to school life beyond the classroom</li> <li>• Sense of humour</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>