



IN OMNIA EXCELLENTIA

Teacher of Spanish / French

Post Title:	Teacher of Spanish / French
Type of Contract:	Permanent
Reporting to:	Team Leader of MFL
Salary Range:	MPR/UPR

Perins School, Pound Hill, Alresford, Hampshire, SO24 9BS

www.perins.net recruitment@perins.hants.sch.uk 01962 734361



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Letter from the Headteacher:

Dear Applicant

Thank you for showing an interest in this position at Perins School, part of the Perins Multi Academy Trust (MAT).

The successful candidate will have an important contribution to make to our growing and successful school and I hope that you will find the enclosed information helpful.

Perins school vision is clear: for everybody within our community to “Aspire today: inspire tomorrow”. Our students are supported through their Perins Experience, our name for their learning journey, by a proactive staff team who work closely with our learners to develop “Pride in Perins”, a set of values that drive our students to fulfil the three Perins Rights- Right to Learn; Right to be Respected; Right to be Safe, which are embedded in everything that we do.

Perins places individuals central to everything we do, we are committed to the well-being and professional development of all our staff and determined to provide an excellent education for all our students.

Perins School is a large and successful school in Hampshire, which is Ofsted rated ‘Good’, with up to 1200 students on roll. We are a popular, oversubscribed 11-16 school that is highly regarded locally and nationally, drawing from a wide range of primary and junior schools in the Alresford; Winchester; Alton and Basingstoke areas.

Perins is looking for inspirational members of staff who see working with young people as a vocation. You need to be willing to give of your time to build positive working relationships with our student body, involve yourself in the vibrant life of the school and develop opportunities to assist our learners to succeed.

Our extra-curricular offer is outstanding and participating in the plethora of extra-curricular activities available at Perins has proven to be a wonderful experience for all those involved, one which we hope will remain in the memories of our staff and students for the rest of their lives. We have ensured that through a high-quality provision we are known nationally for our sporting teams and activities with over 650 students regularly participating in sporting events outside of the school day. Over the years, we have also enhanced our provision within creative



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arts. The drama productions have led to a sense of pride rippling through the school – with the Perins Youth Theatre productions being so much more than just a 'bulk standard school production'. This has resulted in Perins reputation, across the wider community growing exponentially with each drama production we have staged, and the positive feedback we receive year-on-year continues to surpass our expectations.

We have the highest expectations and aspirations for every member of our school community, with a broad, challenging, and inspiring curriculum, a robust and caring pastoral system, and a commitment to developing a true love of learning. Through your teaching skills and determination, you will be instrumental in working with other likeminded individuals in a team resolved to develop Perins vision for the future and accelerate our progress. You will have the drive and willingness to assist us in realising the ambitions we have for Perins' future and to take advantage of the opportunities ahead.

Our most recent Ofsted report confirms our status as a very good school. We acknowledge however, there is still a developmental journey ahead of us, with delivery of high-quality teaching and learning is pivotal in our future planning. The Trustees, Local Governing Board, Senior Leadership Team, and I are ambitious for all our students to ensure they experience the most outstanding education and achieve the highest possible outcomes that they can achieve.

I sincerely hope that you find the information provided informative, and that the position is attractive to you. All appointments to our staff are important; however, the appointment of the right staff to secure the continued success of Perins School is essential.

If you feel you are up to the challenge, to embark on this truly exciting opportunity of working at Perins School, with exceptional support provided by an experienced and committed team of lead practitioners and if you believe you can contribute to our exciting future, I invite you to make an application to be part of the amazing Perins staff team.

Yours faithfully,

Mark Nevola
Head of School



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Perins School :

Thanks to the local philanthropist Henry Perin, Perins School has been educating the youth of Alresford for over 300 years and is one of the oldest schools in the county. Henry Perin died in 1696 leaving funds in his will to build a school in Alresford to educate “19 poor men’s sons”. He stipulated that 6 boys should come from New Alresford, 5 from Old Alresford, 4 from Bishops Sutton and 4 from Cheriton. The school was founded in 1698 and a group of trustees, the rectors from the four parishes, established to oversee the school.

The school was built on the corner of West Street and The Dean in Alresford. The building still stands and is now home to the Shapla Indian restaurant. Perins moved to its current location in 1910 having outgrown the original building though this continued to be used for boarders. The new Perins School provided 7 new classrooms including a science laboratory and was seen as a major development in education.

Perins is now a school of approximately 1200 students with 7 feeder schools from the local area, and a large percentage of students travelling from Basingstoke.

Pride in Perins :

At Perins school we believe every member of our community has this set of basic rights. For teaching staff, the “right to learn” is extended to include the “right to teach”. To assist in driving our ethos the following Perins values underpin our clear succinct set of rights.

The Perins values are examined in detail alongside key citizenship issues in discrete timetabled Life Studies lessons, which allow for discussion, leading to a greater depth of understanding of the key features and expectations that make Perins the school it is today and prepares our students for the world beyond school.

Throughout the “Perins Experience”, Form Tutors, Heads of Year and Heads of House all work with a sense of unity to promote the Perins values setting clear citizenship goals, which work in



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tandem with our wider expectations of our Perins community working with each other, and for each other.

The Perins values are evident and are embedded in the school curriculum subjects and throughout our extra-curricular offer, making Perins a desirable place for people to come in order to undertake their learning or teaching journey.

Our school community has true ownership of its values and what can only be described as a clear “Pride in Perins.”

A graphic with a dark blue background and scattered green and blue squares. In the top left corner is the Perins School logo. The title 'Pride in Perins' is written in large, white, bold, sans-serif font. Below the title, a list of values is presented in white, bold, sans-serif font, with the first letter of each word being significantly larger than the rest of the word. The values are: Participation, Excellence, Respect, Independence, Nurturing, and Safe.

Participation
Excellence
Respect
Independence
Nurturing
Safe



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Role Overview:

The Modern Foreign Languages department at Perins ensures that students not only learn to communicate in the language but also develop an understanding of the country's culture.

In Year 7, the group is split equally between French and Spanish. Then in Year 8 students will study both French and Spanish. During the options process students choose a language to continue into Key Stage 4.

Students are strongly advised to continue a language into GCSE as it is an important part of providing a rounded and rich educational experience.

Our motto "In Omnia Excellentia" (Excellence in Everything) reflects our aspirations that every student has the opportunity to progress and develop in all areas, preparing them for the future. We value the richness and diversity of the educational experience we offer, both within and beyond the classroom.

We are seeking a confident and energetic practitioner who is able to teach Spanish to GCSE and offer French at KS3 or up to GCSE too.

Key Responsibilities

Job Purpose:

- To develop and model the highest standards of teaching in subject area.
- To contribute to the curriculum team so that continual improvement is facilitated in the department .
- To continually develop all areas of the Qualified Teacher Standards.
- Under the direction of the Team Leader, develop the ethos of "striving for excellence."



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Teaching and Learning

- Excellent teaching demonstrating a wide understanding and knowledge of pedagogy.
- Lead and contribute to the construction of departmental schemes of work supporting their regular review and improvement as part of excellent departmental practice.
- Ensure that departmental assessments reflect whole school policy and that they sustain an ethos of achievement for students.
- Support the management of classroom behaviour so that a climate for learning is sustained for all colleagues.
- Develop a model of eLearning to meet the needs of children in the 21st Century.

Performance Management

- Contribute to a culture of self-evaluation through shared reflection, use of data, and peer observation.
- As part of the annual review, set targets which are challenging to secure improvements in performance and which reflect school and department improvement agendas.
- Undertake Action Research projects to maintain self and school knowledge.

Knowledge, Skills and expertise

- Maintain an understanding of methods of data analysis to support individual student achievement.
- Have an understanding of ICT developments which match school developments.
- Keep current with professional developments within the subject area at local, regional and national levels.

Contribution to School life

- Contribute to the development of school policy through the appropriate consultative bodies, including working parties.
- Support whole school development through contributing to the strategic direction and development of the subject area and the ways in which this can contribute to school improvement.



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Person Specification

Qualifications, skills and abilities:

- Good degree in appropriate subject.
- PGCE or recognized teaching qualification.
- GCSE grade C or higher in Maths, English.

Experience

- Experience of involvement in extracurricular activities.
- Evidence of successful use of ICT within teaching and learning.
- Evidence of ability to develop positive and effective relationships with students, staff, governors, parent/carers and other stakeholders.
- Proven record of delivering outstanding attainment and progress in your subjects
- Self-motivated and resilient.
- Experience of identifying, implementing, and evaluating strategies for improving attainment.
- Experience of leading, coaching, and mentoring teachers as well as delivering staff training.
- Experience of successful behaviour management.

Professional Qualities

- An excellent communicator who is able to work effectively with students, parents and colleagues.
- Good or outstanding classroom practitioner with evidence of setting appropriate expectations to advance learning and engage and motivate students.
- Ability to establish productive working relationships and work well in a team.
- An excellent communicator, both orally and in writing.
- Commitment to the promotion of equal opportunities for all.
- Evidence of a commitment to the safeguarding of all young people.
- Engagement with new technologies, their use and impact.



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Personal Qualities

- Enthusiasm, energy and personal dynamism.
- Approachable, friendly and patient.
- Good sense of humour.
- Able to prioritise and meet deadlines.
- A liking and respect for young people.
- Appropriate professional relationship with colleagues, parents and children.
- High level of integrity, honesty and fairness.
- Demonstrate personal enthusiasm for the learning process.



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Benefits:



Remuneration All our teaching positions are based on the national teaching scale. If you are a UQT, we will assess your experience, and remunerate appropriately. Support staff salaries are based on HCC grades.



Holiday Our teachers have an additional week in the October half term. Support staff have a generous annual leave allowance, that is either wrapped up in your monthly pay (term time only contract) or can be taken at any time during the year (52 week contracts)



Pension Teaching staff benefit from the Teachers Pension, and Support staff benefit from membership in the Local Government Pension scheme. These pension schemes are renowned for their generosity.



Discounts We offer a wide range of voluntary discounts via our partners KAARP.



Employee Assistance Programme We offer resources and programmes to support your physical, mental and financial wellbeing. We also have a team of Mental Health First Aiders within the MAT who you are able to reach out to should you need to. We also offer an Employee Assistance Programme for those that may need it.



Preschool Reduced preschool fees at Perins Pre School based on Sun Hill Junior School site.



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After school club reduced fees at Alresford Youth Association's afterschool club based at Sun Hill Junior School.



Training We have a strong CPD ethos, and encourage life-long learning. Regular CPD sessions are held at school.



Free onsite gym



Free tea and coffee, and ample staff social areas. Weekly 'cake break' hosted by each department.



Cycle to work scheme



Free car parking



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Guidance on the information you need to include in your application form

In order for you to be considered for the position, it is important that you complete the application form fully. This ensures that all applicants are providing us with the same type of information. Please use the information available to you and your knowledge of the role to assist you in completing the application form. Incomplete application forms will delay our recruitment process.

Personal Information

Enter your personal details in this section. During the recruitment process, we will contact you by email. Some spam filters may re-direct our emails to the spam folder within your email account. Please check your account regularly to minimise the risk of missing an email from us.

Employment history

Current Employer

Enter information about your current employer. If this is your first job after school or college, please give details of weekend, evening jobs, or work placements.

Previous employers

Please provide information about all of your previous employers including permanent, temporary or interim roles. To do this, simply add more sections.

You must give a **full** history in chronological order since leaving secondary education, including periods of any post-secondary education / training, part-time and voluntary work. If you have any gaps in your employment, please indicate the reasons for this.

Include full time employment, with start and end dates.

Provide explanations for periods not in employment or education / training and reason



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Formal education

Enter your educational qualifications such as NVQs, GCSEs, O-Levels, A-Levels, AS Levels, Highers, and Degrees. Include all subjects and grades/scores.

Job specific information

The questions in this section will depend on the role you are applying. Ensure you complete all questions.

Safeguarding children and adults

The Perins MAT is committed to safeguarding children and promoting the welfare of children, young people and adults. We expect all employees, workers and volunteers to share this commitment. All our recruitment and selection practices reflect this commitment.

For roles working with children and children's data, we comply with the "Safer Recruitment" national guidelines. Ideally, we will take up references before the interview for these roles; however, we do understand that with some positions this is not always possible. We will always be discrete, and if the role that you are applying for allows, you will have the option to let us know if you do not want us to contact your current employer.

Employment references for Safer Recruitment roles should not be from a colleague. They should be from your manager, supervisor or someone who is in a position of authority. It is our preference that referees are provided from **different** schools if you have worked in school environments previously.

If you are not currently working with children or adults but have done so in the past, it is important that you provide a reference from this employer.



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Help us to speed up the references process:

- Ensure the email addresses and phone numbers you have provided for your referees are correct
- Do not to put two referees from the same place of work
- Let your referees know when you are offered the role
- Tell them that they will shortly be contacted for a reference
- Ask them to complete the reference as soon as possible

What happened after you submit your application?

If your application is not successful

Due to the amount of applications we received, we are not in a position to let you know if you have not been shortlisted. If you have not heard from us, and require feedback about your application, please do email us on recruitment@perins.hants.sch.uk

If you are selected to attend an interview or an assessment day

We will notify you via email or phone and let you know the date and time of the interview. It is very difficult for us to change the date of the interview once it has been agreed internally.

Remember to check your spam folder when accessing your emails.