



**BROUGHTON**

**HIGH SCHOOL**

*Achieving Together*

**APPLICATION PACK**

**FOR**

**TEACHER OF FRENCH**

**(MPR/UPR)**

**PERMANENT, FULL-TIME POST**

**1<sup>st</sup> SEPTEMBER 2025**



February 2025

Dear Applicant

### **TEACHER OF FRENCH**

**(Permanent, Full time post, from 1<sup>st</sup> September 2025)**

Thank you for expressing an interest in this post. There is a wonderful opportunity for us to appoint a French specialist, with the ability to teach an additional language, to join our experienced and supportive team at Broughton. The MFL team here at Broughton have a wealth of experience and have repeatedly produced excellent outcomes for our pupils.

Broughton High School is a wonderful place to come to work. Our motto 'Achieving Together' is really important to us and encompasses every member of our school community. We all work hard every day to provide the best learning and teaching environment for our pupils and each other. We have a highly experienced staff, supportive parents and marvellous, well-behaved children who are a delight to teach. Many staff come to Broughton and stay for many, many years because of the 'family atmosphere' and because they genuinely like working here. Standards are exceptionally high. Details regarding results can be found on our school website, along with a significant amount of information about the MFL curriculum.

Measure	National	Broughton High School
Average GCSE grade	4.7	5.6
Grade 4+ English and Maths	67%	85%
Grade 5+ English and Maths	47%	68%

Our recent Ofsted Inspection graded us as 'Outstanding' in all areas. We were especially pleased with the comments made by inspectors about what it is like to attend Broughton High. Inspectors said:

- Pupils at this school are provided with an exceptional education.
- Pupils told inspectors that they love coming to Broughton High School. They described it as being part of a happy and safe family.
- Pupils are kind and care about others. They know about and value each other's differences.
- Pupils make friends easily here. Staff resolve any bullying incidents quickly and effectively.
- Clear and high ambitions are set for pupils, grounded in the school's motto 'Achieving Together.' These ambitions are fully realised.
- Pupils thrive academically, socially and emotionally.
- All pupils, including those who are disadvantaged, and pupils with special educational needs and/or disabilities (SEND), achieve extremely well.

Headteacher: Mr David Botes



- Pupils enjoy each other's company at social times. They smile and laugh a lot.
- Pupils are fully focused on learning in class. Their behaviour is exemplary.
- Pupils, including those who are disadvantaged, benefit immensely from the vast extent and high quality of the extra-curricular experiences that leaders provide for them. There is something for everyone to join in and enjoy.

Please find enclosed this application pack:

- Post and person specifications
- Form Tutor Job Description
- Information about the MFL department
- General information about the school

Applicants should note that the school's child protection policy and practices have recently been reviewed and comply fully with all local and national guidelines.

Please complete and return the enclosed application form, together with a supporting letter of application **by 12 noon on Monday 17<sup>th</sup> March 2025.**

Interviews for the post will be held on Tuesday 25<sup>th</sup> March 2025. If you have not heard from the school by that date then you should assume that your application has been unsuccessful.

If you wish to find out more about our school, or would like an informal visit, please contact Mrs Bianca Burke, Head of MFL, [burkeb@broughtonhigh.co.uk](mailto:burkeb@broughtonhigh.co.uk). Alternatively, you can contact me at [botesd@broughtonhigh.co.uk](mailto:botesd@broughtonhigh.co.uk).

Yours faithfully,

Mr D Botes  
Headteacher

Headteacher: Mr David Botes



## **POST SPECIFICATION**

**POST TITLE:** Teacher of French

**SALARY SCALE:** MPR/UPR

### **PURPOSES OF THE POST:**

- To assist in the delivery of French throughout the curriculum, with the ability to teach an additional language.
- To promote the educational opportunities and achievements of all pupils through the development of effective teaching and learning.
- To work as an effective member of the MFL department.

### **RESPONSIBLE TO:**

- Head of MFL

### **AREAS OF RESPONSIBILITY:**

Working in accordance with the school's aims and stated policies, procedures and practices:

- To teach French, and an additional language, throughout the school as required.
- To have clear aims and objectives for all lessons and to identify learning needs and devise ways of meeting these.
- To ensure effective lesson preparation and resource development to meet the differing needs of pupils, including those with special educational needs.
- To ensure effective classroom management through efficient planning and delivery.
- To maintain accurate records of attainment and progress of all pupils, together with detailed records of lessons taught and homework set.
- To report details of pupils' progress and personal development in oral and written reports as required to parents, governors, other educational institutions, employers and support agencies.
- To promote, recognise and celebrate achievements in all MFL subjects.
- To assist in the development of appropriate curricular programmes of study.
- To take an active part in appropriate professional development activities, including staff induction, departmental and whole school in-service training and performance management.
- To act as a Form Tutor to a designated group of pupils.
- To contribute to the supervisory and disciplinary duties within the overall organisational framework and the school day.
- To contribute to the school's management of overall organisational development through staff meetings, departmental meetings, pastoral meetings and strategic groups.

## **TERMS AND CONDITIONS**

The above responsibilities are subject to the general duties and responsibilities contained in the current Teachers' Pay and Conditions Document.

### **Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

### **Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

### **Safeguarding Commitment**

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Job description prepared by:** David Botes, Headteacher

**Date:** February 2025

**JOB DESCRIPTION:** FORM TUTOR

**RESPONSIBLE TO:** HEADTEACHER, HEAD OF YEAR



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## **Rationale**

The Form Tutor at Broughton High School is the key figure in a pupil's development. S(he) is the first point of contact for pupils and their parents. As such s(he) has an important role in the management of the personal, social and academic progress of each pupil within that Form Group. (S(he) has the responsibility of working with the Head of Year, relevant Pastoral Support Manager and Subject Teachers to ensure that each pupil feels secure and has a sense of pride, a positive attitude and the motivation to achieve all his/her goals. The following identifies the duties and responsibilities which enable the Form Tutor to fulfil this crucial role. The Form Tutor is crucial in the pursuit of all issues linked to progress.

### **1. Management of Pupil Learning**

- To have an overview of each pupil's performance across the curriculum.
- To monitor and mentor pupils within the framework of the School system of target setting, including attendance.
- To identify strengths and areas of difficulty or underachievement in learning.
- To liaise with the appropriate staff so that the necessary action can be taken.
- To manage and mentor a pupil's learning and support pupils in achieving targets and, if possible, achieving beyond.
- To respond to pupils who experience problems in their learning and to liaise with appropriate staff.
- To check and sign School Planners each week.
- To be responsible for the delivery of pastoral support and care as required.
- To prepare pupils in Tutor time for their part in reviews
- To provide an informed overview of performance for parents when requested to do so, but particularly in the context of School Reports and Parents' Evenings.
- To follow up, where appropriate, comments that parents may make on School Report reply slips.

### **2. Provision of Care and Support**

- To be available to all pupils in the Form Group for support and guidance.
- To liaise with appropriate staff to provide support for pupils with specific problems.
- To contribute to the induction and support of pupils who are new to the Form Group.
- To oversee the contribution made by the Form Group to School Assembly and the daily Form time for reflection.
- To supervise the Form Group during School Assembly.
- To record, monitor, reward and celebrate pupils' achievements within the framework of the School system of Rewards in order to encourage positive motivation.
- To be aware of and support pupils in the Form Group with Behaviour Management Plans.
- To manage and support Pupil Council issues as appropriate.



### 3. Management of Pupil Behaviour

- To encourage high standards of manners and good behaviour at all times.
- To ensure that pupils know and understand the terms of the Home School Agreement.
- To encourage positive attitudes on the part of all pupils towards each other.
- To check daily that all pupils comply with the School uniform standards. To take action to reinforce those standards, liaising with parents as and when necessary. To refer persistent offenders to the relevant Pastoral Support Mentor with any notes of action taken and responses.

### 4. Maintaining Links between Home and School

- To be accessible, at appropriate times, either in person or on the telephone, to parents who have concerns about the progress or well being of their children.
- To monitor the Pupil Planner for communication between home and School in order to respond promptly to messages from parents.
- To liaise promptly with the Pastoral Support Mentor/Attendance Officer in response to messages concerning absenteeism.

### 5. Other duties and responsibilities

- To carry out the legal responsibility of marking the Register each morning and following the necessary procedures required by the DfE.
- To ensure that absences are followed up through the school's Attendance Office(r).
- To inform the Pastoral Support Mentor on a weekly basis about pupils with unauthorized absence or poor attendance records.
- To distribute Reports or other documentation which may be specific to particular Year groups.
- To ensure that all necessary Home School Communication is completed by pupils and forwarded to Admin staff for filing, including Data Sheets and Home School Agreements.
- To attend and contribute to Year Team Meetings.
- To carry out such other duties as may be necessary to ensure the smooth running of the School.
- To use 'Lesson Monitor' to record attendance, lateness, rewards and any consequences
- **To be committed to the safeguarding and protecting the welfare of young people.**

*The above represents a broad outline of the specific duties and responsibilities currently attached to the role of Form Tutor. Depending on the needs of the school, these may be altered from time to time in consultation with the Headteacher.*

Job Description prepared by: David Botes

Date: February 2025

Agreed by postholder: \_\_\_\_\_

Date: \_\_\_\_\_

Headteacher: \_\_\_\_\_

Date: \_\_\_\_\_



## PERSON SPECIFICATION

### **POST TITLE: Teacher of French**

We are looking to appoint a suitably qualified teacher who can teach French, and an additional language, at KS3 and KS4.

### **ESSENTIAL CRITERIA:**

The successful candidate will:

- Have a **relevant degree** in French.
- **Qualified Teacher status** (or will have been awarded QTS by September 2025).
- Sound understanding of **MFL and its place in the National Curriculum**.
- Ability to teach MFL to Years 7 - 11.
- **Passion for teaching** and a genuine interest in **helping all pupils make progress** with their learning.
- Ability to use **ICT** as a tool for improving the quality of teaching and learning.
- Work **co-operatively as part of a team**.
- Willing to be involved in the **extra-curricular activities** of the department and the school.
- **Energy, enthusiasm** and **commitment** to working with young people.
- Prepared to make lessons / learning **engaging, challenging** and **enjoyable** for all pupils.





**MFL Department**  
**Teacher of MFL**  
**Permanent, from September 2025**

This is an exciting opportunity for an ambitious and talented teacher to join a highly successful MFL Department.

The Modern Languages department aims to provide a climate which will enthuse and inspire pupils as well as developing the confidence and competency of all pupils to communicate in the foreign language. Interactive pupil to pupil and teacher to pupil target language is a successful feature of the department. The use of the target language in all lessons is encouraged and used wherever appropriate and we work very closely with the University of Cumbria in training new teachers in this methodology. We aim to challenge pupils to reach aspirational targets. Teachers within the department work well within a team to reach these goals. Drawing upon a wide range of exciting and engaging teaching approaches, members of the department are encouraged to develop their own ideas, teaching styles and resources, all of which they share with their colleagues. Academic rigour and high expectations for all pupils underpin all decisions and approaches within the department.

Staff turnover is low within the department. We are seeking to appoint a teacher who can teach French, and an additional language, at KS3/KS4. We pride ourselves on being a friendly and warm department who work well as a team, into which we look forward to welcoming a new member. Currently, the department is staffed as follows:

<b>Mrs Bianca Burke</b>	<b>Head of MFL/German</b>
<b>Mrs Ellen Hendey</b>	<b>Head of French/Lead Practitioner</b>
<b>Mrs Jill Higham</b>	<b>Teacher of MFL/Head of Year</b>
<b>Mrs Jackie Williams</b>	<b>Assistant Headteacher/Teacher of MFL</b>
<b>Mr Matthew Tomlin</b>	<b>Teacher of MFL</b>

**Standards and progress in Modern Languages are significantly above** national percentages. High standards have been achieved through consistent approaches to teaching and learning, effective monitoring and tracking of pupils and lots of hard work, as well as very high standards of discipline. The Modern Languages Department is a strong team who support each other particularly well. Collaborations within and beyond the Department are a feature of life at Broughton.

We are immensely proud of our track record of success in French and German. Progress is exceptionally strong because of the consistent focus of improving and developing teaching and learning within the department. Very high expectations prevail, and teachers respond positively at the earliest sign of underachievement.

### **Enjoy and Achieve**

There is a great focus in the department on participation in extra-curricular activities. This includes one well-established trips to Paris, Berlin, the Christmas markets in Cologne and Northern France. There are also opportunities for pupils to get involved in our weekly Duo – lingo club.

### **Facilities**

The department has the sole use of four classrooms which are well equipped with screens, four interactive whiteboards and a variety of learning resources – both visual and audio: there is also the opportunity for classes to use ICT facilities, including class sets of laptops.

### **MFL at Key Stage 3 (Years 7, 8 and 9)**

In KS3, Year 7 pupils are organised into mixed ability groups and all learn French. From Year 8 students take up their second language (German). Throughout Year 8, pupils have two periods of each language. In Year 9 pupils continue with both languages and are taught over three periods per fortnight. Languages are an option at KS4 and pupils may choose to study either French or German or both. A language is consistently a popular option choice. We currently have 11 classes in KS4.

### **MFL at Key Stage 4**

As previously mentioned, at the end of Year 9 pupils can opt for GCSE French or GCSE German or both languages. Pupils follow the AQA GCSE syllabus. Pupils are allocated five hours across Year 10 and Year 11. For example, 2 hours in Year 10 and 3 hours in Year 11. Pupils tend to be taught in mixed ability classes in KS4.

This is a wonderful opportunity for the right candidate. You are most welcome to make an informal visit to the school and meet the department prior to applying; however, please do not feel under obligation to do so.

Additionally, if you have any questions or would like to discuss the post further, please do not hesitate to contact: Mrs Bianca Burke, Head of MFL [burkeb@broughtonhigh.co.uk](mailto:burkeb@broughtonhigh.co.uk)



## GENERAL INFORMATION

Broughton High School is an 11-16 mixed community high school which caters for pupils of all abilities and backgrounds. The school is situated in a very pleasant location on the northern outskirts of Preston and serves an extensive rural and suburban area. It serves the residential districts to the north of Preston including Fulwood, Ingol, Broughton and Barton, and the rural areas around Woodplumpton, Catforth, Goosnargh and Lea.

At the last Ofsted inspection in September 2022, Broughton was judged to be an **outstanding school** in every respect:

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall Effectiveness	Outstanding

There are currently 928 pupils on roll (6 form entry – standard number 180) with 54 teaching and 46 support staff, including 8 learning support assistants. Since opening in 1975, the school has established an excellent reputation within the area and is heavily over-subscribed each year.

Over the years we have invested in all our facilities. All teaching areas are equipped with interactive whiteboards and teachers/pupils have access to a wide range of IT devices. Significant investment has been made to improve classrooms and each department is refurbished as part of a rolling programme to ensure that the very best possible resources are available to provide the best possible learning environment. We are determined to ensure that our staff and pupils have access to first class resources, enabling the best possible teaching and learning to take place.

Our reputation is built upon the traditions of high academic standards, within a caring and supportive environment, in which we place great emphasis on standards of dress, behaviour, attendance and punctuality. We have high standards and expectations and, through a culture of self-evaluation and improvement, we aim to continue to raise our standards and to improve the quality of education for all our pupils.

Broughton undertakes a leading role in the Preston Primary and Secondary Alliance. As such we have been heavily involved in Initial Teacher Training, CPD and School to School support, placing emphasis on collaboration and working cooperatively with all the other 40+ primary, secondary and special schools in the Alliance.

The school recognises and values the work of all its teaching and support staff and sets out to provide a supportive programme of appropriate professional development. This is central to promoting pupils' effective learning experiences, generating self-esteem and enhancing job satisfaction.

The school has built up a strong academic tradition and enjoys an excellent reputation within the community and with local 16+ educational establishments. The percentage of pupils gaining 5 or more Grade 9 - Grade 4 GCSE passes has consistently been higher than both the county and national averages. In 2024, 84% of pupils achieved a Grade 4 or higher in both English and Maths. 91% of pupils passed English with a 9-4 Grade in Literature or Language. 88% of pupils passed Maths at Grade 4 or higher and 99% of pupils passed Biology, Chemistry and Physics at Grade 5 or higher.

The school offers a broad and balanced curriculum for pupils in both key stages. At Key Stage 3, in addition to the statutory requirements of the National Curriculum, the school delivers Drama and Personal, Social, Citizenship & Health Education. On admission to the school, pupils are placed in mixed ability tutor groups based upon information received from primary schools. From September 2020, we moved away from numerical naming of classes e.g. Set 1 to Set 7, to pupils being allocated a more appropriate teaching group. Pupils of 'middle ability' are now mixed much more evenly.

At Key Stage 4 pupils follow examination courses in the compulsory core curriculum of Maths, English (Language and Literature) and Science together with other various option courses. All pupils have the opportunity to fulfil the EBacc criteria and whilst we encourage pupils to pursue EBacc subjects, we do not insist on this.

Pupil support, guidance and welfare are a high priority within the school and as such, the school fully recognises the contribution it can make to protect children. The school's Child Protection policy complies with both local and national guidance and is communicated to teaching and non-teaching staff, governors and outside agencies all of whom have a child protection role. A key figure is the Form Tutor whose responsibility is to know their pupils as fully as possible and to provide appropriate care and support. Heads of Year are responsible for the leadership and co-ordination of the work of Form Tutors.

Life at Broughton is not confined to academic study. Pupils have the opportunity to participate in a wide range of extra-curricular activities. The school has excellent sporting facilities and pupils enjoy a wide range of sporting activities both internally and in regular competition against other schools and colleges. Music and drama activities are popular with pupils of all ages and regular productions are very well supported. Other activities include Young Enterprise, Duke of Edinburgh Award Scheme, fieldwork and exchange visits to other countries.

We encourage community involvement and the school enjoys the active support of the Parents, Teachers and Friends Association who organise a programme of activities for pupils and parents throughout the year as well as providing financial support for numerous school projects.

The school operates a total non-smoking policy (buildings and premises) and our child protection policy and practices are enforced vigorously in order to protect the welfare of our pupils.

I hope that this information gives you a flavour of life at Broughton. We believe that this is a school with its own unique "family" atmosphere and ethos. You are warmly invited to come and visit us and experience it for yourself.

**David Botes, Headteacher**  
**February 2025**