



THE **Leys**  
CAMBRIDGE



HEAD OF  
FRENCH

*candidate information*



# Head of French

**Full Time, Permanent, Starting September 2025**

**Closing date 7 January 2025**

**Interviews to be held 15/16/17 January 2025**

This is an exciting opportunity for a highly capable and forward-thinking graduate to take on the role of Head of French with effect from September 2025.

We are seeking an engaging teacher with a proven track-record in teaching French to pupils from Years 7 to Year 13 who will also be able to teach a second Modern Foreign Language to KS3 (or above).

You will possess the drive and organisational skills to give the French department dynamic and creative leadership and work collaboratively with the Head of Languages to promote a love of language learning across the school.

You will join a highly successful department, with pupil numbers remaining consistently strong at A Level. This is an exciting opportunity for a French teacher to progress or for an existing Head of Department to take on a new role.





# Welcome to *The Leys*



*Life at The Leys*

The Leys is a co-educational boarding and day school for pupils aged between 11 and 18. Set in the heart of the beautiful and stimulating city of Cambridge, one of the world's leading cultural and academic centres, The Leys' unique location allows pupils unrivalled access to the vast array of cultural and educational opportunities that Cambridge has to offer.

Established in 1875, The Leys values its history, yet it blends traditional values – courtesy, tolerance, respect, decency – with a forward and outward-looking approach to education. Dedicated staff and superb facilities combine powerfully to prepare young people for the challenges which lie ahead at university and beyond.

The Leys is a close-knit, engaged, friendly community of around 550 pupils in which pastoral care is seen as the top priority. Academic value-added is impressive and the breadth of the wider curriculum is renowned. The School caters for Boarding, Home Boarding and Day pupils but, with 70% of pupils accommodated in boarding houses, boarding is absolutely central to the ethos of the School and all pupils benefit from the vibrancy and structure which this provides.





# Purpose

**The Purpose of The Leys is to play our part in changing the world for the better.**

We do this by making a positive difference to the lives, values and prospects of Leysians, by being professional, caring and rewarding in developing and managing our staff, by being a responsive and trusted partner to our parents, and by making a beneficial and sustainable contribution to the wider community

By foundation and structure, The Leys is a boarding community. We also place great value on being a “big, small school” embedded in the heart of Cambridge, and on giving Leysians a rich and rewarding academic and wider school experience – one they find valuable both intrinsically and in preparing for their futures. We seek, in the spirit of our Methodist founders and our Christian values, to send Leysians out into the world ready – academically, culturally, morally, physically, spiritually and socially – to live fulfilling lives which will make a positive contribution to society.

In order to achieve our Purpose, we aim to deliver an education which is built on three foundation stones: pastoral, academic and wider curricular. Whilst interconnected, ‘pastoral’ is accepted as pre-eminent, because pupils who feel supported and confident are able to flourish in all areas of the life of the school. Our teaching staff body all contribute to all three pillars of Leys School life, thus we all work together to ensure our pupils develop into happy, confident and well-rounded individuals ready to leave school and find their place in the world.

# Pastoral Care

Pastoral Care is at the heart of what we do. We know that wellbeing is crucial to success in wider school life, and we all work together as a community to ensure that each pupil flourishes in school, feeling nurtured, supported and happy. Our House structure is central to this: all pupils are a member of a House throughout their time in school. Year 7 and 8 pupils are members of our junior house, Moulton, and then pupils in Year 9 and above join one of the eight boarding or three day houses. The vertical arrangement in the senior houses creates opportunity for pupils to support each other, and the houses are staffed with a Housemaster or Housemistress (HSM), an Assistant HSM, a Matron and a team of teaching staff. Pupils also have a tutor, who supports them with their wellbeing, academic progress and wider curricular involvement as they progress through the school. All staff are expected to contribute to our pastoral support of pupils, through tutoring, supporting the teaching of PHSE and undertaking weekly house duties.



# Wider Curriculum

The Wider Curriculum is an integral part of the school week for all pupils and staff, with a significant amount of time in the afternoons and early evenings devoted to it. In their time at The Leys, pupils are actively encouraged to experience a broad range of activities that will bring them a wide range of benefits; activities in which they find enjoyment and fun whilst developing skills, personal qualities and attitudes that are transferable to other areas of their life at school and beyond.

The Leys' Personal Development and Leadership programme (PDL) for pupils in Year 10 and above ensures that all pupils develop leadership, broaden their horizons and collaborate with their peers on projects, often trying to solve contemporary problems. Through our outstanding sporting, music and drama provision, pupils develop as confident and well-rounded young men and women, ready for life beyond school. Our broad and varied after school activities programme enables pupils to develop their interests, skills and strengths. Through this we aim to complement the pastoral and academic pillars of an all-round Leysian education alongside boosting the physical and mental well-being of all involved in the wider curriculum. All staff contribute to our extensive wider curriculum programme through involvement in games, PDL, outdoor education, and a wide range of clubs and activities.

## Teaching and Learning

Education is about so much more than passing exams, and at The Leys pupils are encouraged to develop an understanding of their own learning, find their passions, curiosity, and develop a lifelong appetite for knowledge.

Pupils are supported in their learning by excellent teaching both inside and outside of the classroom, with academic enrichment and extension embedded into the culture of the school. We understand that teachers are individuals and that they will have their own ways of expressing their passion and interest in their subjects. The 2022 ISI comment that "Inspirational and creative teaching is a significant contributory factor to pupils' positive attitudes to learning" sums up the impact of that individuality. That said, we know that aspects change within education, and we are midway through an exciting transition from Google Classroom to Microsoft Teams and OneNote. Pupils and staff all have a digital device, and pupils are used to working digitally as well as on paper.

Academic Attainment at The Leys is outstanding. This summer, the school achieved its best academic results on record at A Level and close to best at GCSE. At A Level 62.2% of results were graded A or A\*, and 87% A\*-B, and at GCSE almost 50% of results were grade 9 or 8. The school uses value added as an important measure of success and we are delighted that all our 2024 public examination results demonstrate that we added significant value to our pupils' academic attainment compared to similar schools: a testament to the hard work and dedication of both staff and pupils.







# General Teacher Expectations

The Leys is a traditional boarding school, and we have lessons running across 6 days each week. Lessons happen on a Saturday morning until 11:50am, and the afternoon is filled with sporting activity including fixtures.

Teachers at the Leys are expected to contribute to all three of the School's Pillars: Pastoral, Academic and Wider Curriculum. Pastoral contributions take the form of tutoring, house duties and teaching PHSE whilst the wider curriculum includes games, PDL, outdoor education and clubs and activities. House duties vary depending on the type of house: day house duties involve breaktime, lunchtime and afternoon/after school supervision whilst boarding house duties involve working with pupils in the evenings. Staff also support the day to day running of the School through involvement in school duties, on a rota basis.

We know that working in a boarding school is busy! Our staff feel this is undoubtedly worth it for the reward gained from the wider interactions they have with pupils, coming to know each child as an individual, not just as a pupil in the classroom. We work with our teachers to harness their strengths and passions both inside and outside of the classroom, so that there is joy for all of us in what we do. In addition, class sizes at The Leys are typically no larger than 24, and are often much smaller, particularly in Years 7 and 8 and the Sixth Form. Teaching allocations are lower than in state and day schools, to account for the involvement in the wider life of the school. Saturday lesson time is 'paid back' through shorter term lengths, and thus longer school holidays. Finally, four Leave Weekends spaced throughout the year provide the entire school community with some additional rest and relaxation.



## The Department

The Modern Foreign Languages Department is housed in the Stamp Building. There are five departmental classrooms which are equipped with high quality display panels. There is ample storage space, a staff office and two small rooms that can be used by the Assistants or for one-to-one oral work.

The Head of Modern Foreign Languages, who is also the Head of German, coordinates the work of the three departments. Each department also has a Language Assistant who is a native speaker. The Modern Foreign Languages Department is well-established and successful, with a strong academic ethos. It is a lively and interesting place to work, amongst highly qualified and professional colleagues who place an emphasis on using the target language for both pupils and teachers alike. New ideas for promoting and teaching languages are always welcome and shared.

The department runs a number of trips abroad and a willingness to be involved in organising and accompanying these trips would be essential. All Year 10 and Lower Sixth French pupils are strongly encouraged to take part in a week-long study-trip to Nice, south-east France, which takes place during the Easter holiday or May half-term holiday, and it would be expected that the appointee would run this trip.

In Year 7 and 8 there are only 60 pupils (30 in each year). French is taught to all in Year 7 and Year 8, alongside German which is introduced in Year 8. The majority of pupils arrive in Year 9 and are given a free choice of two modern languages; French, German or Spanish. German and Spanish are offered to beginners as well as those who have already studied the language. At KS4 most pupils have to choose one modern foreign language and have the option to add a second.

## The French Department

There are currently four subject specialist teaching members of staff, with others who teach French as their second language, as well as a native French assistant. In Year 8, there are two classes. In Year 9, there are currently five sets of French and the grammar and more formal aspects of the language are taught in greater depth. The pupils use the Tricolore textbook at KS3 and have 3.5 x 40-minute lessons in Year 7, and 2.5 x 40-minute lessons in Year 8 and 9. At KS4 there are currently three sets in both Years 10 and 11. The pupils have 4 x 40-minute lessons a week and follow the Edexcel IGCSE syllabus, using the Tricolore textbook. Recent GCSE results have been good with 95% achieving grades 9 – 5. (In 2024, over 50% of the cohort achieved a grade 8 or 9)

Sixth Form French class sizes are encouraging, given national trends. There are usually between 5 and 10 studying French in each A level year. We follow the AQA specification, using the AQA A Level textbook. Again, results have been very pleasing with 87.5% of pupils achieving grades A\* and A in 2024. All Sixth Form pupils have a lesson per week individually with the French assistant. The department organises many different language initiatives throughout the year including taking part in a debating competition and work experience visits abroad. Weekly Collaborations for all year groups are available for pupils once a week where all French teachers offer support for those wanting it.

# The Post

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

## The Post

The term Head of Department applies to appointed postholders who have responsibility for an academic department.

The primary role of the Head of an Academic Department is to provide strong academic leadership and management of the department. All Heads of Department are expected to perform the duties of a teacher in addition to managing their department.

The Head of Department is required to lead, manage, and develop the department to ensure it achieves the highest possible standards of excellence in all its activities. They will be supported by SMT, by colleagues from within the department, and support departments.

All Heads of Department are required to exercise leadership, demonstrate vision, and empower others in order to deliver the agreed departmental strategy. It is recognised that the methods by which Heads of Department carry out their duties and the extent of delegation, will depend on such factors as the size and nature of the Departments and the personal approach of the individual Head of Department. The HoD has the following responsibilities:

- Ensure high quality teaching and learning within the department including undertaking regular learning observations.
- Organisation, promotion, efficiency, and success of the department in line with school strategic plans and direction.
- Planning the curriculum, maintaining up-to-date Schemes of Work, and selecting appropriate syllabuses and specifications.
- Advising on staff needs and teacher allocation.
- Advising on staff appointments into the department.
- Inducting new members of staff into the department.
- Advising on teaching objectives, and supporting, performance and development of departmental colleagues. This may include CPD recommendations.
- Complete regular book and marking audits within the department.
- Advising on expenditure, especially regarding new development.
- Ensure a safe and healthy environment for both staff and pupils, and full compliance with health and safety requirements.
- Ensure department documentation is up to date.
- To bear in mind the Christian ethos that underpins the life of the school community and bring its values into the classroom.

The HoD has the following responsibilities to the department and colleagues:

- To be a subject expert who regularly updates their knowledge to stay 'current' in their subject.
- Develop and maintain an academic extension and enrichment programme for the pupils in the department.
- To create a well-ordered teaching environment in which pupils can thrive and explore their academic potential.
- Guiding, supporting, mentoring, and assessing colleagues with a view to their professional development.
- Take initial responsibility for the pastoral care and wellbeing of all department staff. Allocation of teaching and department duties and managing staff absences.
- Ensure that staff performance is managed in a timely and appropriate manner consistent with the expectations of The Leys School.
- Make effective use of all staffing resources, including ICT, and seek opportunities for collaboration and joint working with others beyond the department and beyond the School.
- Monitoring of marking, record-keeping, communication, and implementation of Learning Support profiles across the department.
- Chairing weekly department meetings, drawing up agendas and seeing that minutes are completed and shared with the Director of Studies.
- Monitoring, implementing, and reviewing strategies to improve pupils' performance and progress across all year groups.
- To ensure the best possible pupil experience, through the fulfilment of the School's responsibilities concerning pupils in respect of their admission, instruction, progress, and external examination.
- Creation, marking, and moderation of internal and entry examinations.
- Selecting, ordering, issuing, collecting, and stock-taking of textbooks and equipment.
- Ensure that School equipment/facilities under the department's control are properly maintained by monitoring the fabric of the department and requesting improvement or repair where required.
- Budgetary control:
  - Take responsibility for devolved budgets and comply with School financial regulations.
    - Manage income and expenditure in order to promote financial sustainability.
  - Ensure adherence by all Departmental members, with School Financial Regulations and other financial operating procedures and regulations.



- Observe colleagues teach and engender culture of peer-observation, excellence, co-operation, and respect both within and beyond the department.
- Attendance at Heads of Department meetings and HMC/East Anglia Group meetings.
- Fostering cross-curricular relationships across the school, and between schools including feeder prep schools and local maintained sector schools.
- Support department colleagues to ensure that both compliance and GDPR guidelines are followed within the department.
- Support pupils in preparation of UCAS applications, including to the most competitive universities.
- Organise the department Collaborations (academic support sessions).
- Manage the department's tracking of pupil progress through data, including data management, understanding, interpretation, and inference of the information.

## Teaching Responsibilities

- To teach pupils within the school.
- To create a well-ordered teaching environment in which pupils can thrive and explore their academic potential.
- To have a clear knowledge of the individuals in their class and differentiate accordingly. This should mean both their individual learning needs as well as their individual personality
- To plan lessons clearly and within the departmental scheme of work.
- To mark work regularly and promptly, in line with departmental and school marking policies and review, monitor, and keep clear and full records of pupils' progress.
- To insist upon high levels of behaviour and respect for others in the classroom.

## Safeguarding Responsibilities

- To have read the School's Child Protection Policy and updates to this policy as required by the School.
- To adhere at all times to the School's Child Protection procedures and to undertake responsibility to safeguard pupils.
- To be aware of and adhere to at all times the School's Staff Behaviour and Code of Conduct and confidentiality.
- A duty to report and discuss any concerns about the safety of children and their wellbeing to the Designated Safeguarding Lead (DSL).
- A duty to report any low-level concerns about colleagues to the Designated Safeguarding Lead (DSL).
- To be informed and trained to an appropriate level and to complete mandatory safeguarding training as required by the School.

## General Responsibilities

- To contribute to the pastoral care of the pupils, including weekly duties in houses.
- To contribute to extra-curricular activities.
- To refer to and adhere to all Health and Safety procedures and policies as appropriate and other legislative requirements as required, carrying out duties by working in a safe and organised manner.
- To ensure that a safe / secure environment exists for pupils / staff and customers and meet requirements under the Health & Safety at work Act 1974 and C.O.S.H.H.
- To uphold the provisions of data protection legislation, the School's Data Protection Policy, and other related policies.
- Understand and be mindful of the School Acceptable Use Policy and Staff ICT & Social Media Guidelines.
- To adhere to and maintain School Policies and Procedures and work with regard to the ethics of the School.
- To observe / implement all relevant legislative requirements, maintain and update own knowledge as appropriate for the role.
- To work flexibly as necessary to meet the needs of the role and the School.

The list of tasks or duties and responsibilities described above is not exhaustive, and the School is entitled to instruct you, at any time, to carry out additional duties or responsibilities, which fall reasonably within the ambit of the job description, or in accordance with operational requirements.

# Person Specification

Criteria	Essential	Desirable
Skills	<p>Excellent pedagogical knowledge and skill.</p> <p>Ability to work on your own initiative and as part of a team.</p> <p>Well-developed communication, listening, and inter-personal skills.</p> <p>Ability to motivate pupils to reach their full potential.</p> <p>Ability to manage staff (particularly important for training and development).</p> <p>Ability to deal positively and constructively with pupils, colleagues, and parents at all levels.</p> <p>Have very good ambassadorial and diplomatic skills.</p> <p>Have excellent delegation skills.</p> <p>Have the ability to engage constructively with people.</p> <p>Good working knowledge of IT including the Microsoft Office suite.</p> <p>Good digital hygiene.</p>	<p>Ability to coach a sport.</p> <p>Ability to help with wider curricular activities.</p> <p>Ability to delegate suitable work.</p> <p>Desire to learn from others (both within and outside the department).</p>
Experience	<p>Relevant teaching experience.</p> <p>Have a very strong academic record and standing.</p> <p>Have a very good understanding of the academic disciplines within the department.</p> <p>Ability to teach French to A level/Oxbridge level.</p>	<p>Experience as a tutor/form teacher.</p> <p>Experience of running extra-curricular clubs/societies.</p> <p>Experience of marking public examinations.</p> <p>Experience of leading a team of peers.</p>
Personal Qualities	<p>Capacity to be efficient and organised, flexible, and adaptable to changing circumstances.</p> <p>Ambition, drive, and high expectations, active in own development and use personal reflection to learn from experiences.</p> <p>Ability to manage time, prioritise workload, and reliably meet responsibilities. The ability to work in a busy environment and meet deadlines and develop new skills.</p> <p>Be willing and able to exercise judgement and take risks.</p> <p>Candidates should be willing and able to commit themselves actively to support the ethos of the school.</p>	<p>A good sense of humour</p>
Qualifications	<p>A good honours degree</p>	<p>PGCE, QTS or equivalent teaching qualification</p>



# How to *Apply*

## How to apply:

If you are interested in applying, please submit a completed application form including one page covering letter addressed to The Head, The Recruitment Team, The Leys School, Cambridge, CB2 7AD (recruitment@theleys.net) by 09.00 am on 7 January 2025. Interviews will be held on 15/16/17 January 2025.

This role has the opportunity for regular contact with pupils and therefore is exempt from the Rehabilitation of Offenders Act 1974.

By applying for this role, you are consenting to The Leys School storing your personal data. Please read our 'Privacy Notice for Job Applicants' for further details.





THE **Leys**  
C A M B R I D G E