



Weald of Kent

Grammar School

Teacher of German and/or French
(Maternity)
Job Description



CURIOSITY • COURAGE • COMPASSION

www.wealdgs.org



Employment Status: Permanent
Full Time/Part Time: Full Time
Salary: MPS/UPS
Start Date: 1st September 2026
Closing Date: Monday 11th May 2026, 9am*
Interview Date: Wednesday 13th May 2026
Location: Weald of Kent Grammar School is located on two campuses; Tonbridge and Sevenoaks. You will be required to work across both campuses.

*Please note, interviews and appointments may be arranged where a suitable candidate is found prior to the closing date.



Welcome from the Headteacher

Dear Colleague

Thank you for your interest in the position of Teacher of German and/or French (Maternity) at Weald of Kent Grammar School – where we have a reputation for academic excellence, a focus on high quality pastoral care, guidance and support as well as superb extra-curricular provision.

Weald is an inclusive, happy and caring learning community that is ambitious for all of its students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. All the staff, both teaching and support, play an integral role in achieving this.

Everything we do at Weald is underpinned by our three core values: curiosity, courage and compassion as well as our belief that ‘the whole child is our whole point’.

If you have the energy, passion and integrity to bring to this role, you can look forward to working with a highly qualified, skilled and committed staff team who work extremely hard for their students, and who are proud to teach at Weald of Kent Grammar School.

But most importantly, you will have the pleasure of working with the most inspiring students – the very best ambassadors and advocates for their school.

I hope you will want to learn more about the school by visiting our website [here](#) and that you are motivated to join our team and take Weald of Kent Grammar School to the next stage of its development.

Yours sincerely,

Richard Booth
Headteacher

Our School

Weald of Kent Grammar School is a selective girls academy (with a mixed Sixth Form) for approximately 1900 students aged between 11 and 18. The school operates across two campuses located at Tonbridge and Sevenoaks in West Kent. Students join the school from a range of areas around West Kent, East Sussex and South East London from a variety of different backgrounds.

Our students achieve at the highest level academically. In 2025, 60% of our GCSE entries were awarded 9-7 grades placing Weald in the top 10% of schools nationally for progress. At A level, 68% of our entries were awarded A*-B grades and the vast majority of our students move from Weald into higher education. Our students are highly able, motivated and a delight to teach. Students enjoy positive and co-operative relationships with staff and it is very rare if an external visitor to the school does not comment on the high calibre of the students.

We are particularly proud of the work we have done to create a strong pastoral system and students enjoy a comprehensive programme of PSHE throughout their time at school. This is taught by form tutors and ensures that strong relationships can be built and maintained. We encourage our students to be active and responsible citizens through a variety of charitable and community activities. The school operates a very successful House system, led by student House Leaders, which encourages integration between the year groups and provides leadership opportunities for students. Similarly, a strong Head Girl and Senior Prefect team and School Council ensure that the student body has a voice within the school and that younger students are supported. Currently we are launching a programme, involving our KS5 students, to help local primary schools with a range of outreach activities.

Outside of the classroom we are fortunate in having staff who provide a wide range of extracurricular opportunities for students, which is central to our ethos. Sport plays an important part in the life of the school and we are successful at national and regional level in a number of sports including Trampolining, Rugby, Cricket and Athletics. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Dance, Drama and the Arts, including an annual school variety performance and a range of different concerts. We enjoy a successful Duke of Edinburgh scheme, involving over 700 students. Our commitment to this ethos is reflected in our curriculum provision where a number of enrichment days are set aside, the timetable suspended, and students take part in a number of activities and events that allow them to develop and prepare for life beyond the school.



Our Sixth Form

We are proud of our thriving and ever growing Sixth Form that has an excellent academic reputation and provides first class guidance and support so that students enjoy a positive and successful post-16 experience and leave us well prepared for life beyond school.

With about 500 students in the Sixth Form, we offer an extensive choice of A Levels taught in excellent facilities by subject experts. Each year we warmly welcome a large number of external applicants who meet our entry requirements.

In addition to A Levels, students have the opportunity to take the Extended Project Qualification (EPQ) which develops skills of analysis and independent research, vital for success in undergraduate study. Students follow a wellbeing programme, including PSHCE and Physical Education provisions.

Weald Sixth Formers continue their education at some of the most prestigious universities in Britain and abroad. To support our students in achieving this, we run an extensive Higher Education programme that includes Oxbridge preparation as well as clear guidance on 'informed choices', Russell Group Universities and the UCAS process as well information about other pathways they may suit some of our students.

However, our Sixth Form is about so much more than excellence in academia and we offer a wealth of leadership and extra-curricular opportunities. The prefect team are an integral and highly valued part of the Sixth Form. Lead by our two Head Girls they are a dynamic team who coordinate a large amount of activities giving them brilliant leadership opportunities

Curriculum

We run a three-year KS3, although students begin their GCSE courses in Science in Year 9 allowing them to do three separate sciences at GCSE. At KS4, students study ten GCSEs, which includes a Modern Foreign Language and either History or Geography. In the sixth form most students study 3 A Levels, with the most able being given the opportunity to study four. This is supplemented with the range of opportunities detailed above.



About the Post

Reporting to: Head of German

All teachers are leaders of learning and are committed to delivering the school's vision and the high ambitions for the school's future. Their proactive support leads to sustained improvements and raised standards across the organization. As members of both "Standards" (Faculties) and Development (Tutoring) teams they model and actively implement "Development and Standards" policies and contribute to their development. They are accountable for specific identified and agreed operational functions within the teams to which they belong and which form part of the areas' day to day work.

All teachers strive to be an outstanding teacher and tutor who also consistently models Professional Standards. All teachers, given the nature of the school's context, accept that all teaching and tutoring should, when applying the Ofsted criteria, be at least good.

Teachers' on-going professional development is valued as part of the school's commitment to Investors in People and staff recognize their responsibility in seeking to improve their practice. Feedback to support professional development is provided formally and informally including through Performance Management reviews and the routine, rigorous and robust Quality Assurance process which underpins the school's self-evaluation strategies. Staff are aware that underperformance will be challenged and that they will be held accountable for the performance of students for whom they have a direct responsibility. Whilst it is accepted that not all students will realize their full potential evidence of strategies to remove barriers to inclusion and achievement should always be maintained. In addition, all staff support the school's single opportunity policy and promote community cohesion as well as actively supporting the activities of the school community and the wider community.



Our Commitment to You

Staff are our most valued asset and we place a high emphasis on staff well-being and professional development, no matter what stage of your career you are at. We pride ourselves with the supportive and inclusive nature of the school and ensure that we foster a friendly working environment. As part of our commitment to staff well-being and development, we offer the following to teaching staff:

Professional Development

- Research led CPD programmes, tailored to individual's aspirations, which are based both in school and across the wider Trust.
- A full induction programme for all new staff.
- ECT's will have a lower teaching load, timetabled mentoring sessions and a full programme of training and induction activities.
- Unlimited access to the National College CPD platform.
- An additional INSET day at the beginning of the academic year dedicated to teacher planning and preparation.
- Our "No lesson judgements" policy ensures lesson observations are developmental and supportive.
- One INSET day a year dedicated to moderation and curriculum preparation.

Staff Welfare

- Data capture that is measured and timely - we report progress home three times a year.
- Minimal written reports.
- No requirement for teachers to submit lesson plans, even for lesson observations.
- Teaching staff are only required to do a maximum of one twenty minute duty each week.
- Supportive yet challenging governance, which understands that teachers are our most valuable resource.
- We are a school that appreciates the importance of family. We do our best to support staff when there are issues and requests for additional leave regarding family events and an Additional Leave policy that supports staff when they may need time off school.
- A teaching load of 43/50 one-hour periods of teaching per fortnight maximum.

Support

- The school calendar is planned in advance across the whole year so people know what is happening and when.
- In-house cover supervision team.
- A comprehensive pastoral team to help with supporting our students with behaviour and wellbeing.
- A highly effective and proactive support staff that play an important role in supporting teaching and learning.
- A Marketing, Events and Visits team that are responsible for organising key school events and trips.

Benefits

- School budgets are set making the assumption that everybody will get their incremental pay rise.
- Cycle to work scheme.
- Healthcare cash plan.
- Occupational health support.
- Priority admission for staff children (see admissions policy on school website).
- Employee Discount Scheme (Multiple Retailers – Kent Reward Scheme).
- Opportunity to perform paid lunch-time duties (with free lunch).
- Free annual flu vaccination.
- Employee Assistance Programme.
- Free tea and coffee provided in the staff room.
- Use of onsite canteen offering hot meals and salad bar.
- Opportunities to participate in enrichment activities e.g. theatre visits.
- Opportunities for flexible working.
- Free on-site parking.
- Membership of the Teachers' Pension Scheme (TPS) or Local Government Pension Scheme (LGPS).

Environment

- Pleasant working environment with very well-behaved students.
- Eleven acres of school grounds set in Green Belt land at Tonbridge Campus.

Job Description

MAIN DUTIES

The main duties of a teacher at Weald of Kent are to:

Teaching

- meet the requirements of a classroom teacher set out in the Teacher Standards or Post Threshold Standards (if applicable).
- teach students according to their educational needs, including the setting and marking of work carried out by the student in school and elsewhere.
- assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- undertake a designated programme of teaching.
- ensure a high quality learning experience for students that meets internal and external quality standards.
- prepare and update subject materials.
- use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
- maintain discipline in accordance with the school's behaviour policy and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- mark, assess and give written/verbal and diagnostic feedback as required.

Operational/Strategic Planning

- assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the department.
- plan and prepare courses and lessons.
- contribute to the whole school's planning activities.

Curriculum Provision

- assist the subject leader to ensure that the department provides a range of teaching that complements the school's strategic objectives.

Curriculum Development

- assist in the process of curriculum development and change within the department.

Personal Development

- take part in the school's appraisal process, ensuring the correct CPD has been applied to support this
- ensure the effective / efficient deployment of classroom support.
- work as a member of a designated team and positively contribute to effective working relations within the school.

Quality Assurance

- participate in all quality assurance processes, working within the remit of school policy and procedure, to ensure the highest quality of teaching and learning
- review methods of teaching and programmes of study within the department.
- take part in the review of and development of activities relating to the department and pastoral functions of the school.

Management Information

- maintain appropriate records and provide relevant, accurate and up-to-date information for SIMS, registers etc.
- complete the relevant documentation to assist in the tracking of students.
- track student progress and use information to inform teaching and learning.

Communications

- communicate effectively with parents as appropriate.
- communicate effectively with persons or bodies outside the school.
- keep up-to-date with school communications via emails, bulletins and briefings.

Marketing and Liaison

- participate in open evenings and parents' evenings.
- contribute to the development of effective subject links with external agencies and partner schools.

Management of Resources

- contribute to the process of the ordering and allocation of equipment and materials.
- assist the subject leader to identify resource needs.
- contribute to the efficient/effective use of physical resources.
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

Pastoral System

- be a Form Tutor to an assigned group of students.
- promote the general progress and well-being of individual students and of the Tutor Group as a whole.
- liaise with a Pastoral leader to ensure the implementation of the school's support system.
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.

Whole School

- play a full part in the life of the school community.
- support the vision and aims of the school.
- support the school in meeting its legal requirements for worship.
- comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.
- undertake any other duty as specified by STPCD not mentioned in the above.
- Employees are expected to be courteous to colleagues and students and to provide a welcoming environment to visitors and telephone callers
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher (or designated person) to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Degree or equivalent	✓	
Experience		
Outstanding classroom teacher and tutor	✓	
Sustained performance securing very good student outcomes	✓	
The ability to teach German and/or French to KS4	✓	
The ability to teach German and/or French to A-Level	✓	
Skills & Knowledge		
Able to communicate effectively, orally and in writing	✓	
Able to consistently demonstrate effective planning for practical lessons to help support the delivery of outstanding lessons	✓	
Confident in own ability to be effective and to take on challenges	✓	
Ability to relate well to students, colleagues, parents and Trustees	✓	
Effective behaviour management	✓	
Able to support students in maintaining high standards	✓	
Efficient and effective administrative, organisational and personal management skills	✓	
Personal Attributes		
Ability to inspire, challenge and motivate	✓	
Have a positive approach with a desire to succeed	✓	
Energy, enthusiasm and perseverance	✓	
Reliability and integrity	✓	
Good interpersonal skills	✓	
Professional appearance and manner	✓	
Positive commitment to individual personal development	✓	
Capacity to work hard, under pressure, to meet deadlines and manage time effectively	✓	
A good record of attendance	✓	
Adaptable and amenable with respect to working practices	✓	
Ability to work independently and in a team, take a collaborative approach	✓	
Ability to build supportive working relationships with colleagues	✓	
Commitment to supporting the full life of the school	✓	
Suitable to work with children	✓	
To undertake other activities identified from time to time commensurate with the level of the post as determined by your Line Manager or SLT link	✓	
To be committed to your own development through the effective use of the School's CPD processes	✓	
To understand your own responsibilities, be committed to and comply with School policies and procedures relating to child protection, health & safety, welfare, security, diversity & equality, confidentiality and data protection, reporting any concerns to the appropriate person	✓	
To work collaboratively with the wider organisation and act in the interests of the School at all times	✓	
To support the delivery of the School's strategy as it relates to this post	✓	
Equal Opportunities		
A commitment to inclusive education	✓	

Application Process and Safeguarding

Applications

[Application forms](#) can be found on our website or on tes.com and should be sent to Human Resources at HR@wealdgs.org. The communication should set out how your proven relevant experience relates to this role. For safer recruitment purposes application forms need to be completed in full and CV's will not be accepted.

References

References may be taken up before being short-listed, please indicate on your application form if you have any objection to us contacting the referee prior to interview.

Safeguarding Duties and Responsibilities

This role is a teaching or teaching support role involving extensive contact and responsibility for children.

The 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 successful applicant will be expected to uphold this duty and be responsible for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, and so to adhere to and ensure compliance with the school's Safeguarding Policy at all times and complete appropriate training. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, they must report any concerns to the school's Designated Safeguarding Lead or to the Head.

Applicants will be required to undergo child protection screening appropriate to the post. Since this role involves 'regulated activity' with children, the successful applicant will be required to complete a Disclosure and Barring Service (DBS) disclosure application. Employment will be conditional upon the School being satisfied with the result of the Enhanced DBS check and the outcome of all the other checks.

The School will also carry out a check of the Children's Barred List on the successful applicant. Applicants should be aware that it is unlawful for the School to employ anyone to work with children if they are barred from doing so, and it is a criminal offence for a person to apply to work with children if they are barred from doing so.

This role is also exempt from the [Rehabilitation of Offenders Act 1974](#) and the School is therefore permitted to ask shortlisted applicants to declare all convictions and cautions (including those which are 'spent' unless they are 'protected' under the DBS [filtering](#) rules) in order to assess their suitability to work with children.

Please read our [safer recruitment policy](#), [recruitment of applicants with a criminal record policy](#) & [Equal Opportunities and Diversity policy](#) before completing your [application](#). Please also be aware of our [Safeguarding / Child Protection Policy](#).

