



Head of Modern Languages (ML)

We will enable each child to thrive personally, socially and academically, preparing them for the future by creating an environment that promotes wellbeing, encourages curiosity and celebrates individual success

Job Summary

We are looking for an energetic, knowledgeable and experienced Head of ML to lead our department; drive curriculum development, including within the Pre-Senior Bacalaureate framework (PSB); inspire a lifelong love of languages and different cultures and challenge and excite our young learners.

Working within a dynamic and collaborative team, the successful candidate will lead the Languages department by overseeing the teaching and learning throughout the school from Reception to Year 8 and deliver language lessons to pupils aged 8-13.

This is an excellent opportunity for an existing or aspiring Head of Department with experience teaching French and a second language (e.g. Spanish, German or another language). The candidate will bring ideas, energy and a passion for language learning.

If you are driven by the desire to inspire compassionate, empathetic global citizens of the future, we invite you to join us in shaping the future of ML education at Twickenham Prep School.

Contract: Permanent, full-time

Reports To: Director of Studies

Required From: September 2025

1. Main Subject Responsibilities

The Head of ML is expected to:

- Ensure the design and delivery of a ML curriculum that is fit for purpose
- Regularly review and revise the ML curriculum across the School, with reference to changes in Curriculum frameworks and other initiatives, where appropriate
- Provide a vision for learning within the department in line with that of the School
- Oversee the teaching of ML throughout the whole School ensuring high standards are maintained and addressing any issues where teaching falls below the required standard
- Liaising with and supporting other French teachers at the school
- Keep up to date with new teaching styles and innovations in education including statutory requirements of the National Curriculum framework
- Promote ML and enrich the subject through a range of extracurricular activities, including a residential trip to France, clubs, competitions and other cultural events

- Have oversight of marking and assessment in ML in line with school policies
- Ensure that learning is personalised through good use of assessment data and good assessment practice including focussed work for all ability levels including those identified as SEND and Gifted and Talented
- Have a strong passion for the subject and its energetic and accessible delivery in the classroom
- Inspire confidence in the pupils so that they ask questions and articulate their own understanding
- Have a proficiency in ICT, its use in the classroom and as a data tool.

2. Head of Department Responsibilities

In running the department, the Head of Department is responsible to the Director of Studies regarding curricular issues and the Headmaster regarding staff matters.

Heads of Department are expected to work collaboratively with colleagues to carry out the following duties:

- Proposing annual budgets to the Headmaster
- Auditing, prioritising and ordering resources within a set budget
- Applying to the Headmaster for additional funding for special items, and liaising with the Head of Operations
- Informing staff of new developments and resources
- Organising and/or distributing resources
- Working positively and co-operatively with colleagues in operating mark schemes, researching materials, keeping abreast of new developments and developing new courses
- Attending and initiating formal and informal departmental meetings
- Attending relevant training courses and disseminating information to other staff
- Ensuring new staff are familiar with the curriculum, resources and assessment strategies of the department
- Being available to colleagues to offer support and advice
- Being available to enjoy pupils' excellent work from any class within TPS ensuring appropriate reward strategies
- Being pro-active within the subject throughout all year groups within TPS
- Keeping evidence of pupil progress and attainment as appropriate.

3. Monitoring and Evaluation

The Head of Department should report to the Director of Studies on:

- Effectiveness of colleagues' planning (medium and short) and delivery of the subject
- Continuity and progression throughout the School
- Children's recording of their work; content, presentation and standardized procedures
- Strategies for pupil assessment used within the Prep department
- The setting of appropriate targets to raise pupils' attainment.

4. Teaching, Learning and Classroom Management

- Teach ML lessons to Year 4 through to Year 8
- Promote ML across the curriculum
- Plan, prepare and deliver appropriate learning experiences based on agreed and published curriculum policies

- Ensure that work planned is suitably differentiated to meet the needs of all pupils in the class
- Manage lessons in such a way as to provide a suitable learning environment
- Maintain records of children's achievements and progress
- Bring to the attention of the Deputy Head/Director of Studies children with perceived Special Educational Needs
- Display children's work and information in the classrooms and around the School
- Monitor and be responsible for the use and maintenance of teaching resources provided for the lessons and/or individual pupils
- Ensure that classrooms are kept tidy and attractive
- Adhere to the Behaviour Management Policy of the School and, in general:
 - Set high expectations for pupil behaviour
 - Maintain good order and discipline among pupils and safeguard their health and safety, both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere
 - Contribute positively to ensuring that pupils are taught in a safe and supportive learning environment.

5. Recording and Assessment

- Mark and monitor pupils' work, providing constructive feedback and setting targets for future progression
- Set and mark homework as appropriate
- Assess, record and report on the development, progress and attainment of pupils
- Check that pupils have understood and completed work set
- Monitor pupils' strengths and weaknesses
- Plan, as appropriate, to ensure that pupils can continue to make demonstrable progress
- Be responsible for monitoring and reporting to parents (as appropriate) on the progress of pupils in the lessons.

6. Class Form Tutor

- Providing pastoral care and support to pupils within their assigned form
- Monitoring pupil attendance, behaviour and academic progress
- Serving as a point of contact for pupils, parents and other staff regarding pupil welfare and academic concerns

7. Other Requirements

- Run a weekly extra-curricular after school club throughout term time to support the co-curricular programme
- Required to attend residential school trips, including international trips.
- Uphold and at all times adhere to all school policies and procedures, including those relating to Child Protection and Safeguarding
- Set a good example to the pupils through their presentation, personal and professional conduct
- Take responsibility for their own professional development
- Liaise with parents, carers and other Agencies, as appropriate
- Work collaboratively within the department and wider school

- Participate in meetings, briefings and other school activities and/or carry out any other duties that the Headmaster or Deputy Head reasonably requires and considers to be relevant to the role.

Additional Note

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 'Teachers' Standards' define the minimum level of practice expected of all teachers. The Standards will be applied as appropriate to the role and context within which a teacher is practising. The Job Description should, therefore, be read in conjunction with the following 'Teachers' Standards'.

[Department for Education - Teachers' Standards](#)

Candidate Profile

The experiences, skills and qualities set out below capture the ideal requirements for successful fulfilment of the role described. In practice, if a candidate does not meet all these requirements but demonstrates the potential, adaptability and ambition to grow into the role, this may still enable them to be successful.

Qualifications and Experience	<ul style="list-style-type: none"> • Good academic education to degree level – fluency in French and another ML • Qualified teacher status (essential) • Expertise and significant teaching experience in French and another ML. • Experience of teaching French and another ML Year 4 – Year 8 • Strong subject knowledge required to deliver the curriculum through to Year 8. • Experience as an excellent classroom teacher • Knowledge of PSB an advantage
Personal Qualities	<ul style="list-style-type: none"> • A personal love of French/ Spanish/ another ML and of learning and an ability to convey this effectively to pupils, delivering inspiring lessons • Hard working, with a positive and enthusiastic attitude • A team player, with a sense of humour • Proactive - ability to lead new initiatives • Ability to work collaboratively with colleagues • Eager to improve personal and professional skills • Understand and respect the principles of confidentiality • High professional standards for yourself and pupils • Demonstrates ability to work collaboratively with colleagues across different subject areas and to promote interdisciplinary learning and coherence in the curriculum. • Ability to think creatively and demonstrate initiative, dealing calmly with different situations as they arise • Establishes strong connections with pupils, colleagues, and parents through personal warmth and rapport.
Skills	<ul style="list-style-type: none"> • A genuine interest in and knowledge of Year 4 – Year 8 age group and a strong commitment to high standards of teaching and learning • Strong subject knowledge and fluency in the French and another ML language with excellent accent and knowledge of grammar • Excellent communication skills, particularly when addressing staff, pupils or parents directly • ICT literate, confident in the use of ICT and/or the ability to learn quickly when using unfamiliar packages • Excellent time management and organisational skills • A commitment to getting to know each pupil as an individual learner • Aspirational for every pupil

	<ul style="list-style-type: none"> • The ability to work flexibly, using own initiative and prioritising effectively • The capacity to work accurately under pressure with attention to detail.
<p>Philosophy and Ethos</p>	<ul style="list-style-type: none"> • A commitment to safeguarding and promoting the welfare of children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children • A commitment to the ethos and strategic direction of the School