



www.wallingtongirls.org.uk

Recruitment Pack

HEAD OF MFL

0.8 or Full Time considered

January 2027 or sooner



Wallington
High School For Girls
HEIRS OF THE PAST, MAKERS OF THE FUTURE

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WELCOME FROM THE HEADTEACHER

Dear Colleague,

Thank you for your interest in the position of Head of MFL at Wallington High School for Girls. We are a truly exceptional school with a reputation for academic excellence, the very best pastoral care, guidance and support, as well as superb extra-curricular provision. Our most recent Ofsted inspection in March 2025 rated the school as Outstanding in all areas: Quality of Education, Personal Development, Behaviour and Attitudes, Leadership and Management and Sixth Form.

WHSG 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.

The school is part of the Girls' Learning Trust (GLT) which aims to empower girls and young women by delivering a first-class education and providing an inspirational start to their futures. A feature of our trust is that schools have a tangible sense of their own special identity and staff are shapers of their school's character and ethos.

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 Wallington High School for Girls.

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

If you want to join our team and want to learn more about the school and the GLT by visiting our websites at www.wallingtongirls.org.uk and www.girlslearningtrust.org

Yours sincerely

Ms T O'Brien
Headteacher



OUR SCHOOL

Wallington High School for Girls (WHSG) is a selective academy for approximately 1500 girls aged between 11 and 18. The school first opened in 1888 and moved to its present site in 1965. The school is heavily over-subscribed with more than 2000 applications each year for the 210 places in Year 7. Our Sixth Form has expanded over recent years and although our retention rate is very high, many external students also apply and gain places into our Sixth Form. We are a multicultural community with an increasing percentage of minority ethnic groups. Over 47 different first languages are spoken and this brings a rich diversity to our school.

Our students achieve at the highest level academically. In 2025, 83% of our GCSE entries were awarded 9/7 grades. At A level, 56% of our entries were awarded A*/A grades. The vast majority of our students move from WHSG into higher education. Seven students gained places at Oxford or Cambridge in 2025, with over 60% gaining places at Russell Group universities or medical schools and 90% achieving their first or second choice university. 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 our strong pastoral system and girls enjoy a comprehensive programme of PSHCE throughout their time at school. This is taught by form tutors and ensures that strong relationships can be built and maintained. Form tutors remain with their group from Year 7-11 or in 12 and 13 and this further fosters this relationship. 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. We have an extensive student mentoring and tutor programmes and many of our KS5 students 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 extra-curricular 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. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Dance, Drama and the Arts, including an annual school production and gym and dance showcase. We enjoy a successful Combined Cadet Force (CCF) partnership with Wilson's School, involving over 50 of our students and an equally successful Duke of Edinburgh scheme, involving 250 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.

The 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 over 500 students in the Sixth Form, we offer an extensive choice of A Levels taught in excellent facilities by subject experts. 82% of our students chose to stay with us for Sixth Form in 2025 and we also warmly welcome a large number of external applicants who meet our entry requirements.

In addition to A Levels, all students in Year 12 will take an elective intended to develop their communication skills and build their cultural capital. There are a number of options available, including the Extended Project Qualification 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.

WHSG 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. In addition, Our Sports Leaders run clubs and undertake outreach work with local primary schools. Furthermore, it is Sixth Form students who run some of our most successful clubs and societies, including those that build upon our inclusive commitment to school life. All lower sixth students are actively involved in our local community as part of our volunteering programme, this includes working in charity shops, visiting nursing homes and working in local primary schools.

Curriculum

We run a three-year KS3, although students begin their GCSE courses in Science in Year 9 allowing them all to do three separate sciences at GCSE. Our KS3 students, study two modern foreign languages alongside the other national curriculum subjects. At KS4, students study ten GCSEs, including a Language and a Humanities subject, plus two wider choices. In the Sixth Form most students study three A Levels, with the most able being given the opportunity to study four. This is supplemented with the range of opportunities detailed above.

Teaching and Learning

At WHSG, teaching and learning is at the heart of everything we do. We are committed to continuous improvement, rooted in evidence-informed practice and a strong spirit of collaboration. Every other Tuesday, students finish early to allow for dedicated CPD, with inter-departmental teaching and learning communities and department-led sessions that sharpen subject knowledge and pedagogy. We value reflective practitioners who are eager to share ideas, visit other schools, and bring back fresh approaches. In our classrooms, students are challenged to think deeply while teachers use frequent low-stakes assessment to adapt and refine their practice. We are also committed to streamlining practices so that teachers can focus on what matters most: delivering high-quality teaching that secures the best outcomes for all of our students.

More information

In our most recent Ofsted inspection in March 2025, the school was graded as Outstanding in all areas. To find out more about our school and the Girls' Learning Trust, please see our videos at:

[Welcome to Wallington](#)

[GLT - This is Who We Are](#)

OUR LEADERSHIP TEAM

The Senior Leadership Team consists of one Deputy Head, four Assistant Heads and six Directors, who work closely & supportively to plan for the future development of our highly successful school. Collaborative & open working practices ensure coherence and clarity in the leadership & management of WHSG. The LGB is a strong and supportive team with considerable professional expertise.

Tracey O'Brien (Headteacher)

Tracey started as the Headteacher of WHSG in Sept 2023. Since reading Geography at The London School of Economics, Tracey has always worked in schools. She has been a school leader for 15 years and through this time, in various roles, has been responsible for the full range of leadership activities including improving teaching & learning, delivering high-quality CPD, planning school self-review and evaluation and leading on behaviour and inclusion at different times. She has worked for London Challenge supporting other schools and has set up and became the Director of one of the early National Teaching Schools. Tracey has written leadership courses for middle and senior leaders, delivered teaching programmes as an AST and was awarded one of the few London Commissioner Teacher roles. Tracey has published two school leadership books and is passionate about teacher and staff development.

Catherine Godyn (Deputy Headteacher)

Catherine joined WHSG in 2010 as a Mathematics NQT, having graduated from Southampton University with a degree in Mathematics. Over the years she has taken on a number of roles, including Head of Year, Enrichment & Visits Coordinator, Director of Sixth Form and now Deputy Headteacher. Her background in both pastoral and strategic leadership has given her an insight into many different aspects of school life. With a young daughter, Catherine is a supporter of girls' & women's rights, especially in education and the workplace. Coming from a performing arts background, Catherine is particularly passionate about the important role a broad and balanced curriculum plays in the development of well-rounded students.

Jon Donnelly (Assistant Headteacher - Curriculum and Standards)

Jon joined as an NQT in 2010 as a member of our Department of Theology and Philosophy. After his first year he became Head of Dept, then Director of Humanities, and eventually in 2019 Assistant Headteacher responsible for teaching & learning. A common theme throughout Jon's career is his passion for all things teaching & learning and CPD. He is constantly reading books about education and has used his knowledge to promote evidence-informed practice throughout the school. Jon is a firm believer that more is not necessarily better, and a healthy work life balance is an essential feature of any outstanding education.

Jamie Parkinson (Assistant Headteacher - Co-Curricular and Academic Support)

Jamie joined in 2013 from Wilson's School, having been a Head of Year. He joined as Head of Biology before becoming Director of Science and later an Assistant Headteacher, in 2020. Jamie is the Careers Leader at WHSG and has leads on Pupil Premium, PSHCE & Primary Outreach. He is a Senior Examiner for Pearson & the Vice Chair of Governors at a Primary School. Outside of school, Jamie is President of Old Wilsonians Football Club & as well as sports, he enjoys reading & spending time with his young family.

Melissa Sundborg (Assistant Headteacher - Pastoral Care and Student Support)

Melissa joined WHSG in 2022 as Assistant Headteacher, prior to this she worked for a large Multi-Academy Trust in North London as an Assistant Principal. Melissa has worked in education for over a decade, across all Key Stages, as well as in Higher Education as a lecturer at the Royal Academy of Dance. Melissa believes it is important to develop an inclusive, happy and caring learning environment where all students are challenged to achieve their best.

Samantha Collins (Assistant Headteacher - Sixth Form)

Sam joined the school as an NQT in 2010 with a passion for developing sport in girls' education. An experienced Netball player and performing arts background has seen Sam involved in an array of extracurricular both in the PE department and whole school, supporting with school productions and dance shows. Sam has been fortunate enough to run a whole host of inspiring enrichment opportunities as both Director of Sport and within her role as EVC. Netball tours to Barbados, skiing in Europe & America are highlights so far. Sam is a passionate leader and balances her current role with being a mum to 2 very sporty and busy children

OUR TRUST

What is the Girls' Learning Trust?

The Girls' Learning Trust is the UK's largest all-girls, all-state-funded multi-academy trust, currently comprising three high-performing schools:

- Nonsuch High School for Girls
- Wallington High School for Girls
- Carshalton High School for Girls

Together, these schools educate more than 4,500 students and employ nearly 500 staff. The Trust has a combined annual income of over £30 million and a strong reputation for academic achievement, leadership development, and inclusive practice.

What is our purpose and education mission?

Our purpose is transforming lives through girls' education.

For **students**, we help them achieve their full potential by creating an inclusive, supportive and aspirational learning environment. We equip them with the knowledge, skills, and confidence to thrive in school and in life, preparing them for their future.

For **staff**, we create a positive working environment where they are valued, supported, and motivated. We offer opportunities for development and career growth, encouraging collaboration and enabling everyone to contribute to the success of our students and the whole Trust.

For **schools**, we support and assure their education development with the freedom and autonomy to define their own values and priorities, respecting their individual character and unique identities. We promote collaboration across the Trust, enabling sharing of resources, exchanging ideas, and driving continuous improvement.

For **society**, we forge strong partnerships with parents, local groups, and other stakeholders to enrich our schools and students' educational experiences. We actively engage with the community to create a positive impact and foster a sense of civic responsibility in our students, staff and volunteers.

Our Education Mission is to empower girls to thrive through a holistic, rigorous and transformative education that nurtures their intellectual, emotional, and personal growth.

We believe in the limitless potential of our students. All our schools are empowered to develop their own education vision that reflects their local context and needs of their students. But this is underpinned by a shared belief in:

1. The transformative power of girls-only education
2. The holistic measurement of success based on the whole student
3. The prioritisation of student wellbeing and character development
4. The promotion of girls' leadership rooted in strong values
5. The value of equity, diversity and inclusion

How is a MAT different from a local authority school?

Academies within a Multi-Academy Trust (MAT) operate independently of local authorities. Unlike maintained schools, which are overseen by a local council and receive funding through the local authority, MATs receive their funding directly from the Department for Education (DfE). This gives MATs more freedom and flexibility in areas such as curriculum design, staff pay and conditions, and resource management - but it also comes with increased responsibility and accountability to central government.

In a MAT, the Trust Board and CEO are legally responsible for every aspect of the organisation's performance, including finance, compliance, governance, safeguarding, and school improvement. Local authorities no longer have any role in school oversight or intervention.

At the Girls' Learning Trust, this autonomy enables the Trust to implement its own Strategy and Operating Model, which aligns leadership, curriculum priorities, and educational assurance across all three schools. For example, the Trust sets its own policies for staffing, admissions coordination, educational development, and financial planning—while still complying with national statutory requirements. This enables the Trust to act more decisively and innovatively than would be possible under a local authority model, while remaining firmly committed to its mission of transforming lives through girls' education.

What is the history of the Girls' Learning Trust?

In 2015, Nonsuch High School for Girls formed a multi-academy trust with Wallington High School for Girls, the Nonsuch & Wallington Education Trust. In 2018, the company became the Girls' Learning Trust (GLT) and later that year Carshalton High School for Girls joined.

Our schools share many characteristics and are held in high regard by the local community. They are high performing and deliver a broad, balanced and challenging curriculum setting high expectations. Students benefit from being taught by well-qualified, dedicated and committed staff who are experts in girls' education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including Finance, Estates, IT, Procurement, Capital Development Projects, HR, Governance, Audit and Risk. This core team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

Relationships in the Trust, between staff and students or between colleagues, are built on mutual trust and respect. These relationships drive school improvement and contribute to the wellbeing of everyone. Visitors often comment on the high levels of motivation and positive behaviour of the students, the commitment and professionalism of the staff and the well-equipped school buildings. Strong academic performance is complemented by highly effective pastoral care. We believe in offering a broad experience that goes well beyond the academic, and girls are encouraged to develop their confidence, independence and resilience across a wide range of enrichment and extra-curricular activities.

What makes the Girls' Learning Trust special?

While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared commitments and the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focused.

What is it like working at the Girls' Learning Trust?

Being part of the Trust means that no school works in isolation. We are stronger together—not by erasing difference, but by celebrating it in a community where excellence, equity, and empowerment are shared aims.

Staff are supported to thrive through high-quality development, cross-Trust networks, and streamlined operations that reduce workload and stress.

- Access to professional development pathways, from early career to senior leadership, aligned with a Trust-wide framework that supports progression.
- Collaboration with expert colleagues in girls' education, through forums, networks, and school-to-school support that promote both excellence and innovation.
- Staff voice embedded in strategy, with regular consultation and survey data used to inform Trust planning and improvement.
- Workload reduction and greater wellbeing, through high-quality shared services in HR, IT, finance, governance, and estates.
- Job security and career mobility within a growing, values-led Trust, enabling staff to thrive professionally without losing connection to their school's identity.

Our commitments to you

To support the achievement of our education mission, we recognise that our strength lies in the talent and dedication of our staff and we will prioritise recruitment and retention strategies that attract high performing people who align with our shared ethos and reflect the communities we serve. Professional growth and personal wellbeing are central to our approach. We will provide continuous learning and development opportunities that will help staff thrive and progress their careers. We will uphold a culture that promotes kindness, collaboration and recognition, ensuring an open, safe, supportive and inclusive environment where all individuals feel heard, valued and are empowered to contribute to our mission.

Our commitments to each other

We know that our people are our strength and deserve the highest standards. We want everyone working within our community, whether as a volunteer, contractor or member of staff, to feel valued, supported and part of a cohesive team, working in a safe environment with the resources they need to thrive. To support this aim, it is vitally important that our core commitments of integrity, collaboration and reflection are shared. These commitments should act as our reference point; they should unite and orientate us, helping us hold ourselves and each other to account.

We will act with **integrity**. It is our anchor value and ensures that we act with kindness, we maintain fairness and we are positive role models. In our interactions we will:

- Consider what we do and what we say, ensuring kindness, honesty and understanding.
- Be consistent, respectful and fair in our approach.
- Do the right thing even when it might be difficult.
- Maintain accountability, owning mistakes, understanding that working to resolve them is an essential component of long-term success.

We will be **collaborative** in our working style, looking towards cooperation and codesign where beneficial, and involving those affected by decisions in the development of solutions. In our interactions we will:

- Listen to and support each other, encouraging diverse perspectives or beliefs and providing opportunities for others to feed into work at an early stage.
- Share ideas, knowledge and learning, to help us understand and develop together.
- Encourage active participation from others in decision-making or problem-solving processes, seeking solutions that work for everyone where possible.
- Be unafraid to ask for help or support and be willing to provide the same to others.

We will take time to be **reflective**, understanding that better-decisions will be made, and better work will be produced, when we give ourselves the space to learn and develop. In our interactions we will:

- Have the courage to welcome constructive feedback from others to help us better understand.
- Provide time to reflect on our activities and ask ourselves the question, can we do it differently?
- Foster a thoughtful approach to our work, being open to learning, adapting and sharing.
- Allow others the time and space to reflect, understanding that we are all individuals with differing working styles and needs.

Additionally, we require all leaders working across the Trust to demonstrate and role model **positivity** in attitudes to day-to-day challenges and support others to do the same. As leaders in our interactions we will:

- Adopt a balanced perspective, framing setbacks as temporary and focusing on longer term goals and the bigger picture.
- Approach challenges with optimism and renewed energy.
- Exhibit a 'can do' attitude, engendering a positive mindset in others.
- Be forward thinking, pragmatic and solution focused.

Our commitment to Equity, Diversity and Inclusion

At the Girls' Learning Trust (GLT), Equity, Diversity and Inclusion (EDI) is not an optional add-on or a standalone policy area—it is a fundamental thread running through the Trust's purpose, education mission, and all five strategic priorities. Our commitment is clear: we will transform lives through girls' education by ensuring that every student and member of staff can thrive, regardless of background or identity.

The strategy embeds EDI in the following ways:

- **Strategic Integration:** EDI is interwoven across all five strategic priorities, from achieving strong outcomes and developing inclusive school cultures, to building empowered leadership and securing long-term organisational sustainability. This means EDI is considered in all key decisions, not treated as a separate initiative.
- **Data-Driven Accountability:** The Trust tracks outcomes across a wide range of characteristics—including economic disadvantage, SEND status, ethnicity, and gender identity—using this analysis to identify gaps and inform action. These insights feed into each school's development plan and the Trust's annual KPI framework, which explicitly references equity-related metrics.
- **Statutory Compliance and Beyond:** All schools are required to publish clear and measurable Equality Objectives under the Trust's Public Sector Equality Duty, but the Trust's ambition goes further. Schools are expected to engage in regular reflection on inclusion and equity, supported by central tools and challenge processes.
- **Training and Capacity Building:** The Trust provides training for leaders, teachers, governors, and central staff on issues such as unconscious bias, inclusive language, and structural disadvantage. This professional learning is built into the Operating Model and offered through Trust-wide CPD and leadership programmes.
- **Inclusive Practice and Representation:** Schools are supported to ensure that curriculum materials, displays, assemblies, and communications reflect the diversity of the communities we serve. Representation matters—students should see themselves in the content they learn, the staff who support them, and the values that underpin their school.
- **Local Reflection and Ownership:** While the strategy sets a Trust-wide direction, each school is empowered to reflect on and address its own inclusion gaps. This is supported by tools such as EDI self-assessments, consultation models, and community engagement frameworks—ensuring that inclusion work is both consistent and context-sensitive.



OUR FACULTY

We would like to welcome you to the MFL Faculty where we have a real passion for languages! The Modern Foreign Languages Department is a high achieving department and are delighted that the school considers languages to be an important aspect of today's education. All students study two languages at Key Stage 3 and at least one to GCSE at Key Stage 4, with a number of dual linguists.

We run a variety of events, competitions, and enrichment opportunities. Past events include a German Christmas Bake Off, a Spanish Day of the Dead celebration with mask making and a French showing of 'Ratatouille' with tastings! School trips are organised (this year to Seville, Nantes and the Rhineland). We also use Blue Stamp Travel to organise work experience abroad for our Year 12s. In addition to this, we collaborate closely with our partner schools within the Trust. All Modern Foreign Language teachers are committed to their own continued professional development and many opportunities are made available to ensure this, including attendance at AQA and professional courses, and courses run by The Languages Show and the Cervantes institute. There are also peer lesson observations at WHSG or elsewhere and pedagogical coaching. This year staff have been involved in supporting an ECT. Department time is currently firmly focused on the new GCSE MFL curriculums.

Staff

The MFL Faculty consists of 7 staff, all of whom have different specialisms plus 3 Foreign Language Assistants (FLAs). We provide opportunities in French, German and Spanish Languages.

Resources

The department teaches in 7 dedicated subject classrooms, as well as 1 smaller room used for conversation with the FLA. Each room is equipped with a networked computer, an interactive whiteboard, visualiser and digital projection. The department is very well-resourced with a wide variety of audio-visual resources and online subscriptions which are now mainly accessed digitally, allowing us to make greater use of the various digital platforms.

Curriculum

At Key Stage 3 students are taught 2 languages in form groups covering a wide range of topics. Formative assessment is embedded in the culture of the department and KS3 curriculums have been updated over the past two years in line with the new curriculum at KS4 and are reviewed on a regular basis. There is an emphasis on phonics, vocabulary acquisition and grammar. The language is taught in bite size chunks building on previous lessons and using retrieval practice to reinforce learning at all stages. We have moved away from over burdening students with excessive assessment and instead the focus is on regular practice and differentiation for more able students; above all we want learning a language to be fun. We have also increased the emphasis on how languages can be used in the working world and can help shape and build interesting careers so students see the point of learning a language.

At Key Stage 4, each student must undertake at least one Language. GCSE classes are all taught by subject specialists who have a real passion for their subjects which they pass on to their students. There are five lessons per fortnight with additional support from a FLA.

At A Level we run classes for French, German and Spanish and KS5 teaching is shared so the students get the benefit of everyone's expertise. We use the OUP Kerboodle resources supplemented with a lot of our own materials for the AQA course.

We are a dedicated and happy department who believe in the importance of supporting colleagues and offering the best possible teaching to our students who are a real delight to teach and who, rightly, have high aspirations.

Results

GCSE

Subject	2025 Results (Grade 7 – 9)
French	78.9%
German	72.4%
Spanish	86.0%

A Level

Subject	2025 Results (A*/A)
French	66.7%
German	100%
Spanish	100%

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. A recent staff survey stated that staff do not feel pressured to work long hours and staff are consulted about changes at work. As part of our commitment to staff wellbeing 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.
- CPD time built into the curriculum and school day every other Tuesday afternoon (students have an early finish)
- 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.
- Opportunities for promotion within the school or trust, as well as a chance to lead on whole school projects.
- An additional INSET day at the beginning of the academic year dedicated to teacher planning and preparation.
- A collaborative professional culture, with regular low-stakes learning walks and opportunities for feedback, rather than formal graded observations.
- One INSET day a year dedicated to moderation and curriculum preparation.
- An annual cross-Trust teaching conference allowing the chance to meet and network with other staff.

Staff Welfare

- A marking and feedback policy designed from the bottom up, with regard for teacher workload, based upon a set of principles, different according to department.
- Data capture that is measured and timely - we report progress home twice a year.
- Minimal written reports.
- No requirement for teachers to submit lesson plans.
- Teaching staff are only required to do a maximum of one twenty-minute break duty each week.
- Supportive yet challenging governance, which understands that teachers are our most valuable resource.
- No requirement for a formal observation
- 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.
- A rarely cover policy which is enforced and protected PPA periods marked on timetables.
- The average size of our A Level classes is 13 students and GCSE is 24 students. We also continue to run many A Level classes even if their numbers are small.
- Regular opportunities for staff voice.

Support

- The school calendar is planned in advance across the whole year so people know what is happening and when.
- 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.
- An Events, Communication and Visits team that are responsible for organising key events and trips.
- Full-time teachers operate from a base classroom and have an office-based work station which means our large staff room can be work station free.

Benefits

- School budgets are set with the assumption that everybody will get their incremental pay rise.
- A two-week Autumn half-term with no reduction in summer holiday.
- Free tea and coffee provided in the staff room.
- Free access to our fitness suite.
- Newly refurbished staff room.
- A Staff Association that responds to the welfare of the staff and organises social events.
- Use of onsite canteen offering hot meals and salad bar.
- Teaching staff can work from home if they have PPA time last period of the day.
- Opportunities to participate in enrichment activities e.g. theatre visits.
- Health and Wellbeing Cash Plan with free 24/7 access to a GP helpline, counselling support and financial support for other health services
- Assisted cycle purchase scheme and designated cycle parking bay.
- Opportunities for flexible working.
- Outer-London salary scales with easy access to central London.
- Membership of the Teachers' Pension Scheme (TPS) or Local Government Pension Scheme (LGPS).

Environment

- Pleasant working environment with very well-behaved students.
- Spacious school grounds are located in a lovely leafy suburb.





THE OPPORTUNITY

This role offers an exciting opportunity to lead a high performing and well established Modern Foreign Languages Faculty, working with committed colleagues and highly motivated students across French, German and Spanish. As Head of MFL, you will play a central role in shaping the strategic direction of languages across the school, leading curriculum development, driving high standards in teaching and learning, and ensuring excellent outcomes for students at all key stages.

You will work closely with Heads of Department and senior leaders to further develop a coherent and ambitious curriculum, support professional growth across the faculty and foster a collaborative culture rooted in high expectations and continual improvement. The role provides significant scope for leadership, innovation and influence, including opportunities to shape assessment practices, develop teaching expertise across the team and contribute to whole school priorities. This is an excellent opportunity for an ambitious and reflective leader who is passionate about languages and keen to make a lasting impact within a thriving and supportive school community.

JOB DESCRIPTION

Job Title	Head of Modern Foreign Languages
Reporting To	Assistant/Deputy Headteacher
Responsible for	Heads of French, German and Spanish and other faculty personnel
Salary Scale	MPS/UPS + TLR 1a (£10,174)

Main Purpose:

To provide strategic leadership and management of the Modern Foreign Languages (MFL) Faculty, fostering a culture of high expectations, innovation, and collaboration. The Head of MFL will ensure outstanding teaching, learning, and outcomes across all languages and key stages, while driving curriculum development, promoting staff professional growth, and maintaining accountability for student progress and achievement.

Main Duties

The main duties of this post are:

Leadership and Management

- Provide clear and ambitious leadership for the MFL Faculty, ensuring a shared vision and culture of high expectations.
- Line manage and support Heads of Department for French, German, and Spanish, acting as an appraiser and providing constructive feedback to improve performance.
- Lead faculty meetings and contribute to whole-school strategic planning.
- Establish and maintain common standards of practice across all MFL departments, ensuring consistency and excellence in teaching, learning, and assessment.
- Support in the creation of Department Development Plans, ensuring they align with the School Development Plan.
- Monitor and evaluate the quality of provision within the faculty, including student progress, quality of teaching and learning and curriculum and be accountable for these areas
- Ensure that school policies and practices are implemented to ensure outstanding teaching and learning
- Oversee and drive self-evaluation processes and improvement within the Faculty.
- Take on duties of the Heads of French/German/Spanish when absent, e.g. setting cover
- Attending Middle Leader meetings

Curriculum Provision and Development

- Ensure the faculty delivers an ambitious, broad, balanced, and relevant curriculum that meets the needs of all learners.
- Lead the development, implementation, and review of curriculum plans across the faculty, ensuring coherence and progression between Key Stages.
- Ensure that curriculum intent, implementation, and impact are well-defined and consistently applied across the faculty.
- Promote effective and innovative teaching practices, keeping abreast of national and international developments in pedagogy.

Staff Development

- Oversee the staff development needs of the whole MFL team and support the Heads of Department in designing and finding opportunities for subject knowledge and pedagogy development
- Foster a collaborative and supportive culture among MFL staff
- Oversee the mentoring and development of all trainees and ECTs working within the department, ensuring they are progressing well and being supported by their mentors as appropriate
- Address underperformance constructively and promote professional growth.

Data and Assessment

- Oversee student progress and attainment data within the faculty.
- Ensure rigorous and consistent assessment practices are implemented
- Ensure that Heads of Department analyse and evaluate attainment, progress and cause for concern data and that appropriate actions are put in place
- Monitor the impact of interventions and support strategies
- Use relevant school, local, and national data to inform targets for development and further improvement for individuals and groups of students, particularly SEN and disadvantaged students
- Set ambitious targets for department outcomes and student progress across all Key Stages
- Ensure the effective use of assessment within the Faculty to inform classroom teaching and track progress throughout KS3, 4 and 5
- Take overall responsibility for public examination entry, coursework or equivalent practical assessments and preparation
- Ensure that all members of the Faculty can use data effectively

Communications

- Act as the primary point of contact for the faculty, ensuring effective communication with staff, students, and parents.
- Liaise with other faculties, external agencies, and partner schools to foster collaboration and share best practices.
- Represent the MFL Faculty in meetings and events as required.

Management of Resources

- Manage the faculty's resources, including budget, staffing, and physical materials, ensuring efficient and effective use.
- Lead the MFL timetabling process
- Oversee the procurement, allocation, and maintenance of equipment and materials across the faculty.
- Ensure compliance with health and safety policies and procedures within the faculty.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

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 Head to reflect or anticipate changes in the job which are commensurate with the salary and job title.

PERSON SPECIFICATION

E: essential

D: desirable

		Essential / Desirable
Qualifications and Training		
	Good Honours Degree, PGCE / QTS	E
	Higher degree	D
	Evidence of continuing professional development relevant to the post	E
	Ability to identify own professional development needs	E
Experience		
	Successful teaching of Languages across all Key Stages	E
	Planning of lessons / schemes of work in line with the demands of an examination syllabus	E
	Evidence of raising student attainment in subject	E
	Assessment of students across all key stages	E
	Contribution to extra-curricular activities	E
Knowledge and Understanding		
	Excellent subject knowledge	E
	The ability to reflect constructively on the effectiveness of a lesson	E
	Ability to use a variety of teaching strategies to raise attainment	E
	Knowledge of best pedagogic practice and strategies to improve teaching and learning	E
	Awareness of curriculum development issues for the subject	D
	Experience of using data to help improve performance	D
Skills and Abilities		
	Effective interpersonal skills	E
	Excellent written and verbal communication skills	E
	Innovative and competent use of ICT in and out of the classroom.	E
	Ability to inspire, enthuse and motivate students	E
Personal Attributes		
	A commitment to securing the best opportunities for all students	E
	High standards and expectations of self and others	E
	An ability to reflect on own professional practice	E
	Integrity, loyalty and commitment	E
	Strong intellect, energy and an innovative and positive approach to opportunities and challenges	E
	The capacity to inspire confidence in parents and students and to work collaboratively with colleagues	E
	Commitment to the school's ethos and values.	E
	Willingness to contribute to extra curricular activities	E

APPLICATION PROCESS

Safeguarding

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

As well as verification of identity, we ask all employees to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties.

Data Protection

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit: www.girlslearningtrust.org/our-governance/policies

Application Process

In line with KCSIE, we operate a safer recruitment process.

We welcome applications from all suitably qualified people and aim to employ a culturally diverse workforce, which reflects the nature of our communities.

To support our commitment to reducing unconscious bias during the shortlisting process, blind shortlisting is in operation across the Trust, with all personal information about candidates removed from their application.

All applications should be through our official careers page on MyNewTerm:

[Wallington High School for Girls, Wallington | Teaching Jobs & Education Jobs | MyNewTerm](#)

The application includes a personal statement which should clearly demonstrate how you meet the requirements set out in the Job Description and Person Specification.

Closing Date

Applications must be received by no later than **Monday 15 June 2026 at 8am**

Interviews

Interviews will take place **w/c Monday 22 June 2026**.

We reserve the right to close the application process early if a suitable candidate is found.

Notification & Feedback

Candidates who have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached. Constructive feedback will be provided for all candidates invited to interview.

Additional Information

If you would like to arrange an informal discussion about this exciting opportunity please email Luke Sanderson (Director of Science) at lsanderson@wallingtongirls.org.uk to arrange a mutually convenient time.



Girls' Learning Trust
www.girlslearningtrust.org