



ROEDEAN

# Join the Roedean Team

FACULTY LEAD: MFL

Girls First: Empowered, Encouraged, Engaged

ON SITE  
FARM

FOUNDED  
1885

50%  
BOARDING

4 OFFERS FOR  
OXBRIDGE

BEST EVER  
GCSE &  
A LEVEL  
GRADES IN THE  
LAST 2 YEARS

ACADEMIC  
MENTORING  
PROJECTS

45  
ACRES

FLOOD-LIT  
ALL-WEATHER  
PITCH  
ON SITE

125  
CO-CURRICULAR  
ACTIVITIES

355  
-SEAT  
THEATRE

GIRLS  
FROM  
OVER 35  
COUNTRIES

£11m  
BOARDING  
REFURBISHMENT

125  
YEARS ON  
CURRENT SITE

ISI  
(NOVEMBER 2021)  
EXCELLENT  
IN ALL AREAS

ON THE  
CLIFFS  
OVERLOOKING  
THE ENGLISH  
CHANNEL

525  
STUDENTS  
ON ROLL

# Welcome to Roedean



Roedean is an extraordinary school on an extraordinary site – the girls play cricket and hockey with the sea’s blue in front of them and the green of the South Downs behind them, the Maths and Humanities classrooms have perhaps the best views of any in the country, and which other boarding houses have been likened to a boutique hotel? But it is not just the location, but the strong academic focus with a genuine belief in the importance of creativity and an all-round education that makes Roedean unique.

This is an exciting time for Roedean which is marking the 140th anniversary of the foundation of the School, although it moved to its current site in 1898. Ever since its foundation, Roedean has been renowned for providing girls with an exceptional holistic education, and this certainly remains the case today: the girls excel in many fields, achieving excellent academic results, while also playing music beyond diploma level, debating in the Oxford Union finals, playing Netball in Sri Lanka, and throwing themselves into partnership work in the community and beyond. Students achieve Advanced 1 in Ballet, design and race their F24 electric car, exceptional artists can finish A Level Art in a year and then complete a certificated foundation year before applying for direct-

entry Art degrees, and a team of 6 students successfully swam across the Channel to France in June 2022, after which a student in Year 12 made the crossing solo in July 2025.

The School numbers around 525 students, and about half of that number are day girls, joined by boarders from over 35 countries.

Roedean is clearly thriving and, in addition to the evident success in the Arts and particularly STEM subjects, as well as in many areas of school life beyond the curriculum, it is wonderful that the findings of our last three ISI Inspection reports in 2016, 2021, and 2025 all highlighted the excellence in Roedean provision and outcomes for students. Despite current pressures, it is clear that the School is in fine fettle, and where it will be in the coming years is an exciting prospect.

Roedean really is a great place to work – we hope that you would like to join us.

**Niamh Green**  
**Head**

# The Role

Reporting to the Deputy Head: Academic, the Faculty Lead: MFL will lead and manage the Faculty of Modern Foreign Languages, and will act as Head of French with overall responsibility for that whole curriculum area. They will be responsible for the management of that area, including raising the quality of teaching and learning and improving provision and outcomes for all students studying within Modern Foreign Languages.

# The Faculty

Languages is a key faculty at Roedean with a healthy uptake at all levels. Standards of teaching and learning are very high in the department.

The Department is based in a suite of specialist classrooms and conversation rooms along the Languages Corridor. Colleagues each have a workstation in the MFL departmental office. The Spanish Language Assistant and French Graduate Assistant play an active part in conversation classes for Year 11, 12 and 13 students. The Department is well resourced with interactive whiteboards in all four of the Language classrooms and access to a range of resources that are constantly updated by all members of the Faculty.

In Years 7 to 9, students study both French and Spanish and all pupils must take at least one of three languages – French, Russian or Spanish – at GCSE. All three languages are offered at A Level and students may also enter for public examinations in their language of fluency .

The faculty subscribes to newspapers and magazines in the languages taught and explores the cultures and language of countries that share the languages we teach. Communication skills feature strongly, wider reading and oral work are actively encouraged and a thorough study of grammar is undertaken. A positive approach to all languages is promoted and celebrated, and many students undertake early entry in their mother tongues in Year 10.

Pupils are encouraged to attend recommended holiday courses in the relevant countries and annual foreign language reading competitions are offered and publicised. Sixth Formers regularly attend talks and conferences and visits are offered to exhibitions, the theatre and the cinema.

# Main Job Purpose

- To lead the Modern Foreign Languages Department by working closely with the Heads/teachers of French, Spanish and Russian as well as Language assistants and visiting teachers for Japanese, Cantonese and Mandarin.
- To develop and uphold a culture of excellence within the department in terms of teaching and learning, curriculum planning and delivery, quality assurance and student satisfaction.
- To co-ordinate the administration, organisation, development and promotion of Modern Languages throughout the School through expanding the range and scope of academic and extracurricular enrichments, trips and visits and exchanges.

# Responsibilities of Head of Department

Please refer to the Head of Department Job Description.

# Main Duties

The Faculty Lead, Modern Foreign Languages will teach French to A Level and should also be able to offer Spanish or another language.

The Faculty Lead will have responsibility for:

## **Leading and Managing the MFL Faculty**

- To deploy staff effectively within curriculum areas, including support staff as appropriate; to assist with the appointment of staff as appropriate.
- To be responsible for leading the development of the subjects or curriculum area through collaborative development of clear strategic direction, outlined in the Department Development Plan, and set in the context of the overall School Strategic Development Plan. Working towards the departmental standards / levels of performance outlined in that document.
- To be responsible for evaluating the previous year's work, and subsequently planning responsively to raise standards/address any issues arising from this review.
- To be responsible for managing all aspects of the curriculum area and for the delivery of Faculty objectives, including management of rooms and resources to create a safe and visually appealing learning environment, including regularly refreshed displays and showcases of work.
- To be responsible for the budget allocated to the Faculty.
- To ensure Faculty Meetings take place with clear agendas and minutes.
- To sustain a strong, mutually supportive relationship with regular contact with the Deputy Head: Academic
- To keep up to date Department Handbooks ensuring that all relevant staff have access to a copy.
- To develop partnerships and links with professional organisations, local schools, universities and businesses to share best practice and improve the subject provision in its fullest remit.
- Any other duties that might reasonably be expected of a Faculty Leader as befits a significant position within the school staffing structure.

## **Leading others in making an impact on pupil achievement**

- To ensure that Schemes of Work are produced, monitored and reviewed in line with whole-school policies and principles.
- To monitor progress, ensuring students are appropriately engaged in self-evaluation and self-assessment, keeping Department records, and taking appropriate action.
- To ensure that student voice is integral to review and action-planning of syllabus provision and teacher development / training opportunities.
- To provide students with information to help them make option choices.
- To ensure that appropriate attainment targets exist for all individual pupils taking the subject
- Establishing appropriately high levels of expectation with clear guidelines for good standards of pupil achievement in both classwork and homework.
- Ensuring that appropriate internal examinations are set and marked and that accurate examination entry information for external examinations is given to the Examinations Officer.
- To liaise with other subject or curriculum area leaders to develop cross-curricular activities and ensure curriculum continuity and progression as appropriate.
- Driven by effective pedagogy, to embed new technologies within the lesson delivery and resources for MFL.
- To ensure that pupils experience an educational programme that is personalised to their particular needs, identified through a robust assessment system.
- To monitor and guide students with learning or behavioural difficulties in the subject, intervening where appropriate in liaison with pastoral, EAL, Learning Support and other colleagues.
- To support the school's aim of providing high quality extension and enrichment activities and to contribute to the wider Scholars' programme as appropriate. To oversee the preparation of Oxbridge candidates.

## MAIN DUTIES, OTHER INFORMATION AND PERSON SPECIFICATION

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- To ensure that the Faculty contributes fully to the academic enrichment programme and offers a range of co-curricular learning opportunities each year.
- To support Faculty members in organising at least one foreign enrichment visit each year.

### **To Assume Responsibility for Continuing Professional Development**

- To be responsible for undertaking personal development to enhance leadership and management skills and competencies, as agreed with the Senior Team.
- To identify other key areas for personal development in knowledge and skills which will enhance the development of the school's provision, in line with the School Development Plan.

### **Leading, developing and enhancing the teaching practice of others; promoting and creating systems and structures to develop the Faculty or curriculum area to the highest level**

- To keep up to date with curriculum developments nationally and locally in the subject or curriculum area and ensure that colleagues within the Faculty are kept informed.
- To monitor the quality of teaching and learning including through direct observation and sharing judgements with teaching and support staff as appropriate; undertaking regular Curriculum Area review and self-evaluations; intervening, developing and implementing support strategies where teaching is lacking or needs development.
- To identify key professional development needs.
- To ensure that these are addressed through the provision of high-quality coaching and mentoring.
- To develop the professional experience of members of the Department by reasonable delegation.
- To be professionally accountable for the work of colleagues working in the subject or curriculum area, acting as their Line Manager and Appraiser.
- To be responsible for the induction of new staff including the recruitment and induction of the MFLA team.

### **Making a Contribution to Whole School Planning and Development**

- To contribute to whole school self-review.
- To contribute to and deliver whole-School development planning at strategic and operational level through the Academic Committee meetings, CPD sessions and INSET sessions

## Other Information

The Faculty Lead; MFL is required to carry out the normal duties of a teacher and undertake a significant contribution to school life as agreed with the Deputy Head, Academic.

## Person Specification

- Specialist teacher of French with a good honours degree.
- Ability to offer Spanish or another language.
- Use of technology both as a teaching and learning tool and for administrative tasks
- Much administrative work is computer based and a good level of ICT is necessary. All school reports and grades are written onto the School's Information Management System.
- An enthusiastic, committed and motivated contributor
- An individual who is able to work independently as well as in a supportive team
- Familiarity with various Examinations boards is an advantage
- Statutory ECT induction is provided

*The School does not have a licence to sponsor migrants under the worker or temporary worker routes. Individuals who wish to work at the School will therefore need to hold or establish immigration status that allows them to work in the UK. The School is legally required to check that all successful job applicants hold the right to work in the UK before work can commence.*

# The Package

**Salary:** An appropriate point on the Roedean Teaching Scale according to qualifications and experience. This post carries a Management 3 Allowance (£9,016 per annum).

Other Benefits include:

- **Pension** – Contributory pension scheme
- **Remission of fees** for a daughter attending the school, in line with the current policy of the School Council, subject to the usual standards and procedures for admission (currently 40% - pro rata for part time staff)
- **Death in service benefit**
- **Dining and refreshment facilities** throughout the school day whilst on duty
- **Sports and Leisure** – use of the swimming pool, fitness suite and tennis courts (subject to availability). Weekly yoga classes are available after work
- **Wellbeing** – Staff have access to a confidential advice and telephone support service. Regular staff social events
- **'Cycle to Work' scheme**
- **Free parking on site**

# Safeguarding

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Safeguarding and Child Protection Policy Statement at all times. 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 s/he must report any concerns to the School's Designated Safeguarding Lead or, if he/she is the School's DSL, to the Head and relevant agencies.

Roedean is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS), a Prohibition Order Check, a Prohibition from Management Check and a safeguarding interview.

Roedean is an equal opportunity employer and we welcome the unique contributions that everyone can bring to Roedean. At Roedean School we are committed to building a diverse and inclusive workplace, so we encourage you to apply even if your past experience does not align perfectly with every qualification or experience in the information provided.

# How to Apply

Applications should be made via the My New Term Application Form. This can be found by clicking the 'Apply Now' button on our website ([www.roedean.co.uk/Vacancies](http://www.roedean.co.uk/Vacancies)). Please note we do not accept CVs.

If you have any questions about the role, please contact Louisa Butler - [vacancies@roedean.co.uk](mailto:vacancies@roedean.co.uk).

Closing date for applications is 9am, 20 April 2026.

Due to the need to appoint quickly, we reserve the right to interview and appoint at any stage of the process.

This job description may be reviewed from time to time in light of changing circumstances and if it is necessary to amend/alter this, those concerned will be consulted.

# Why Teach at Roedean?



At Roedean, we are seeking talented and dedicated members of staff with a passion for their subject and for education per se; they will be teachers who are experts in their subjects and will challenge the girls to think for themselves and become independent in their learning. The enthusiasm of our teachers is complemented by regular opportunities for the girls to meet and hear from successful female role-models, such as at our annual International Women's Day Festival, when over twenty speakers come to Roedean, and Baroness Floella Benjamin, who addressed the entire School at a recent Black History Month Lecture, was a true inspiration.

It is a genuine pleasure to teach the girls – they are engaged and motivated, and this is clear from their academic achievements. In 2025, the students achieved outstanding A Level results, with 22% of all grades at A\* and 50% at A\*-A. At GCSE level, the 2025 results were the best ever, with 37% of 1178 entries awarded Grade 9, and this was by far the most common grade. We are delighted that the girls consistently achieve excellent academic results, and this provides a strong springboard to success in Higher Education and beyond. It is noteworthy that 43% of last year's leavers went on to study STEM subjects at university, highlighting that

the School bucks the 'girls can't do Science' stereotype. Furthermore, Roedean had 100% success rate for those holding offers for Oxbridge, Law, and Medicine, while others took up places to read Fashion at Kingston and a Sports Scholarship to Bucknell University in USA.

In our teachers, we are looking for quality and enthusiasm, and a desire to spark the girls' intellectual curiosity and watch them grab whatever they discover and run with it. Our aim is for the students to become life-long learners and leaders, always keen to undertake new challenges and learn from their experiences, and Roedean has the same wish for its staff; the School is happy to provide support and training to facilitate professional development if needed.

Teachers at Roedean work excellently as part of a team, prioritising the girls' interests, and giving them support and space to develop their talents and interests. The staff enjoy strong and meaningful relationships with the girls, characterised by mutual trust and respect. If you are passionate about getting the best out of every single girl, and watching them grow into independent and resourceful young women, a job at Roedean is for you.

# The School Today

Roedean numbers around 525 girls, bringing together students from over thirty-five countries around the world and those who live very locally; these different cultures and experiences add a great deal to the girls' experience, particularly in our increasingly globalised society, and ISI Inspectors remarked that 'the cultural development of pupils is excellent', and commented on the 'mutual tolerance and respect' which came from the integration between pupils from different countries, and between the day girls and those who board.

Founded in 1885 by three sisters to provide 'a thorough, physical, intellectual and moral' education with 'as much liberty as is consistent with safety', the School has always broken the mould. Today, Roedean is determined to empower the girls to challenge themselves to realise their considerable potential; they are given the opportunity to grow up at their own pace, not constrained by finite expectations, and they have the freedom to develop their talents and passions.

Roedean's ethos is clearly focused on the remarkable benefits of a holistic approach to education, in which academic pursuits are complemented by a wide range of co-curricular activities, and the founding Lawrence sisters would be delighted with their legacy today. With over 125 activities on offer every week, the girls enjoy international travel opportunities, a Farm on the school site, the annual House Drama Festival, and our flood-lit all-weather pitch at the heart of the School. Roedean girls excel in a range of sports, and many musicians and dancers perform

beyond Grade 8 level – all such activities have their own intrinsic value, but they also have huge benefits for the girls' academic endeavours. Our 'Wild Fridays' programme sees all of Year 7 and 8 spending every Friday afternoon outside, learning bushcraft skills and orienteering, looking after the animals on the Farm, and outdoor adventure – and they love it! All girls in Years 9 and 10 undertake Bronze and Silver Duke of Edinburgh's Awards, and some also have the opportunity to join the CCF contingent at Lancing College.

Our partnership with St Mark's Primary, in the Whitehawk estate, is hugely rewarding for the pupils at both schools – there are a range of joint weekly activities, we fund-raised and built a Library on their site from scratch, and one year-group comes to Roedean each week for a morning of academic and sporting enrichment. Furthermore, the Roedean Academy, a programme of academic enrichment for Year 10 students, brings together academically gifted and engaged students from six local schools in the maintained sector with those at Roedean, to challenge their academic expectations and broaden their horizons.

Philanthropy is also central to what we do. 100 hot meals are sent each week into the community to feed the homeless in Brighton, 12 girls travel to Moldova each year to teach English to Ukrainian refugees and Moldovan orphans, and the community raised over £48,000 for a range of charities last year.



## ROEDEAN'S ETHOS

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At Roedean, there can be no doubt that the girls' rounded education 'makes a considerable contribution to their personal development' (ISI Inspection), and it is precisely this which produces independent and creative young women who will make their mark in the world. In the same way that Roedean encourages the girls to pursue a

variety of interests, we expect the staff to be committed to the busy life of this boarding school; it is wonderful when staff join the orchestra or play in the staff-student sports fixtures, and the girls love it when members of staff congratulate them on their role in the previous night's play or the goal they scored in the fixture at the weekend.

## ROEDEAN'S CAMPUS AND FACILITIES

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Roedean is located on a beautiful 45-acre campus, and owns a further 75 acres of land adjacent to the site. It is the only school in the UK to be set within a National Park and on a coastline, as well as being in the boundaries of a vibrant city. The Grade II listed main building and Keswick House were designed by the leading Victorian architect and Roedean parent, Sir John Simpson, who also designed the original Wembley stadium. The main building incorporates the four main boarding houses, the dining rooms, the Library, and the teaching and administration spaces. Later additions include the Chapel, Science Laboratories, the Theatre and dance studios, the Music wing, Keswick House, and Lawrence House. We also have

an indoor swimming pool, a Sports Hall, which includes a multi-gym, and numerous playing fields to the front and side of the school. With a £1½ million refurbishment of the Sixth Form facilities in 2019, a small Farm on site with sheep and pygmy goats, a refurbishment of our 355-seat Theatre in 2021, and an all-weather flood-lit pitch at the heart of the School, Roedean certainly has wonderful facilities and buildings. A transformation of the Library was completed in April 2024 and delivers an outstanding study, research, and exhibition space within the School's original school hall, further enhancing Roedean's academic provision.





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Charity No: 307063