



DR CHALLONER'S
GRAMMAR SCHOOL

Foreign Languages
Assistants (French
and Spanish)
Information Pack

Challenge with reward



DR CHALLONER'S  GRAMMAR SCHOOL

Foreign Languages Assistants (French and Spanish)

Start date: September 2026

Contract	Fixed term to the end of the summer term 2027
Salary (plus access to generous LGPS pension scheme)	Grade 3 (starting salary commensurate with experience) £28,913 - £30,676 fte; £10,357 - £10,988 pa pro rata for 15.5 hours per week
Hours per week	Up to 15.5 hours per week (each role)
Working weeks per year	Term-time (39 weeks per academic year)
Closing Date	Monday 15 June 2026 12 noon

Thank you for your interest in DCGS. For September 2026 we are seeking to appoint two Foreign Languages Assistants to support the learning and teaching of French and Spanish at Dr Challoner's Grammar School. These roles are offered as one year fixed term contracts from September 2026 to August 2027. The roles will involve working independently with small groups of senior students to develop their oral competency, and occasionally with larger groups or whole classes of junior students. You will prepare resources and deliver oral lessons and assessments, as well as planning and teaching sequences of lessons, liaising closely with the class teacher.

For each role, the successful applicant will be either a proficient French or Spanish speaker, with the ability to prepare and effectively deliver lessons that meet the curriculum requirements. You will have excellent written and oral communication skills, the ability to relate well to young people, and be an effective team worker. You should have some experience of working in an environment providing support for young people, with school experience being desirable but not essential.

For informal enquiries, please contact either Mike Elliott, MFL Team Leader (French) (mel@challoners.org), or Lindsey Ashton, Subject Leader of Spanish (las@challoners.org)

To apply, please complete an application form via My New Term (<https://mynewterm.com/school/Dr-Challoner's-Grammar-School/136419>), clearly stating which language you are applying for

Early applications are welcome. We reserve the right to interview suitably qualified candidates before the closing date.

At Dr Challoner's Grammar School we ensure breadth of opportunities for all and actively promote open and outward facing attitudes to diversity and inclusion. As such, we actively encourage suitably qualified people from all backgrounds to apply for roles at our school. If there are any issues which you feel could be barriers to your application, as part of this process, please let us know.

Dr Challoner's Grammar School is committed to safeguarding and successful candidates will be required to complete an enhanced DBS check.

A warm welcome...

From Mr David Atkinson, Headteacher Dr Challoner's Grammar School



Dear Applicant,

I hope that the information which follows will help inform your decision about whether to make a formal application for this post. Like most job applicants you will want to find out a bit more about us. These days there is a wealth of data about schools which you may wish to look at. Proud though we are of that data, such research never tells the whole story and you will only be sure that you want to work here when you get 'that feeling' within the first few minutes of walking through the door.

When you do your research you'll find that our Ofsted inspections, in 2019 and 2024, graded the school as outstanding in every respect. We believe this is an accurate reflection of the school as a genuinely special place. The reports echo what many visitors tell me - that we have a distinctive ethos of teamwork, loyalty and aspiration, with the well-being of staff and students at the heart of what we do. Our students are intensely proud of coming to school here, and our staff feel similarly about their place of work. The relationship between staff and students is a very special one, and we see ourselves as running the school with the students rather than for them.

Our motto - Excellence with Integrity - demonstrates the purpose behind this ethos. We also highlight three key values which we believe can underpin the effective education of all our students. These are Aspiration, Kindness and Resilience. Our staff demonstrate these characteristics in their own ways, and inculcate the same attitudes in our students. This is not an attempt to produce a 'standard Challoner' student, but a means of encouraging our young people to find their own ways of demonstrating those crucial characteristics to help them flourish in the future.

Despite its impressive academic record, Challoner's is not an examination hothouse, it's a place of genuine creativity, fun and comradeship. In staff we appoint, we look for that much undervalued quality of humanity, along with an acceptance that young people will always make a few mistakes - and that it's our job to ensure that they learn from them. Two of the most immediately noticeable qualities of the people who work here are their humour and their sense of proportion. Even on the dullest of days, laughter pervades the school and reflects a genuine warmth and professional respect amongst colleagues. Sharing a laugh and a joke with the students is the norm and serves to brighten our daily work no end. One of the reasons our staff are prepared to give up so much of their time to run educational visits (we do more than any school I know) and other extra-curricular activities is that spending time with our students is so rewarding and enjoyable.

We believe that the next generation of leaders will be drawn both from among our staff and our students and we take our responsibility for their development very seriously. We do our very best to promote good mental health at work through the way we organise things, and the way we relate to each other. This kindness for others, not just students, is one of the hallmarks of our ethos. Over the last decade we have developed an approach to looking after our people that has been informed by MIND's work, and by listening carefully to staff views on how we can make Challoner's as good a place to work as possible.

You'll find a lot more information about the school on our website www.challoners.com (which we hope encapsulates that intangible 'feel' of the school) and about the Astra Teaching School Hub and SCITT at www.astrahub.org. If you would like further clarification or just an informal chat with someone, please feel free to contact us by phone or email. I enclose some general information about the school, a Role Profile and a Person Specification. When I read your application, I will be trying to assess whether you would be a 'good fit' for our school, so I hope that some of the things I have said will be useful to you in writing your supporting statement.

I do hope that you will decide to make an application to join us and that we will have the chance to welcome you to our school.

With best wishes.

Mr D Atkinson,
Headteacher

Challoner's is the Teaching School Hub for Buckinghamshire, a function we fulfill through the Astra Teaching School Hub. As a result we offer a wide and diverse range of professional development opportunities for staff. Astra is also a School Centred Initial Teacher Training provider (SCITT) ensuring Challoner's is at the cutting edge of curricular and pedagogical developments in education. Now leading the delivery of the ECF and NPQ programmes across the county, colleagues at Challoner's are able to contribute to, and benefit from, our leadership of high quality teacher training and CPD across over 200 schools in the local area.



'The facilities are outstanding in many respects. The forward-thinking management and leadership ensure learner-led environments are possible'.

Why work for Dr Challoner's Grammar School?



- Outstanding modern facilities, including recently modernised sports, music, arts and science facilities
- High staff retention
- A friendly working environment with supportive and caring colleagues
- Culture of teamwork, loyalty and aspiration



- Engaging, able and well-motivated students
- An innovative approach to learning
- Outstanding facilities in every subject
- Access to an Employee Assistance Programme including financial and legal advice, counselling and health programmes
- Preferential admission for qualified children of staff (some restrictions apply)
- Access to onsite cardio fitness and weights room
- Free onsite parking
- Access to Blue Light card benefits



- Generous pay based on the London Fringe Allowance
- Staff Buddies - all new staff are allocated a staff buddy
- Hero of the Week! - recognition for staff who go above and beyond
- Opportunities for flexible working, where possible
- Access to join the Local Government Pension Scheme ("LGPS"). The LGPS is a Career Average Related Earnings ("CARE") Defined Benefit Pension Scheme



- A successful and well recognised professional development scheme, which all colleagues have access to and are encouraged to make use of
- Staff are issued with a Chromebook computer for use during their employment at Challoner's
- An extensive induction programme for all staff joining the school, with components tailored to individual requirements, such as for those new to the teaching profession



Our commitment to Character Education



Character Education

As well as our enviable track record of academic performance, we are equally proud of our focus on character, and our development of young people who will go on and improve their lives and our society with their education. Our core vision, to deliver education of excellence with integrity, is underpinned by values of Aspiration, Kindness and Resilience. We want to support students so that they develop their own well informed aspirations for their futures. We help our students understand how to flourish as young adults, with the resilience to adapt and be flexible while also helping others. We emphasise the need to be kind by looking after yourself, and through positive and productive personal relationships with others.

We encourage our staff, whatever their job, to play a part in this. This may be through classroom teaching, but role modelling good habits in these areas is something we expect of all our colleagues. As a result we have a cohesive staff body with a shared belief in the school's purpose, to develop thoughtful young people who can make a noticeably positive impact on society as a result of their education at Challoner's.





Our commitment to Diversity, Equity and Inclusion (DEI)



Diversity, Equity and Inclusion (DEI)

At Challoner's, we strive to create a safe environment where everyone feels they belong, and kindness, respect and equity inform everything we do. Our school is a rich and diverse community, so we must develop thinking and attitudes appropriate for the global society in which we live.

Our DEI charter is for current and prospective students and staff, as well as the wider community, to understand the commitments of our school in this vital area, and to outline the expectations of all members of the school community:

Our key commitments:

Maintain a positive ethos: We stand for an atmosphere of empathy, inclusion and respect that empowers all members of the community.

Commitment to curiosity: We will retain a curiosity about others in our diverse community; whilst also remaining tolerant of others who might make genuine mistakes along the way.

Accountability: We will accept responsibility for our actions and any negative impacts our comments and actions have upon those close to us and the wider community.

Stand strongly against discrimination: We will actively oppose any form of discrimination including the protected characteristics of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. This will be treated with the same protocols and rigour as other harmful acts.

Our DEI pledge:

Educate: Address problematic stereotypes and prevalent prejudices by showing each other how such intolerance directly affects individuals and society as a whole.

Encourage dialogue: Offer a safe space in which everyone can openly discuss issues they feel are important, share their own experiences and ask questions.

Set clear expectations: Make clear in the school's code of conduct that any form of prejudice and discrimination is unacceptable and detail the consequences. Breaches of these rules will be followed with swift action.

Promote diversity and inclusion: Encourage the celebration of diversity and sharing culture through activities that can be enjoyed by all.

Promote & empower upstanders: Encourage students and our whole school community to challenge intolerance and teach them how to support those affected by intolerance effectively.

Involve parents: Ensure that families are aware of the positive work being undertaken by school. Involve them in what students are learning and encourage them to reinforce the same messages in a more direct and personalised way at home.

Modern Foreign Languages at Challoner's



Introduction

The Languages Team at Dr Challoner's comprises of seven highly experienced members of staff who teach French, German and Spanish across Key Stages 3 to 5. In addition, there are three Foreign Language Assistants who work with students in Years 10 to 13 inclusive. The Languages Team are very passionate linguists who instill a real love of language learning through an innovative curriculum, with several opportunities to visit France, Germany and Spain every year.

Language learning is of vital importance in today's ever-changing world and we are well aware of our role in developing life-long and independent learners. We are immensely proud of the work that we do on a daily basis and do hope that you will consider joining us.

Accommodation and Resources

The Languages Team is accommodated in four large teaching rooms in the Tower Block. In addition, there are a further three classrooms plus further small rooms for the Foreign Language Assistants. The teaching classrooms are in very good condition and each room has a data projector with HDMI connectivity. The team has been at the very forefront of the school's Digital Learning strategy from the outset and fully embraces the use of Google Apps for Education. Students access much of our lesson content digitally via Google Drive and Google Classroom. In addition, we subscribe to a number of new and innovative online resources to help our students to learn highly effectively when not in the classroom.



'I particularly enjoy the projects I am asked to complete. DCGS trusts its staff which means people are given the confidence and flexibility to complete their role as they see fit. Staff are well supported but also given the freedom to complete tasks which is a great balance.'

Academic Details

All students in Year 7 study French for two hours a week. In addition, half of this year group study Spanish for 2 hours a week whilst the other half study German. Students continue to study both languages in Years 8 and 9. Students are required to continue with either French, German or Spanish at GCSE, with an increasing number now opting to study two Languages. We have a healthy number of students who choose to continue with their Language studies to A Level and we have recently seen a large number of external applicants choosing to study Languages with us in our highly oversubscribed co-educational sixth form. For both GCSE and A Level, we use AQA as our awarding body.

‘DCGS is a dynamic environment; I always feel valued and in receipt of support – I am allowed to make mistakes but “never allowed to sink”. This approach enables me to progress more rapidly and gain experience and confidence’.



Educational Visits and Trips

We are extremely proud of the opportunities that we are able to offer our students. As a Faculty, we firmly believe that the best way of learning a language is to spend a prolonged period of time with trusted host families. Not only do Language exchanges provide our students with the opportunity to practise their language skills but such programmes also have direct links with DCGS’s practices surrounding the promotion of building resilience. Our exchanges truly allow our students to cope with new challenges and situations. Ultimately, they help our students to improve their self-confidence, self-esteem, well-being and mental health as well as enabling them to become life-long, confident and enquiring learners.

Students who study French in Years 9 and 10 are offered the opportunity to participate in an exchange programme with our partner school of over 30 years in Marseille.

We offer a similar opportunity for German students in Years 9 and 10 to visit Amersham’s twin town Bensheim, another long-standing and very successful exchange.

Our Spanish students are given the opportunity (in both Years 9 and 10) to participate in our Spanish Exchange to Murcia.





Role Profile



Job Title

Foreign Languages Assistant

Reporting to:

MFL Team Leader (French)/Subject Leader for Spanish

Job purpose

To support the learning and teaching of foreign languages in the school

Objectives

To develop confidence and competence in speaking skills within a foreign language

Principal Responsibility Areas

- A Providing oral support for a foreign language/planning and providing challenging teaching activities
- B Assessment and support of student progress
- C Working professionally as a member of subject teaching and tutorial teams
- D Other

Key Tasks

A: Providing oral support for a foreign language/planning and providing challenging learning activities

- A1 Prepare, resource and deliver oral lessons in the foreign language which are based upon the examination specification
- A2 Prepare and conduct speaking assessments according to examination board requirements
- A3 Work independently with small groups of senior students to develop their oral competency and, occasionally with larger groups of junior students, sometimes in whole-class settings in the presence of the classroom teacher.
- A4 Liaise closely with each individual class teacher with regard the precise nature of the topic area to be covered.
- A5 Work with individuals considering university entrance in preparation for interview.
- A6 Processing of assessment results.
- A7 Plan and teach sequences of lessons which incorporate an appropriate range and depth of subject knowledge in line with statutory requirements.
- A8 Teach lessons with clear objectives and well pitched tasks which provide pace and challenge using a variety of learning strategies
- A9 Understand the responsibility required under the SEN Code of Practice and to adjust teaching and learning strategies for individual students accordingly.

B: Assessment and support of student progress

- B1 Employ a variety of marking, monitoring and assessment strategies to inform planning, develop learning and evaluate students' progress
- B2 Provide constructive feedback to help students reflect upon and improve their work.
- B3 Make effective and regular use of the school's assessment criteria and reporting procedures to inform learning.



Role Profile continued



C: Work professionally as a member of subject teaching and tutorial teams

- C1 Demonstrate consistently high expectations of all students and a commitment to raising their achievement.
- C2 Promote the positive values, attitudes and behaviour expected from all students by treating them with respect and consideration.
- C3 Contribute towards, and value, the work of teams of staff dedicated to advancing student learning and welfare.
- C4 Be aware of, and work within, the statutory frameworks relating to teachers' responsibilities and comply with policies & procedures relating to child protection and safeguarding, health, safety, welfare, confidentiality and data protection, reporting any concerns to the appropriate person.

D: Other

- D1 Undertake professional development activities in relation to all aspects of the role
- D2 Undertake any other reasonable task required by the Headteacher or line manager

Person Specification



FOREIGN LANGUAGES ASSISTANT (FRENCH OR SPANISH)

At DCGS we want to employ people who share our desire to deliver the best experience and outcomes for our students. This person specification is designed to show the personal and professional characteristics that we would like to see in a successful applicant for this post.

	ESSENTIAL	DESIRABLE	EVIDENCE
Qualifications			
Educated up to at least A Level standard or equivalent	Y		Application, Certificates
Previous work experience			
Experience of working in an environment providing support for young people	Y		Application, Interview, Reference
Experience of working within a team		Y	Application, Interview, Reference
Experience of working within a school environment		Y	Application, Interview, Reference
Professional skills and knowledge			
Proficient speaker of either French or Spanish	Y		Application, Interview, Reference
Good organisational skills	Y		Application, Interview
Ability to prepare and effectively deliver lessons in the appropriate foreign language	Y		Application, Interview, Reference
Able to effectively monitor and assess student progress	Y		Application, Interview
Competent and confident in the use of IT	Y		Application, Interview
Excellent written and oral communication skills	Y		Application, Interview
Good knowledge of safeguarding and child protection issues in schools, and willingness to undertake relevant training	Y		Application, Interview

People management skills			
Good communicator, with well-developed interpersonal skills	Y		Interview, Reference
Ability to relate well to young people	Y		Application, Interview
Able to work well in a team and to contribute to effective working relationships	Y		Application, Interview
Other Personal qualities			
Appropriate motivation for working with children (one which values each child and shows concern for their personal safety and wellbeing)	Y		Application, Interview
Empathy, patience and a genuine commitment to supporting student wellbeing	Y		Application, Interview
Personally well organised and proactive, with excellent time management skills	Y		Interview, Reference
Able to use initiative and work unsupervised when necessary, whilst also willing to ask for help where appropriate	Y		Application, Interview, Reference
Confidential and discrete	Y		Application, Interview
Commitment to equity, diversity and inclusion	Y		Application, interview
Commitment to continued professional development	Y		Interview
Able to be flexible with working hours (by prior arrangement)	Y		Interview

Making an application



The purpose of the selection process is to assess your suitability for the post and give both the panel and yourself an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information which you have provided on the application form and accompanying information. The interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

How to apply

To apply for this position, you will need to complete an application form, which can be found on the Vacancies page of our website, or via the My New Term website.

Please note that only fully completed application forms will be considered. CVs will not be included in the short-listing process

Short-listing

Applications will be assessed based on the information provided on the application form; only those best fulfilling the criteria for the role and the person specification will be short-listed.

Subject to the number of applications, short-listing may take place before the deadline for applications has passed.

If you have not heard from us within three weeks of the closing date, you can assume that your application is not being progressed on this occasion.

Interview

Selected candidates will be formally interviewed by the Headteacher and other members of the school management team.

The interview may also include an administration or practical task for support staff.

(Support Staff) Administration Task

The interview process for support staff may include a skills test which is relevant to the role for which you are being interviewed. This will be completed using Google docs and/or Google sheets, which are very similar to Microsoft Word and Excel.

As part of our safer recruitment process please find links here to our Child Protection Policy, Safeguarding Statement and Recruitment of Ex-offenders Policy.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore the amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected', are not subject to disclosure and cannot be taken into account. Further information about filtering offences can be found at DBS filtering guide. It is an offence to for any applicant to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

In accordance with Keeping Children Safe In Education (KCSIE) guidance, we will conduct online searches to research information on shortlisted candidates, to determine suitability to work with children and keep them safe. This is not part of the shortlisting process; if there are any findings of concern, you will be given the opportunity to address them at interview.

DR CHALLONER'S GRAMMAR SCHOOL

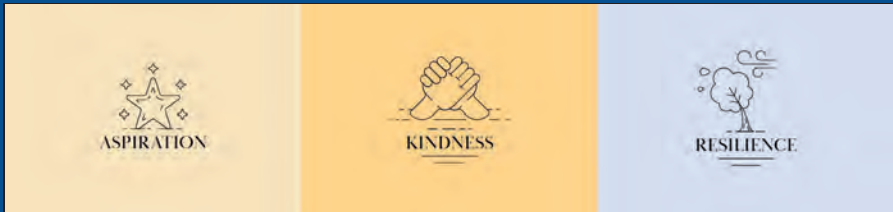


PURPOSE AND VALUES

We want our students to leave Dr Challoner's equipped for academic and career success, and ready to lead lives of integrity and service, contributing to a society that is fairer, kinder, and stronger for all.

This shared mission involves our whole community: staff, parents, governors, and students. By working together, we aim to shape a better future, one where our students make meaningful contributions as leaders in society, guided by their values and strengths.

All our staff are committed to preparing our students to flourish personally and professionally in adult life. To achieve this, we foster a rigorous school culture focused on two pillars: excellent learning & teaching and deep character development. Through this we ensure students gain the knowledge, understanding, and skills needed to succeed, while also helping them develop resilience, empathy, and a clear sense of purpose.



DCGS Learning and Teaching Purpose

The classroom culture at DCGS is consistently positive and inclusive, with staff upholding the highest expectations for every student, without exception. This is reflected in learners who actively engage, build expertise, and show strong motivation across all areas of their learning.

DCGS Character Development Purpose

DCGS students develop into young adults with a sense of belonging, purpose and contribution, and an understanding of themselves and others. They demonstrate this through aspirations to use their education wisely and kindly, whilst understanding how they can flourish and feel personally fulfilled.

Dr Challoner's Grammar School, Chesham Road, Amersham, Buckinghamshire HP6 5HA

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