



Walhampton

INDEPENDENT PREPARATORY SCHOOL

Head of Modern Foreign Languages (French)

Start:
February or April 2027



LETTER FROM THE HEAD

Thank you for your interest in the position of Head of Modern Foreign Languages (French) at Walhampton.

I hope that, as you read this pack, you begin to feel the same excitement that I felt when I first arrived at Walhampton. Set between the New Forest and the Solent, this is a school alive with energy, character and possibility: a place where curiosity is encouraged and children are inspired to look beyond the familiar.

At Walhampton, we are proudly radically traditional. Through our strategic vision, Project 30, we are rooted in enduring values whilst preparing children for an ever-changing world. We believe that education should develop both intellectual ambition and the human qualities that help children thrive: confidence, kindness, independence and an openness to other people and perspectives. Our invitation to children to Think Wild is about asking questions, making connections and having the courage to explore something new.

Modern Foreign Languages has an important part to play in this. Learning French opens a window onto other cultures and ways of seeing the world. It teaches children to listen carefully, recognise patterns, express themselves and persevere when the words do not come easily. Above all, we want our pupils to discover the pleasure of communicating in another language and the confidence that comes from being understood.

We are looking for a Head of Modern Foreign Languages who can bring this ambition to life through excellent teaching and thoughtful subject leadership. You will combine a strong command of French with the imagination to make learning purposeful, engaging and memorable. Songs, stories, conversation and cultural discovery should sit alongside secure foundations in vocabulary, grammar, pronunciation and writing, helping pupils build their knowledge and use it with increasing independence.

This is an exciting opportunity to shape the direction of languages at Walhampton. We want a coherent and ambitious curriculum, with clear progression, appropriate challenge and support, and high expectations for every pupil. We are seeking someone who will take the time to understand our children, build on existing strengths and work closely with colleagues to ensure that pupils move on to their senior schools as capable, curious and enthusiastic language learners.

You will join a talented and deeply committed staff team within a school that values relationships, professional generosity and the willingness to contribute to a busy day and boarding community. We are looking for warmth, energy and sound judgement: someone who loves their subject, enjoys working with children and can inspire confidence in pupils and colleagues alike.

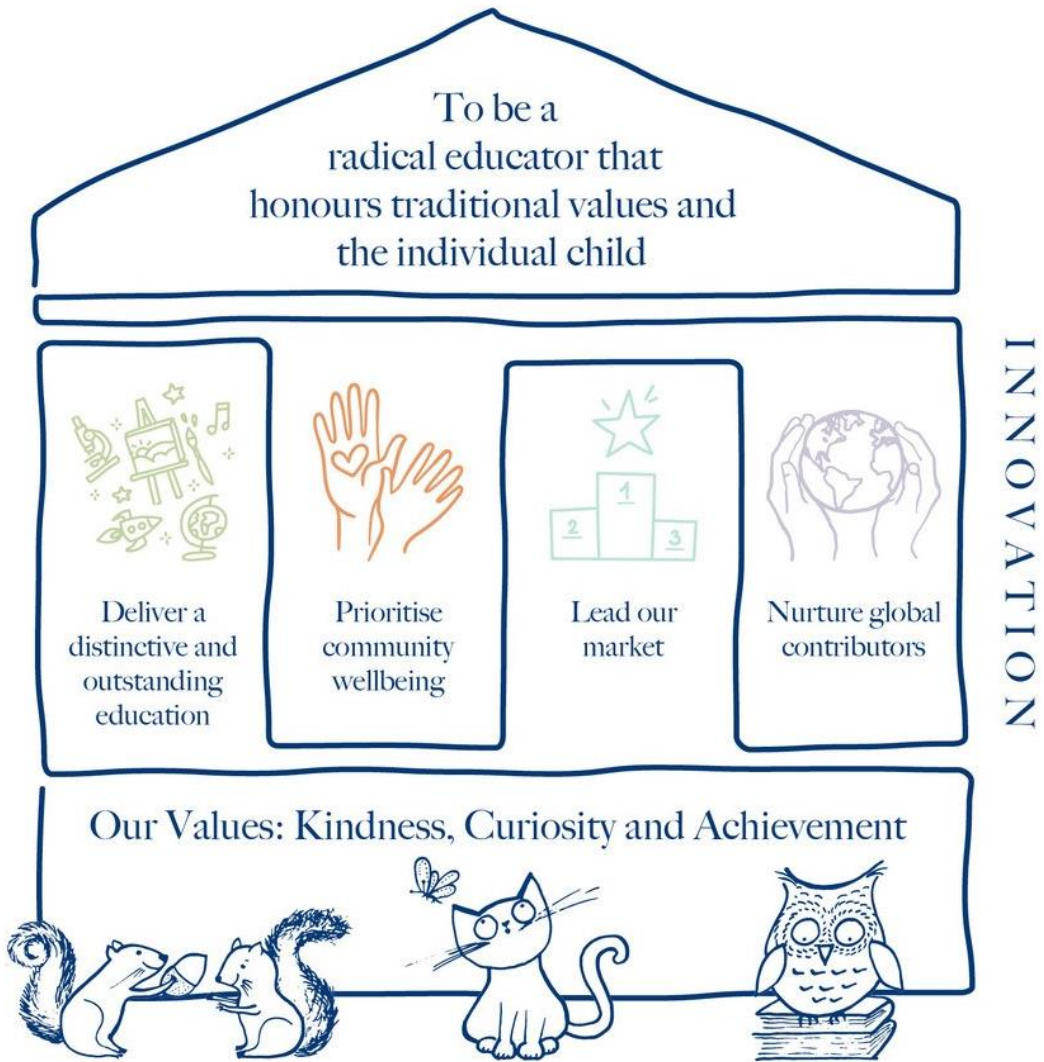
If that sounds like the kind of place in which you would love to teach and lead, I would be delighted to hear from you.

I wish you every success with your application.

Jonny Timms



AIMS & ETHOS



*"Pupils we met were confident, polite, active and animated."
"Kindness permeates the school."*

GOOD SCHOOLS GUIDE



BACKGROUND

"We have all valued the sense of community that is created there. We feel like our three children have had a full range of opportunities to shine and grow there."

PARENT QUOTED IN OUR 2025 PARENT SURVEY

Founded in 1948 in an idyllic country house setting, surrounded by ancient woodlands and lots of space, Walhampton was merged with the nearby Hordle House in 1997. The house and grounds have a fascinating and well-documented history.

It is non-selective and children attend a trial day for informal assessment. Nursery and Pre-Prep pupils are housed in their own purpose-built building a short walk from the main house. There is Forest School in the woods for all Pre-Prep children and, throughout the School, there is a great emphasis on spending time outside and being prepared for mud and rain if necessary.

Lessons start at 8.30am and finish at 5pm, followed by clubs and activities. There is a weekend programme for boarders, and occasional optional Saturday activities for day children. On Friday afternoons, many parents join their children at the weekly chapel service before whisking them away for the weekend.

ACADEMIC

"This innovative prep has its finger on the pulse when it comes to providing a holistic education where diversity, inclusion and pupil empowerment are paramount. A fully rounded ethos encourages children to be children, while a broad academic offering, stellar co-curricular and a decidedly 21st-century eco awareness means pupils are nurtured in the best possible environment to prepare them for senior school."

TALK EDUCATION

Walhampton prides itself on its top-quality teaching, effective learning and excellent academic results. Year 8 leavers go on to a wide range of schools: Canford, Bryanston and Sherborne head the list but Winchester, Eton, Radley, St Swithun's, Marlborough and King Edward VI Southampton are also popular. In recent years, many scholarships and awards have been won, approximately fifteen per year.

The Independent School's Inspectorate has been unstinting in its praise for the pupils' academic and other achievements and for the emphasis on learning. In particular, it highlighted the development of their confidence that anything is possible and within their reach if they set their minds on it, responding to teachers' constant encouragement 'to have a go and do the best you can.' The inspectors noted the outstanding communication skills of the boys and girls as integral to their success in learning. 'The younger pupils are absorbed in a richly colourful and stimulating environment, rapidly learning new vocabulary, using it in conversations and applying it as they confront new situations and in solving problems. Older pupils are very articulate, responding well to the skilled, challenging questioning they receive in many lessons, and extending their expressive expertise through public speaking competitions or lively current debates, for example on current political issues.'

The Good Schools Guide (2019) described the teaching they observed as 'exciting and vibrant' and inspectors commented on 'the consistent and positive relationships between pupils and staff, excellent role-modelling, high expectations for pupils' personal and academic outcomes, and adherence to the School's core values and ethos which aims to nurture and inspire'.

English and Maths are taught in ability sets (Maths from Year 3 and English from Year 6) which are regularly reviewed. English, Maths, Science and French form our core subjects, alongside History, Geography and PRE (Philosophy, Religion and Ethics). In the Juniors, Science and the Humanities are taught in a cross-curricular way under the title, 'Exploration'. Physics, chemistry and biology are taught separately after Year 5. Included in their weekly timetable, are lessons in Art, Music, Drama, PSHE, Sport and STEM (or Computing and IT in the Juniors). One lesson per week is devoted to PSB; teaching and reviewing vital study and life skills. The PSB is interwoven throughout our academic curriculum.

In the Juniors the focus of homework is on the core subjects. From Year 6, pupils have homework in each examined subject (30 minutes per subject).

About forty children receive learning support from a team of four, mostly one-to-one and charged as an extra. The Independent School's Inspectorate have spoken favourably on 'the successful implementation of previous recommendations, including developing a new assessment and teaching system, extending lesson times and engaging with a rigorous appraisal system for both academic and support staff'. The library is buzzing, welcoming and well-stocked.





BEYOND THE CLASSROOM

Pupils' self-esteem, self-confidence, and self-awareness grow exponentially as they progress through the school.'

ISI INSPECTION REPORT (2025)

Sport takes place on four days each week, with matches scheduled by age group: Juniors play on Tuesdays, while Middles and Seniors have fixtures on Wednesdays. The main sports for boys include football, rugby, hockey, cricket and athletics, while girls take part in hockey, netball, cricket, football and athletics. From Reception to Year 6, pupils enjoy a weekly swimming lesson during the summer term, making the most of our outdoor pool. From Year 1 onwards, they also take part in a wide-ranging co-curricular programme that offers even more sporting opportunities.

Our facilities include a large purpose-built sports hall with four badminton courts, an Astroturf pitch, a long jump runway, a 400m athletics track, two tennis courts and seven grass pitches marked for seasonal sports. Pupils also make regular use of our 100-acre grounds for cross-country and outdoor activities. Additional sports to discover include golf, triathlon, badminton, kayaking and cross-country, giving every child the chance to find something they love.

Many pupils also have riding lessons at the School's equestrian centre, which includes an arena and a dedicated field with cross-country fences for those keen to develop their jumping skills. Non-riders are warmly welcomed, with opportunities to groom ponies, muck out stables and help keep the yard immaculate.

Music is an important and joyful part of school life, with many pupils learning an instrument and music forming a key part of every child's experience. The school boasts Pre-Prep, Junior and Chapel choirs, as well as an orchestra, jazz band, samba band and a range of string and guitar ensembles.

Drama is equally valued, with productions for juniors, middles and seniors, and opportunities to take LAMDA lessons, showcases and exams. Those with particular promise can join stretch drama to develop their talents further. At the heart of the school are a purpose-built Performing Arts Centre and a vibrant drama studio.

The STEAM Centre is always buzzing with activity, with additional sessions running at lunchtime, after school and on selected weekends. The school also has its own set of 3D printers, opening up further possibilities for design and innovation.

The campus map reads like the endpapers of an adventure story, and pupils are encouraged to spend as much time outdoors as possible. They kayak on Portmore Pond, fish on our lakes and ponds, and explore the surrounding woods. Highlights include beekeeping, woodland games, cultivation projects and outdoor learning sessions. Pupils develop a deep appreciation of local wildlife and the wider natural environment. Walhampton's unique setting is central to its identity, something clearly reflected in the videos on our website.

THE BOARDING TRADITION

'The big academic news is that Walhampton no longer focuses solely on CE and has introduced the PSB into the curriculum. Children are encouraged to create project work, develop presentations and have tutor assessments.'

GOOD SCHOOLS GUIDE

The boarding house for sixty children is named after the founder of Walhampton, John Bradfield, who embedded an ethos of teaching and caring for the individual. This ethos extends throughout the whole school and is especially evident in Bradfield House itself. Children board from across the United Kingdom and from a range of international backgrounds. The bedrooms are beautifully kitted out, their windows command stunning views and children feel at home in a family atmosphere. Full-time, weekly and flexi-boarders are completely integrated with the day children. There are countless weekend activities for boarders; Bradfield House really is a home from home.

Pastoral care is second to none with robust systems, weekly meetings and processes in place to monitor wellbeing. Year 8 patrol leaders act as role models for younger children; there is a Medical Centre staffed by qualified nurses.



PUBLIC BENEFIT

Walhampton is committed to widening access and ensuring that as many children as possible can benefit from the opportunities our School offers. Means tested bursaries are available, and the number of awards we provide has grown in recent years. Through the Walhampton School Foundation Trust, the School offers financial assistance to pupils who would not otherwise be able to access a Walhampton education.

The School offers a range of scholarships in Academic, Sport, Music, Drama, Art, Equine, Sailing and Technology, alongside bursary support for families who require financial assistance. Our Governors remain committed to broadening access and to fostering a diverse and dynamic community in which all pupils can thrive.

Walhampton also plays an active role in the wider community. Local schools are encouraged to make use of our facilities, and pupils and staff regularly support charitable causes and local initiatives. Recent examples of the School reaching out beyond its immediate boundaries include support for the Paediatric Intensive Care Unit in Southampton General Hospital, Naomi's House & Jack's Place, and our chosen charity for 2025/26, Helpful Hounds Assistance Dogs, ensuring that pupils understand the importance of service, compassion and global awareness.



STRUCTURE, GOVERNANCE & MANAGEMENT

The Leadership team is supported by an excellent Board of Governors who all take a strong interest in the School and are fully committed to its success. The Governors bring a wide range of experience and skills, along with a real understanding of the working of the School.

Responsibility for implementing the Board's policies and managing the day-to-day running of the School is delegated to the Head and the Director of Finance, who are supported by a strong Senior Leadership Team, which includes the Head of Juniors.

JOB DESCRIPTION

This is an exciting opportunity for an excellent classroom practitioner with the vision and enthusiasm to lead a department, inspire a love of languages and cultures, and make a real difference to children's learning.

The successful candidate will take responsibility for developing a challenging, engaging and progressive French curriculum, ensuring that pupils of all abilities are supported and stretched. They will lead and support colleagues, promote high standards of teaching and learning, and help pupils develop the confidence and skills to thrive in their language learning, including preparation for senior school scholarship assessments.

We are looking for someone with excellent subject knowledge, strong organisational and interpersonal skills, and a genuine passion for teaching languages. Ideally, candidates will hold QTS (or an equivalent qualification) and have relevant teaching experience. Previous leadership experience would be an advantage, although we would also welcome applications from talented teachers ready to take the next step in their careers.

As a member of our teaching community, the successful candidate will also be expected to take an active part in the school's co-curricular programme and contribute enthusiastically to the wider life of Walhampton.

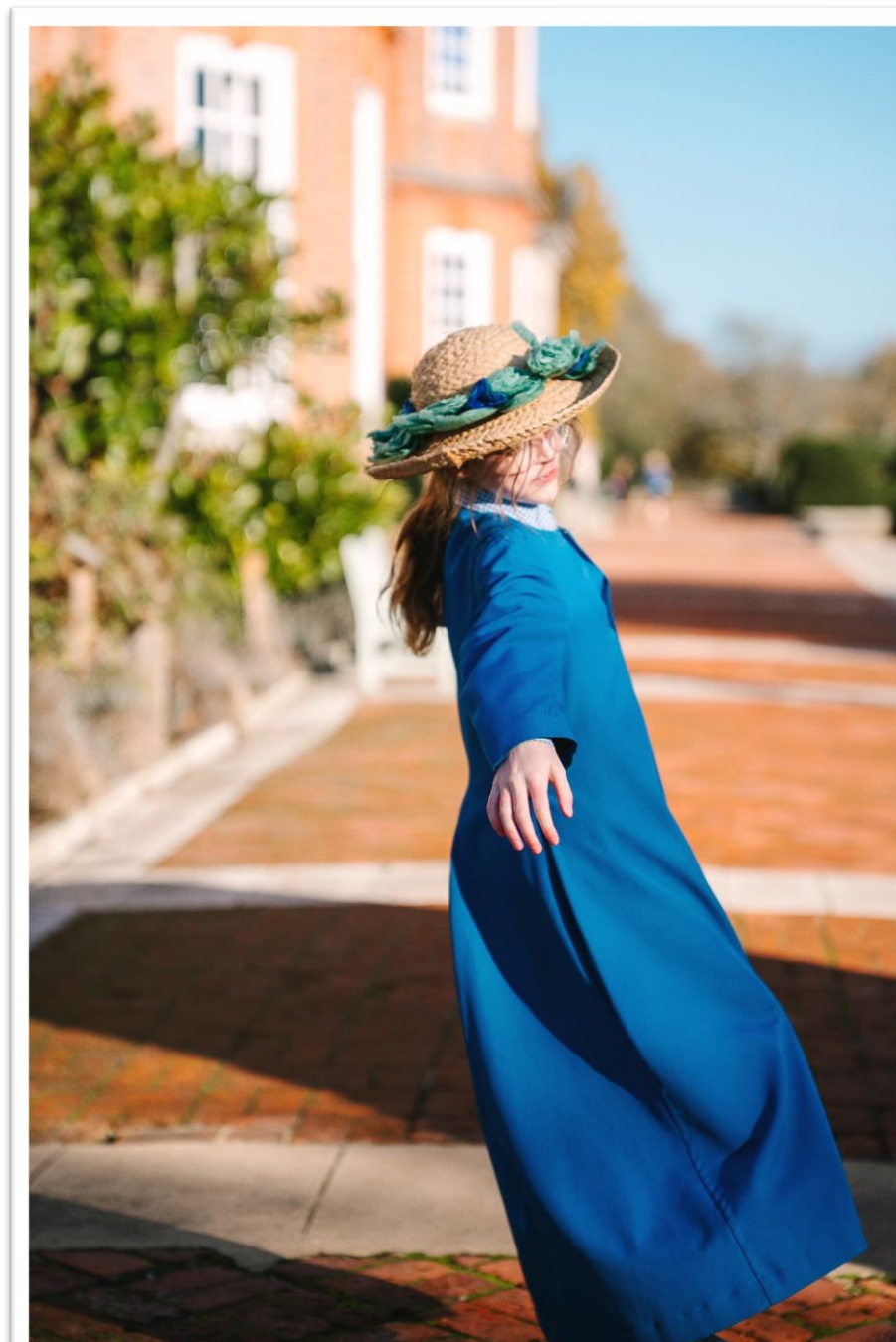
We offer a supportive and collaborative working environment, enthusiastic pupils, opportunities for professional development and the chance to play a meaningful role in shaping the future of language teaching at Walhampton.

MAIN DUTIES AND RESPONSIBILITIES:

To lead and develop the teaching of French across Walhampton, from Pre-Prep to Year 8, inspiring pupils to enjoy languages and cultures while ensuring a coherent, ambitious curriculum and consistently high standards of teaching, learning and pupil progress.

Leadership and Management

- Provide clear educational leadership for MFL and set ambitious, achievable departmental priorities aligned with the school's strategic aims, including Project30.
- Lead, support and develop departmental colleagues, including through meetings, professional dialogue, coaching and appropriate monitoring of teaching and learning.
- Produce, implement and review the departmental Subject Action Plan, evaluating its impact through pupils' work, assessment information and other appropriate evidence.
- Promote consistent expectations for teaching, assessment, feedback and communication with families, while recognising appropriate professional flexibility.
- Oversee departmental resources and contribute to relevant budgeting and planning processes as agreed with the Deputy Head.
- Work constructively with other Heads of Department and colleagues across the school, including Pre-Prep staff, to secure continuity and progression.
- Oversee EAL provision across the school, monitoring pupils' progress and the effectiveness of individual and group support sessions.



JOB DESCRIPTION (Cont'd)

Teaching & Learning Curriculum

- Teach French to pupils of differing ages and abilities, planning engaging lessons that provide suitable support and challenge.
- Lead the review and development of a coherent French curriculum from Pre-Prep to Year 8, with clear progression in vocabulary, grammar, communication and cultural understanding.
- Ensure appropriate preparation and challenge for pupils undertaking senior school entrance and scholarship assessments.
- Maintain high standards of classroom organisation, behaviour and pupil engagement.
- Keep abreast of relevant curriculum developments, subject pedagogy and educational research, and use these to inform departmental practice.
- Use digital tools purposefully to enhance learning and support school systems and communication.

Assessment and Pupil Progress

- Lead effective, proportionate assessment that informs teaching, identifies gaps and supports pupils to understand their progress and next steps.
- Ensure accurate records of attainment and progress are maintained in line with school expectations.
- Oversee consistent and clear reporting to parents, including half-termly grades, written reports and Parents' Evenings as required.
- Use assessment information alongside pupils' work and professional judgement to evaluate departmental effectiveness and plan improvements.

Enrichment and Promotion of Languages

- Lead and promote opportunities that bring French language and culture to life through trips, visits, workshops, competitions and events.
- Oversee the organisation of the annual residential trip to France, subject to school arrangements and appropriate risk assessment.
- Encourage participation in language-related events and activities, including the European Day of Languages and suitable national competitions.
- Contribute to open mornings, displays, newsletters and appropriate links with partner schools.

Wider school and professional responsibilities

- Contribute fully to the pastoral life of Walhampton, potentially including responsibility as a Form Tutor.
- Support the co-curricular programme and undertake appropriate duties, cover and school events.
- Participate in the school's appraisal, professional development and training arrangements; remain open to feedback and the sharing of effective practice.
- Build positive and professional relationships with pupils, parents and colleagues.
- Undertake other reasonable duties consistent with the nature and seniority of the role.

General Duties/Safeguarding

- All staff, regardless of role, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff to share this commitment.
- If, in the course of carrying out these duties, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, they must report any concerns to the safeguarding team or to the Head immediately.
- Promote and safeguard the welfare of children and young people.
- Work within school procedures and codes of practice, especially those relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Support and ensure equal opportunities for all.
- Contribute to the overall ethos of the School.
- Appreciate and support the role of other professionals.
- Participate in training, other learning activities, and performance development as required.
- Assist with pupil needs as appropriate during the school day.
- Undertake such other duties as are agreed to be in keeping with the general nature of the role.

Values and Ethos

All staff are expected to demonstrate and promote the school's values of Kindness, Curiosity and Achievement. This includes:

- Modelling kindness, respect and empathy in all interactions.
- Encouraging curiosity, independence and a love of learning.
- Supporting pupils to achieve their personal best.
- Contributing positively to the school community and fostering a sense of belonging.
- Supporting the wellbeing of pupils and colleagues.

PERSON SPECIFICATION

Essential

- A degree in French or a closely related subject, with excellent French subject knowledge and an understanding of effective language pedagogy.
- Successful experience of teaching French to pupils with a range of abilities.
- The ability to lead, motivate and develop colleagues and to articulate a clear vision for language learning.
- A strong understanding of curriculum progression, assessment and the use of evidence to improve pupil outcomes.
- Excellent communication, organisation and interpersonal skills.
- A commitment to safeguarding, inclusive practice and the wider life of a prep school.

Desirable

- Qualified Teacher Status (QTS) or an equivalent recognised teaching qualification.
- Experience of leading a subject, team or department, or clear evidence of readiness for middle leadership.
- Experience of teaching in a prep school or comparable setting.
- Experience of preparing pupils for senior school entrance and scholarship assessments.
- Experience of organising educational visits, cultural activities and residential trips.
- Evidence of recent, relevant continuing professional development.



TERMS & CONDITIONS

The formal contract, detailing terms and conditions, will be drawn up on appointment. The main provisions are likely to include:

- A competitive remuneration package, with a salary commensurate with experience;
- Lunch provided during term time when the kitchens are operational;
- Contributory Pension Scheme;
- Healthcare Cashback Plan
- Employee Assistance Programme and 24-hour Doctor Line;
- Cycle to Work Scheme;
- Free Parking.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with the Disclosure and Barring Service (DBS) and the Prohibited from Teaching or Management lists.

Shortlisted candidates will be asked to undertake identity and qualification checks which conform to the School's Safer Recruitment Policy. They must also agree to references being taken up at that stage and checks made with past employers.

APPLICATION PROCESS

It is our preference for candidates to apply by completing our online application form, which can be accessed via our [website](#). Should you prefer to apply offline, an alternative application form is available on request by emailing hr@walhampton.com.

All candidates should include a letter of application addressed to the Head with their application form. Your letter should be no more than one side and should clearly outline your suitability for the role with reference to the Job Description and Person Specification. You should explain clearly why you wish to work at Walhampton School. You are welcome to supplement your application with a CV, but we will not process a CV in isolation. Applications will be reviewed on an ongoing basis and we may close the role early if the right candidate is found. The appointment will be made at the discretion of the Head.

The process is as follows:

- **The deadline for receipt of applications is 09:00am on Friday 13th November 2026**
- All applications will be acknowledged by email. If you have not received acknowledgement that your application has been received within two working days of sending it, please contact Sarah Fisher on hr@walhampton.com;
- **Interviews will take place at the School on Monday 23rd November 2026**

Walhampton School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment is subject to satisfactory pre-employment checks in accordance with the relevant statutory guidance, including an enhanced DBS check, satisfactory references, proof of identity and qualifications, and a satisfactory medical report.

We are committed to attracting and retaining the very best staff, ensuring that our staff body reflects the diversity of modern Britain. Acknowledging a lack of ethnic diversity within our staff community, we particularly encourage applications from Black, Asian and Minority Ethnic candidates. Appointments will be made on merit, following a fair and transparent process.

