



## Application Pack

### Languages Teacher



Royds School  
Pennington Lane  
Oulton  
LS26 8EX

0113 205 9559

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[info@roydsschool.org](mailto:info@roydsschool.org)



**roydsschool**



**@roydsschool**



A student centred learning community

## **Languages Teacher**

**Full Time and Permanent  
MPS/UPS**

There is the possibility of a TLR 2b for an exceptional candidate.

**Required from September 2018**

**Closing date 21<sup>st</sup> May 2018**

Dear Candidate

Thank you for expressing an interest in the Languages Teacher vacancy at Royds School.

As a school we pride ourselves in being a "Student Centered Learning Community" as we work together to improve standards and outcomes across the school. We have three core principles which are central to our drive and determination to succeed:

**'No barriers to success'**  
**'No ceiling to achievement'**  
**'No excuses to underperformance'**

I started as Headteacher in April 2014 and we have made great progress in many areas, but there is still much to do. We are looking for ambitious, committed and dynamic staff who can make a difference to the lives of young people and help us on our journey of school improvement. All the components for an excellent school are here; fantastic students, supportive parents, some excellent primary schools and staff who are committed to improving the school and the lives of young people.

In 2014, we began to see the potential of our students and our school. 72% of students attained a C or above in GCSE English, an increase of 18% from the previous year with 76% of students making expected progress, far exceeding the national average. This upward trend has continued, especially in the core subjects. The results in Science have been consistently outstanding and in the top 10% of schools nationally for progress made.

These continued improvements were recognized in our most recent Ofsted inspection in May 2016.

- *"The headteacher and senior leaders have an exciting and ambitious vision for the future. Since the last section 5 inspection, they have brought energy, resolve and a strong sense of urgency to the school's drive for improvement."*
- *"The quality of teaching, learning and assessment has improved since the last inspection ...The quality of teaching and pupils' learning and progress in English, mathematics and science are improving quickly."*



- *"There has been a tangible improvement in pupils' conduct and behaviour since the last inspection. Expectations are higher and teachers routinely follow the school's behaviour policy. As a result, there is a strong downward trend in incidents of challenging or disruptive behaviour. Increasingly, pupils are polite and respectful, willingly following the firm but reassuring direction they receive from adults."*
- *"16 to 19 study programmes are good. Sixth-form learners make good progress in a range of vocational and academic subjects."*
- *"The leadership of the sixth form is good. Learners' progress is carefully monitored and leaders take prompt and effective action to support any learners who are struggling or fall behind. The quality of teaching, learning and assessment in the sixth form is good."*
- *"Learners say they work well together, feel well supported and are 'one big community'. They speak highly about improvements in the quality of teaching since the last inspection."*

Ofsted May 2016

There are more exciting times ahead. Our Post 16 provision is expanding as we work in partnership with 2 other local schools to broaden the curriculum offer and expand the opportunities for our students. We are part of the Red Kite Alliance, a partnership of Yorkshire schools and institutions that share skills, experience, talent and capacity to help improve the learning and achievement of young people across Yorkshire. Through this, we can access nationally accredited and bespoke leadership, training, support, research and development opportunities to all our staff. We are also a Pixl school which helps keep our staff invigorated with new ideas and initiatives to improve the outcomes for our students.

I hope that after reading the information about the school you will want to submit an application and want to be part of a team who are committed to making Royds School Outstanding.

Yours sincerely



**Brian Kelly**  
Headteacher



Roydsschool



@Roydsschool



# Staff Profiles



**Miss Hancock**  
**6 Years at Royds**

**English Teacher  
and member of  
the Teaching and  
Learning Team**

*I love being a teacher at Royds because it is such a varied, exciting and challenging role. The school has allowed me to grow and develop as a classroom practitioner. Our students are amazing and they make me want to learn to be the best teacher I can be to help them achieve to the best of their ability. All of the staff are welcoming, kind and supportive, which makes everything so much easier. This is my fifth year at Royds School and I genuinely cannot imagine working anywhere else!*

*Our students are individuals with incredible hopes and dreams and we help them strive to achieve them. They also have fears and worries and we are always here to provide support and see them through. At Royds they are not just statistics on a spreadsheet, they are special and amazing young people and we really care for them. If I did not truly believe that, I could not have stayed here for 15 years!*

**Mrs Donoghue**  
**16 Years at Royds**

**Languages  
teacher and  
Head of Year 11**



**Mr Mason**  
**2 Years at Royds**

**Head of  
Geography**

*I started at Royds last September as Head of Geography. I came from an Outstanding school where very much the challenge was to fine tune performance in order to stay in that top category. I wanted a new challenge and heard about the improvements Royds had made over the last couple of years and very much wanted to contribute to that development process. The contrast to my last school couldn't be greater and its invigorating being able to make the journey climbing back up to the top, which I very much believe Royds has the potential to do.*

*As a newly qualified teacher I have benefited immensely from the support and guidance of my personal tutor, members of my department and the wider Royds community. I feel this has enabled me to focus my attention on conveying my passion and enthusiasm for History to our students, who have responded with an eagerness to learn and a willingness to challenge themselves.*

**Mr Kettel**  
**18 months  
at Royds**

**History  
Teacher**



# Staff Profiles



**Mr Laby**  
**8 Years at**  
**Royds**

**Learning Manager**  
**Year 7**

*I love being a member of pastoral support staff at Royds. Being a member of the pastoral team is a vital role which can be challenging at times but I have seen myself develop professionally since working here. Working in a school is the best experience I have had, seeing students grow into young adults is incredibly rewarding. I have been working with the current Year 11 since they joined Royds in Year 7 and although there has been ups, downs, laughter and tears I have developed great relationships with both students and their families.*

*Having worked in other high schools I can honestly say I love working at Royds, the support for staff and students alike is second to none, everyone genuinely cares for each other. Some of our families can be difficult to engage, but that makes the successes and achievements all the more rewarding. Ultimately we are all working towards the same goal, to bring the best out of our amazing young people so they can achieve their dreams and ambitions.*

**Mrs Arnold**  
**2 Years at Royds**

**Attendance**  
**Improvement**  
**Officer**



**Mrs Collins**  
**7 Years at**  
**Royds**

**English Teacher**  
**and Assistant**  
**Headteacher for**  
**Raising**  
**Achievement**

*Helping children to achieve goals they thought were out of their reach is a pleasure and a privilege every day. I am passionate about helping every student to develop and maintain a love of literature. Reading is such an important part of social, cultural and moral awareness, but developing literacy and comprehension skills is also critical to their success in education and enhancing life chances. I feel incredibly proud to be part of a leadership team that has achieved so much already, but is always looking to improve further.*

*I love teaching and inspiring students to have a career in Law. I particularly enjoy working with older students; advising them and giving them the confidence to have a better future. It is incredibly rewarding seeing students mature and thrive in our Post 16 provision. I am always exceptionally proud when I see our students celebrating their successes on collecting their results and their excitement at going on to their next stage of life.*

**Mr Sharma**  
**6 Years at**  
**Royds**

**Law Teacher**  
**and Assistant**  
**Headteacher**  
**for Post 16**



# What We Can Offer You

## Induction

From the moment a member of staff is appointed, we begin their induction. We will make sure new staff have information about the school and role before you start. We will ensure everyone has an induction day where they will meet staff and have a number of sessions relevant to their role on school procedures. Sessions vary depending on the profile of staff starting but will typically cover strategic direction, safeguarding, behaviour and rewards, teaching and learning, data and reporting and health and safety. This is normally followed up by a series of recap sessions once in role so staff can ask questions once they are applying policies and systems. This may vary for support staff depending on their role.

We are also very aware that there are also the little things that can seem big when starting a new role like what to wear, where to park, where the toilets are. We will make sure that you know all of the basics before you start and give you documents like maps, a sheet with names and photos of key staff as well as a handbook. We will also normally give you a buddy who will be based near you or be in a similar role to you so you have a friendly face that you can ask any questions.



## Bespoke CPD

We see valuing staff development as crucial to our improvement as a school. We disaggregate three training days to allow for a regular staff CPD session every Monday. There is a short staff briefing with the focus of these sessions being teaching and learning. Support staff are encouraged to participate, especially those in student-facing roles.

Although there are inevitably sessions which need to be whole school, wherever possible, we deliver bespoke sessions. Staff groups are based on the needs identified in the most recent monitoring of teaching and learning. There are also opportunities arranged to observe colleagues outside of subject areas to develop and improve practice.

## Staff Wellbeing Programme

We understand that working in education is difficult and that staff need support to balance family life with the pressures and accountabilities of working in education. This is a constantly evolving programme supporting physical, mental and emotional wellbeing. There is access to Leeds City Council counselling support too.

## For NQTs

At Royds, we understand the pressure and strain of your NQT year and we offer a bespoke package of support. You will be given a subject mentor, an outstanding teaching and learning mentor, as well as an NQT induction coordinator, who will oversee this crucial year. Regular CPD sessions are held for NQTs and time is given for reflection and target setting. The teaching and learning team are also available for any specific needs that may arise.



# Key Information

## What is enclosed in this pack?

- How to Apply
- Department Overview
- School Overview
- School Policies
- Recruitment Information
- Job Description
- Person Specification

The application form can be downloaded separately from our website ([www.roydsschool.org.uk](http://www.roydsschool.org.uk)).

## How to Apply

Please complete the relevant application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment, please state the reasons why (e.g. gap year, career break, unemployed etc.).

The Supporting Information section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.



We require details of two referees, one of which must be your current or most recent employer. Please provide their names, email addresses and daytime contact numbers. For more information, see 'References' on the Important Information page of this pack.

Please sign the declaration on the final page of the application form. If you are submitting your application electronically, you will be required to sign this page if invited for interview.

CVs are not accepted as part of the application process. Please ensure you fully complete the relevant application form. If you have a disability that prevents you from completing the application form, please contact the school to discuss.

**You should return your application form via email to [recruitment@roydsschool.org](mailto:recruitment@roydsschool.org).**

# Key Information

## When will I hear if I have been shortlisted?

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Details of the interview schedule will be confirmed after the closing date.

If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. Due to the volume of applicants, we are unable to give feedback to non-shortlisted candidates. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

## Can I visit the school?

We welcome prospective applicants to come and visit. The school is changing rapidly and a visit will help you to understand where we are, what the school is about and whether we are the right place for you to develop your career.



**Ella, Year 10**

I had the privilege of experiencing the school in Year 7 without Mr Kelly as Head and seeing the dramatic and positive changes since. It's like two different schools.

I believe the school's attitude as a whole has improved massively. The staff and students are extremely caring and devoted to my wellbeing and education.

Royds is a welcoming community and feels like one big family. What I like best is the staff. They make you feel welcome and cared for every minute of every day.



**Jack, Year 10**

# About the School

## Our Mission Statement

<b>No barrier to success</b>	At Royds we believe that every student should be given every opportunity to develop their skills, discover new talent and realise their exciting potential. We will do all that we can to remove any barrier that prevents a student doing their very best every area of their life.
<b>No ceiling to achievement</b>	At Royds we want our students to be ambitious in their goals and to have high aspirations for what they can achieve. We will set the highest standards in all areas of school life and support our students to meet those standards and raise their expectations even higher.
<b>No excuses for underperformance</b>	At Royds we believe that learning is the responsibility of all. We want to work with everyone involved in our learning community to drive success and achievement. Through the education we provide, we are creating a future generation with the skills and knowledge to succeed in an ever changing world. We will never lose sight of this challenge and moral imperative. We will always look for answers, solutions and improvements to keep moving the school forward and provide the best education we can.

## Our Values

To help achieve the student centered learning community, the school needs all members of the community to follow the **Royds Three Rs**.

**Respectful:** valuing the whole school community by displaying good manners and tolerance to other students, staff, members of the public, the school site etc.

**Resilient:** not giving up in the classroom or in lessons, remaining resolved to achieve goals set and upholding highest standards in both behaviour and expectations.

**Responsible:** taking responsibility for day to day things like having the correct equipment or meeting coursework or homework deadlines but also for their behaviour. For example, words, actions and behaviour, admitting not always getting it right but taking responsibility and moving forward.

# About the School

## Our Strategic Direction

We have created the 10 Signposts to Success which are a simple set of statements that describe our vision for an outstanding school. They are integral to all school activities including the School Development Plan, policies and Performance Management. They are:

### TEN SIGNPOSTS TO SUCCESS

<b>1</b>	<b>ALL LEARNING GOOD OR OUTSTANDING</b>
<b>2</b>	<b>STUDENT OUTCOMES</b>
<b>3</b>	<b>STUDENTS FEEL SAFE, SUPPORTED AND INCLUDED</b>
<b>4</b>	<b>PREPARING EVERYONE FOR THEIR FUTURE</b>
<b>5</b>	<b>CLOSING THE GAP</b>
<b>6</b>	<b>ATTENDANCE</b>
<b>7</b>	<b>A SITE AND SERVICES THAT PROMOTE WELFARE AND ENHANCE THE STUDENT EXPERIENCE</b>
<b>8</b>	<b>ALL STUDENTS WITH AT LEAST CHRONOLOGICAL READING AGE</b>
<b>9</b>	<b>A POPULAR SCHOOL OF CHOICE IN THE LOCAL COMMUNITY</b>
<b>10</b>	<b>A HUB OF THE LOCAL COMMUNITY</b>

## Our Students

We want to provide the best education possible for all our students and will always put our students and their learning at the centre of everything we do. We expect our students to represent the school with pride in the local community, with a uniform that is smart and reflects the aspirations we have for them.

# About the School

We currently have over 1,000 students between 11 and 18. We have a thriving sixth form which continues to grow, teaching a wide range of subjects with a high proportion of students going on to higher education. Our examination results continue to improve at all key stages. In 2015 we saw our best ever A-Level results. GCSEs saw a 12% rise, from 42% in 2014 to 54% in the key threshold measure of 5A\*-C including English and Maths.

We have set the highest standards of behaviour at Royds and believe that every student should have the chance to learn without disruption or distraction. The "Stages of Behaviour" system is clear consistent and fair, ensuring low-level disruption is removed from the classroom. It gives students the opportunity to take responsibility for their behaviour and puts the focus on learning at all times. We also have a popular rewards system.



**Abigail, Year 10**

At school I am most proud of the amount of help the teachers are willing to give to me need it. The thing I enjoy most is the teachers and the good relationships students have with them.

## Our Staff

There are around 150 staff at Royds and who are well supported by an active Governing Body. We are fortunate to have highly-committed, professional and friendly staff, who work as a team to support both students and each other.

We have a largely new Senior Leadership Team who are committed to making the changes required for the school to become outstanding. There are five Assistant Headteachers with responsibility areas covering Teaching and Learning, Curriculum, Community, Behaviour and Inclusion and Post 16.



# About the School

We are committed to staff development and giving aspiring leaders management opportunities. For this reason, we have an extended leadership team and are developing schemes for middle leaders. We have very strong support for NQTs and trainees which has been praised in local authority reviews. There is staff training every Monday night and induction programmes are put in place for new staff.



## Our Area and Facilities

Royds School is in Oulton, on the outskirts of Rothwell. The site is large and we are fortunate to have a large amount of outdoor space.

The school began its life as the Rothwell County Secondary school in 1955 and was added to in the 70s and 80s. The most recent addition was a Performing Arts Suite in 2005. We are actively campaigning for a new school building however several areas of the school have had substantial investment to modernise facilities. Most recently the sixth form facilities and two science rooms were refurbished.



**Conner, Year 7**

Never worry as everyone is welcoming and nice. Sixth formers even took time to show us the way around. It is also an amazing environment to learn and it makes you feel safe. There are also places to go if you're not quite sure where to go.

## Our School Organisation and Curriculum

Our school day begins at 8.30 and ends at 14.35 although we have many after school support and enrichment sessions. The week is split into 25 hour long lessons with a 15 minute form time or assembly occurring daily.

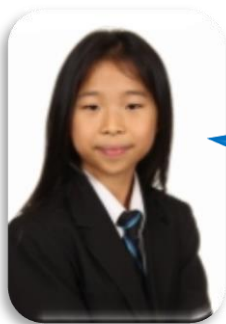
# About the School

At Royds we believe there should be a coherence and continuity for students during their school day so lessons are structured with the Royds Learning Thread.

Our curriculum enables students to choose a wide variety of options, leaving all future pathways open as they begin to make decisions about their future. All students study the core subjects and secure qualifications in English, Maths and Science.



Students begin studying GCSE courses at the start of Year 9. All students study a core English language, English literature, Maths and an appropriate Science course and take exams in these subjects at the end of Year 11. In addition to the core offer, students choose three option subjects to study in Years 9 and 10. Throughout this time students also study RE/PSHE, ICT and PE however these courses are focused on enriching the student experience, not on gaining a qualification.



**Nancy, Year 8**

The school has improved and teachers are very friendly. We have had new teachers and that has improved the quality of teaching at Royds

# About the School

Students then choose a further option to study in Year 11. These choices allow students to specialise in areas they are likely to study at A-level, further broaden their studies or provide additional support for students who need additional help with English and/or Maths.

In the sixth form all students study the equivalent of four A-level subjects during their first year of study. They also receive an hour of guidance tutoring which supports them in embedding the independent study routines that they will need in higher education. The tutoring also allows students the time to raise any specific concerns they may have.

At Post 16 we offer a wide range of courses to meet the diverse needs of our Post 16 students. These courses include vocational qualifications in addition to the traditional academic qualifications. Subjects include Law, Psychology, Sociology, Performing Arts, Art and Photography, Maths, English, a full range of Science plus many more.



## Our Pastoral Organisation and Leadership

We are very proud of the support network we have built for students where each student is treated as an individual with individual needs. The Deputy and each Assistant Head take responsibility for a year group as well as a dedicated Assistant Head for Post 16. They are each supported by a Year Leader (Learning and Achievement Leader) and a Learning Manager. The Year Leader will be with students from Year 7 to Year 11.

In addition to this we have an ACE (Attendance, Caring Education) department with dedicated staff for students who need additional support. This includes students with SEN, EAL, students needing additional education in specific areas or to address a sudden and unexpected need.

We also have two Attendance Officers and a Safer Schools Officer so we can support our students in every way possible.

## Our Extra-Curricular Activities

We are very proud of our comprehensive sports programme and encourage all students to participate in at least one club. Boys have the opportunity to join football, rugby, basketball, gymnastics, tennis, cricket and athletics. Girls can participate in football, netball, hockey, gymnastics, tennis, rounders and athletics. We have a proud record in competitive sports and each year our teams regularly succeed in winning area and city championships.



# About the School

Royds has a rich tradition of international visits and our students frequently visit places as diverse and exciting as China and New York with European and more local visits forming a major part of the school calendar. We believe these visits add not only to the educational experience but also establish a culture of independence and a willingness to embrace the unknown.

Dramatic performances at Royds range from reviews to major productions of Shakespeare. Drama students enjoy workshops with professional actors and get involved in extra-curricular events such as Rock Challenge.

## Our Community Links

Education at Royds is about partnership – the partnership between students, parents and our staff. A school should be at the centre of the community and we have excellent relationships with our feeder primary schools, community groups and local industry.

Within the school we have a thriving Student Executive who have a critical role in helping shape the future of Royds. They meet regularly with the Headteacher, help in the recruitment of new staff and represent the school at many events and occasions throughout the year.



The school has improved massively over the last few years. The teachers do their best and beyond to help the students and other staff. The school has changed the uniform and this makes the school more smart and formal.



**Brandon, Year 10**



# Policy Information

## Child Protection

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Safeguarding cuts through everything we do at Royds and the safety of our students is our top priority. There is a designated senior member of the Leadership Team who is responsible for referring and monitoring any child protection concerns.

All members of staff will receive training in line with our child protection and other related policies.

## Whistle Blowing

All staff have a duty to raise concerns about any inappropriate attitude or actions of colleagues in any area of school life. This is particularly applicable to our safeguarding procedures.

## Code of Conduct and Personal Behaviour

The Headteacher and Governing Body regard everyone working at our school as a role model to our students. We therefore have high expectations of our staff to act with the utmost professionalism and awareness of their role in both the school and wider community.

We pride ourselves on relationships with students and each other that are founded in mutual respect. We expect all staff to be dedicated, enthusiastic and honest and passionate about making a difference to our students. We do not tolerate complacency as we strive to improve in every area of school life.

Teachers are expected to uphold and embody their professional standards and values. Everyone in the school has an absolute duty to promote and safeguard the welfare of children.

## Equal Opportunities

Royds School actively promotes diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of age, disability, gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion / belief, sex or sexual orientation.

In line with the Equality Act 2010, we are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.





# Policy Information

## Smoking Policy

Royds School is a no smoking site and all staff must adhere to this policy.

## ICT Policy (Fair Use Guidance), Online Safety and Social Media

We encourage the use of ICT across the curriculum. On appointment, staff agree to abide by the ICT policy. We also expect staff to be conscious of the professional expectations of them when using social media and in their use of mobile technology.

Full details of all these policies are available on the school's website.

## Teachers' Pay Policy

We currently follow pre-existing pay scales and structures in line with the standard Leeds City Council Pay Policy. We normally honour existing pay points and are prepared to consider entry at a higher point for exceptional candidates.

Lessons are fun and the teachers understand if you get stuck. You can also rely on your form teacher as they help you a lot. Royds School is a safe happy place to be.



Leticia, Year 7



# Recruitment Information

## References

Royds School is committed to the safeguarding of our students and therefore it is our policy to take up references from all shortlisted candidates. References are used to verify objective and factual information, compared for consistency of the information you provide and to alert us to any safeguarding concerns.

For this reason we expect one of your referees to be your most recent employer. If you are not currently working with children but have in the past, we would strongly recommend your second reference is from an institution where you worked with children.

Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.

Our commitment to safeguarding means we will not accept any references which have not been directly requested by us or are not directly addressed to the school. Your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process. A random sample of referees will be contact to confirm they have provided references.



## Selection Process

All candidates will be shortlisted and interviewed against the criteria outlined in the person specification. The person specification focuses on the skills, abilities and experience required to be successful in the role.

If additional lesson observations, tests or presentations are to be brought into the selection process then candidates will be notified in advance when invited to interview.

Royds is committed to safeguarding and promoting the welfare of all children and expect all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

## Reasonable Adjustments

Under the Equality Act, we are legally required to ensure that disabled people are not disadvantaged in the recruitment and selection process and to consider making reasonable adjustments. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.

# Recruitment Information

We will consider any reasonable adjustments under the terms of the Equality Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

## Validation of Qualifications and Identity

All appointments will be subject to a DBS check. We ask all shortlisted candidates to bring to the interview, sufficient identification to allow us to apply for the DBS check upon appointment.

Shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and may be confirmed as genuine with the awarding bodies.

The copies will be retained on their personnel file for the successful candidate. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

No offer of employment will be confirmed until all qualification requirements and DBS checks have been satisfied.

## Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. We will ask applicants for proof of this at interview stage. You will be asked to provide original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

## Disclosure and Barring Service

Employment at this school is subject to an enhanced check with the Disclosure and Barring Service. Checks will also be made against the 'Barred' list. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place.

## Safeguarding

Royds is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure with 'barred' list check (see above). In addition teaching appointments will be subject to a Prohibition order check.



# Recruitment Information

## Medical Assessment

All appointments are made subject to a medical assessment. The preferred candidate is required to complete an Occupational Health Medical Questionnaire. This will be sent directly from Leeds City Council with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

## Data Protection

Royds is committed to handling personal data in a sensitive yet transparent way and meeting all of its obligations under the General Data Protection Regulations (GDPR). At the back of this booklet are the privacy notices explaining how we use your information and who we share it with. This relates both to the recruitment process itself but also to how we handle our staffs' personal data.

All staff are expected to adhere to school data management policies and take appropriate care when handling personal data.

## Induction and Continuous Professional Development

Royds is committed to the wellbeing and development of our staff. Staff are inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications

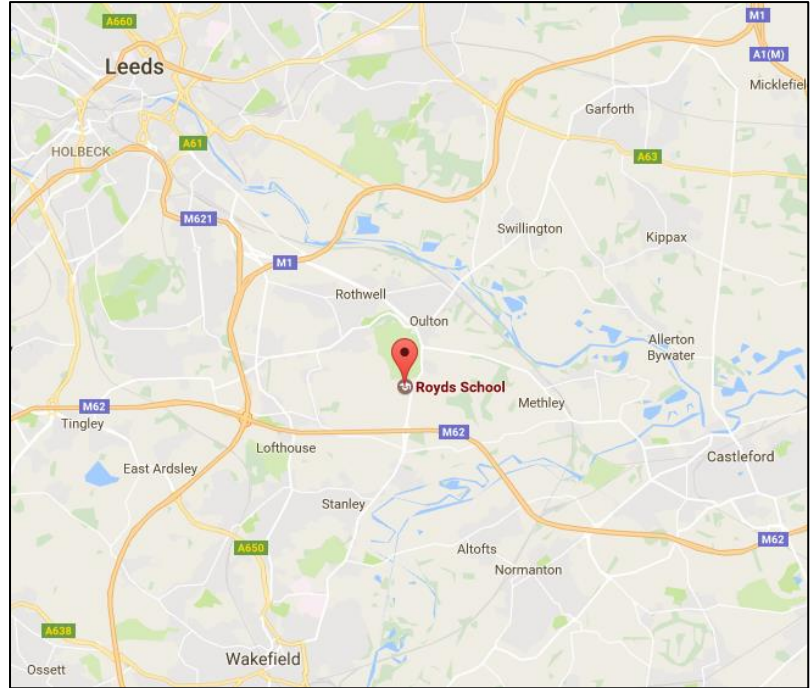
## Dress Code

Individual staff members are valued for their contribution and professionalism and they are a clear role model to the students. With the introduction of the new school uniform and the higher standards and expectations of our students, staff must be mindful of the need to set a good example to our students of smart and suitable dress for a place of work. This relates to both modesty and health and safety. Staff should dress as they would for an interview.



# Where to Find Us

**Royds School**  
**Pennington Lane**  
**Oulton**  
**Leeds**  
**LS26 8EX**



The school is on the outer south edge of Leeds, close to the Wakefield border. It is close to the M62 however this can be very busy at rush hour so is often easier accessed through Rothwell on the A639.







## Languages Teacher Job Description

<b>Post Title:</b>	Languages Teacher
<b>Grade:</b>	MPS / UPS. There is the possibility of a TLR 2b for an exceptional candidate.
<b>Conditions:</b>	Full time and permanent
<b>Accountable to:</b>	Responsible to the Headteacher, a nominated member of the Senior Leadership Team and Head of Department.
<b>Accountable for:</b>	N/A

### Introductory Statement

The responsibilities of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in line with the Teaching Standards for qualified teachers and uphold these standards in addition to the professional code of the National College for Teaching and Leadership for England.

### Purpose of the Job

To teach and lead the development of the Languages curriculum at Royds School. To support the development of the school ethos to underpin all that we strive to achieve. To further raise the performance and expectation of both colleagues and students.

### General Teaching Responsibilities

<b>Teaching Standard 1</b>	<b>Teachers must set high expectations which inspire, motivate and challenge pupils.</b>
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- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.

- Set appropriate and demanding expectations for students' learning and motivation.
- Set effective homework and extension work to encourage and enliven student learning.

**Teaching  
Standard 2**

**Teachers must promote good progress and outcomes by pupils and be accountable for pupils' attainment, progress and outcomes.**

- Provide and contribute to student assessments, reports and references. Monitor and evaluate the progress and achievement of students.
- Be accountable for student progression for allocated classes.
- Work to student targets and ensure that progress is tracked through a range of strategies.

**Teaching  
Standard 3**

**Teachers must demonstrate good subject and curriculum knowledge.**

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught.
- When applicable, understand the demands expected of students in relation to the National Curriculum, KS3/4 and Post 16 courses
- Provide opportunities to develop students' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Contribute to the development of others by sharing professional learning, expertise and skills.

**Teaching  
Standard 4**

**Teachers must plan and teach well-structured lessons.**

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- Contributing to the preparation and development of work schemes, resources, programmes of study, methods of teaching and assessment and pastoral arrangements.
- Promoting the achievement of high standards through effecting teaching and learning within subject area(s), preparation, evaluation and planning.
- Evaluate lessons, incorporating students' views and responses in order to reflect and act on strengths and areas for development.

<b>Teaching Standard 5</b>	<b>Teachers must adapt teaching to respond to the strengths and needs of all pupils.</b>
<ul style="list-style-type: none"> <li>▪ Set clear targets for students' learning, building on prior attainment and ensure the personalisation of learning for all students. .</li> <li>▪ Identify students who have special educational needs, and know where to get help in order to give positive and targeted support.</li> <li>▪ Provide effective differentiation within lessons and provide a variety of teaching and learning styles within the classroom.</li> <li>▪ Take account and review school contextual factors and prior attainment when planning and teaching lessons.</li> <li>▪ Reflect on the success of teaching strategies, individual lessons and scheme of work in meeting the needs of students.</li> <li>▪ Adapt lessons and identify next steps in response to evaluation of student progress.</li> </ul>	
<b>Teaching Standard 6</b>	<b>Teachers must make accurate and productive use of assessment.</b>
<ul style="list-style-type: none"> <li>▪ Assess how well learning objectives have been achieved and use this assessment for future teaching.</li> <li>▪ Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.</li> <li>▪ Use student data to plan effective lessons.</li> <li>▪ Provide good quality assessment using formative and summative methods in conjunction with the school's policies.</li> </ul>	
<b>Teaching Standard 7</b>	<b>Teachers must manage behaviour effectively to ensure a good and safe learning environment.</b>
<ul style="list-style-type: none"> <li>▪ Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.</li> <li>▪ Take an appropriate role in the pastoral structure of the school</li> </ul>	
<b>Teaching Standard 8</b>	<b>Teachers must fulfil wider professional responsibilities.</b>
<ul style="list-style-type: none"> <li>▪ Prepare and present informative reports to parents.</li> <li>▪ Establish effective working relationships with professional colleagues including, where applicable, associate staff.</li> <li>▪ Liaise effectively with students, staff, parents and other interested parties.</li> <li>▪ To participate fully in the school's performance management process.</li> </ul>	

### Personal and professional conduct

- Share corporate responsibility for the implementation of school policies and practices.
- Be a role model for students through personal presentation and professional conduct. To contribute to the ethos of the school, in all areas of contact and responsibility, in relationships with staff and students.
- To attend and participate in regular meetings, and in training and other activities as required.
- To attend meetings with line managers as required.
- To demonstrate a commitment to continuous development, identify opportunities for professional development and undertake training opportunities where appropriate.
- To ensure promotion and support of Equal Opportunities and Health and Safety.
- Maintain confidentiality inside and outside the school.

### Safeguarding

- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to safeguarding procedures.
- To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.
- Perform particular duties in accordance with directions by the Headteacher to ensure student safety.
- Liaise with agencies responsible for students' welfare.

### Relationships

The post-holder will be required to work flexibly to deliver an efficient service. There will be regular contact with students, colleagues, other members of staff, line managers and internal and external customers.

### Physical Conditions

The post is currently based at Royds School which has access by stairs and is accessible by disabled persons to the ground floor by a portable ramp on request.

The school operates a non-smoking policy.

## Economic Conditions

<b>Grade:</b>	MPS / UPS. There is the possibility of a TLR 2b for an exceptional candidate.
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<b>Conditions:</b>	Teachers Terms and Conditions apply.
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## Safeguarding

Royds School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced Disclose and Barring Service check and Prohibition List check.

## Prospects

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

The school encourages training both “in-house” and external to meet the needs of the individual and of the school.

## Conclusion

The job description is current but recognises that while every effort has been made to explain the main duties and responsibilities, each individual task may not be identified. It is recognised that educational change make it impossible Therefore, in consultation with the post holder, it may be amended to reflect or anticipate the changes in the role.

<b>Job description prepared by:</b>	<b>Kate Davison</b>	<b>10/05/18</b>
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<b>Job description reviewed by:</b>	<b>Brian Kelly</b>	<b>10/05/18</b>
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## Languages Teacher Employee Specification

<b>Post Title:</b>	Languages Teacher
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In order to effectively undertake the responsibilities required for the above role (see job description), the attributes below have been identified as important for the post holder. These attributes will be identified by means of the application, interview and references as appropriate.

Mode of Assessment	A = Application, I = Interview, C = Certificate, O = Observation, T = Task		Essential	Desirable
Qualifications				
A C	Good honours degree.		X	
A C	Qualified Teacher Status.		X	
A C	Other relevant diplomas or qualifications.			X
Experience				
A	Experience of teaching French or Spanish at Key Stage 3 and 4.		X	
I	A good understanding of curriculum developments within the subject area.			X
Skills				
O	Excellent classroom management and organisational skills.		X	
O I	Good or outstanding teaching ability.		X	
I	Ability to offer another language, either French or Spanish.			X
I	Ability to motivate and engage both staff and students.		X	

Mode of Assessment	A = Application, I = Interview, C = Certificate, O = Observation, T = Task		Essential	Desirable
	Knowledge			
A I	A good understanding of curriculum developments within the subject area.			X
I	Broad knowledge of the specifications and qualifications available within the subject area.			X
I	Understanding of current developments in education.			X
I	Clear understanding of how to track student achievement using data and of intervention strategies to raise achievement.			X
Personal Attributes				
A I O	Outstanding communication and interpersonal skills.	X		
A I	A commitment to challenging students to reach the highest possible standards.	X		
I	Share and develop a commitment to the school ethos and values.	X		
O I	Ability to engage constructively with and relate to a wide range of children and families / carers from different social backgrounds.	X		
A I	Commitment to continuing professional development	X		
A I	Potential and ambition for further professional progression.			X
Safeguarding Children				
A I	Ability to maintain appropriate relationships and personal boundaries with children and young people.	X		
A I	Appreciates the significance of safeguarding and interprets this for all individual children and young people whatever their circumstances	X		
A I	Emotional resilience when working with challenging behaviours and appropriate attitude to the use of authority to maintain discipline.	X		

Royds School is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share the commitment. Appointments will be subject to an enhanced DBS with barred list check as well as a Prohibition List check.

<b>Job description prepared by:</b>	<b>Kate Davison</b>	<b>10/05/18</b>
<b>Job description reviewed by:</b>	<b>Brian Kelly</b>	<b>10/05/18</b>



## Recruitment Process Privacy Notice

Under the new General Data Protection Regulation (GDPR), we have to inform staff and other adults in school how we use their personal information.

### What information do we hold?

The categories of staff information that we collect, hold and share include:

- Personal information including your name, gender, date of birth, pay number, national insurance number, address, phone number or email address.
- Special categories of data including characteristics such as ethnicity, sexual orientation, medical needs, religion, canvassing relationships and marital status.
- Welfare information such as whether you have a medical conditions or disabilities.
- Professional information such as education history, employment history, qualifications, professional body memberships, teacher number and, where relevant, subjects taught.
- Safeguarding information such as criminal convictions, ID seen, referee contact details and feedback. This is in addition to other safer recruitment checks and details of any allegations or safeguarding incidents where relevant.

### Why do we collect and use this information?

We use recruitment application data to:

- select the best candidate for the role.
- administer a fair and transparent recruitment process, ensuring appropriate support is in place for candidates.
- comply with equality opportunities legislation.
- inform the development of recruitment and retention policies.
- enable individuals to be paid.
- ensure appropriate safer recruitment safeguarding checks are in place.

## What is the lawful basis on which we use this information?

We collect and use most staff information under Article 6 (1)(c) Legal Obligation or Article 6 (1)(e) Public Task of the General Data Protection Regulations. Although this list is not definitive, the majority of our legal obligations stem from:

- Health and Safety Act 1974
- Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) (England and Wales) Order 2012
- Limitation Act 1980
- Childrens Act 1989 and 2004
- Education Act 1996, 2002 and 2011
- School Standards and Framework Act 1998
- Terrorism Act 2000 and CTSA 2015
- Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006, 2010, 2011, 2013 and 2016
- Safeguarding Vulnerable Groups Act 2006
- Education and Skills Act 2008
- School Information (England) Regulations 2008
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education (School Teachers' Appraisal) (England) Regulations 2012
- Teachers' Disciplinary (England) Regulations 2012
- Children and Families Act 2014
- School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016

Where special category data is processed, this is done under:

- Article 9(2)(b): legal requirement. This is usually due to a contract of employment or to fulfil equality monitoring requirements.

## How do we collect staff information?

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with data protection legislation, we will inform



you whether you are required to provide certain school workforce information to us or if you have a choice in this.

### How do we store recruitment data?

Data is either stored on a secure server, sent by encrypted email or stored in a locked receptacle in school.

As a rule we dispose of data at the first possible opportunity or anonymise it so it is no longer identifiable to an individual. The following rules apply to data gathered during the recruitment process:

- **Candidates who are not shortlisted:** retained for one month post-shortlisting and then deleted or shredded.
- **Candidates who are interviewed:** retained for six months post-interview and then deleted or shredded.
- **Successful candidates:** information becomes part of the personnel file and retained for six years from the date employment terminates.

Specific information on retention periods is available in the school's Records Management Policy. Successful candidates should refer to the main school staff privacy notice on how data is shared.

### Who do we share recruitment information with?

As part of the recruitment process, we routinely share limited information third party referees based on your consent being given on the application form.

In certain circumstances, we personal data may also be disclosed to the following third parties arising out of legal requirements:

- Local Government Authorities
- Central Government Authorities
- Organisations that handle or investigate the proper use of public funds
- Law Enforcement Authorities

It is anticipated that all successful candidates will require a Disclosure and Barring Service (DBS) check before employment can begin. This is a legal obligation and so successful candidates will be required to share personal information with the DBS.

Similarly, successful candidates will be required to have certain information shared with Leeds City Council to set up vital services such as payroll. The successful candidate will also complete a medical screening questionnaire. Depending on the results, this would be shared with Leeds City Occupational Health Team so they can assess any reasonable adjustments that may be required to support disabled candidates.

Successful candidates should refer to the main school staff privacy notice on how data is shared once employment commences e.g. data sharing with the Department for Education.

### **Requesting access to your personal data**

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request for your personal information, contact our Data Protection Officer, Kate Davison, 0113 205 9559 or [kdavison@roydsschool.org](mailto:kdavison@roydsschool.org).

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

### **Contact**

If you would like to discuss anything in this privacy notice, please contact our Data Protection Officer, Kate Davison, 0113 205 9559 or [kdavison@roydsschool.org](mailto:kdavison@roydsschool.org).

Royds School  
Pennington Lane  
Oulton  
LS26 8EX



## Privacy Notice for School Staff

Under the new General Data Protection Regulation (GDPR), we have to inform staff and other adults in school how we use their personal information.

### What information do we hold?

The categories of staff information that we collect, hold and share include:

- Personal information including your name, date of birth, pay number, national insurance number, address, phone number or email address.
- Special categories of data including characteristics such as gender, age, ethnicity, medical needs, religion and marital status.
- Welfare information such as whether you have a medical condition, disabilities, allergies or any support mechanisms in place.
- Contact information for emergency contacts and next of kin e.g. names, email addresses, phone numbers and the relationship to the staff.
- Contract information such as start dates, hours worked, post, roles, salary information and other information necessary to run payroll systems e.g. bank details.
- Absence information such as number of absences, dates and reasons.
- Professional information such as CPD records, qualifications, teacher number and, where relevant, subjects taught.
- Quality assurance information such as scrutiny and evaluation results.
- Safeguarding information such as DBS numbers, prohibition checks, dates, ID seen, safer recruitment checks and details of any allegations or safeguarding incidents where relevant.

### Why do we collect and use this information?

We use staff data to:

- enable the development of a comprehensive picture of the workforce and how it is deployed
- inform the development of recruitment and retention policies

- enable individuals to be paid
- support staff both personally and professionally.
- ensure appropriate safeguarding checks and systems are in place.
- to comply with our legal requirements such as returns to the Department for Education or Health and Safety legislation.
- to comply with the law regarding data sharing.

### **What is the lawful basis on which we use this information?**

We collect and use most staff information under Article 6 (1)(c) Legal Obligation or Article 6 (1)(e) Public Task of the General Data Protection Regulations. Although this list is not definitive, the majority of our legal obligations stem from:

- Health and Safety Act 1974
- Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) (England and Wales) Order 2012
- Limitation Act 1980
- Childrens Act 1989 and 2004
- Control of Asbestos at Work Regulations 1996 and 2012
- Education Act 1996, 2002 and 2011
- The Control of Substances Hazardous to Health Regulations 1997 and 2002
- School Standards and Framework Act 1998
- Terrorism Act 2000 and CTSA 2015
- Education (Health Standards) (England) Regulations 2003
- Education (Pupil Information) Regulations 2005
- Regulatory Reform (Fire Safety) Order 2005
- Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006, 2010, 2011, 2013 and 2016
- Safeguarding Vulnerable Groups Act 2006
- Education and Skills Act 2008
- School Information (England) Regulations 2008
- Children and Young Persons Act 2008
- Designated Teacher (Looked After Pupils etc) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education (School Teachers' Appraisal) (England) Regulations 2012
- Teachers' Disciplinary (England) Regulations 2012
- Children and Families Act 2014
- Care Act 2014

- Special Educational Needs and Disability Regulations 2014
- School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016

Where special category data is processed, this is done under:

- Article 9(2)(a): explicit consent
- Article 9(2)(b): legal requirement. This is usually due to a contract of employment, as part of the workforce census required by the Department for Education or to fulfil equality monitoring requirements.
- Article 9(2)(h): duty of care and healthcare.

### **How do we collect staff information?**

Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with data protection legislation, we will inform you whether you are required to provide certain school workforce information to us or if you have a choice in this.

### **How do we store staff data?**

As a rule we dispose of data at the first possible opportunity or anonymise it so it is no longer identifiable to an individual. We have to store different pieces of information for different lengths of time depending on which piece of legislation governs it.

As a general rule, most staff data (and personnel file) is kept for six years for the date employment terminates.

Specific information on retention periods is available in the school's Records Management Policy.

### **Who do we share staff information with?**

We routinely share staff information with:

- Leeds City Council (our local authority).
- the Department for Education (DfE).
- limited information relevant to teaching and quality assurance is shared with Brigshaw High and Temple Learning Academy where staff are working within the Post 16 partnership.



The school is part of several school to school support alliances such as PiXL, the Red Kite Alliance and Leeds City Council's SLDM programme. Basic staff data such as contact information and role in school is routinely shared.

Several third party providers or partnerships which are crucial to school operation, many are IT systems. The school has appropriate arrangements in place to ensure the security of the data we pass to them. This list includes some of the most common but is not exhaustive:

- SIMS. This is the main school information management system run by Capita.
- Microsoft.
- SISRA runs all school performance data and data analysis.
- CPOMS run by Meriec is used for all child protection and welfare records.
- ParentPay and Chartwells receive information needed to run the canteen and payments systems.
- School Gateway run by SchoolComms is used for communication.
- EntrySign is used for signing staffs in and out as well as visitor entry.

Leeds City Council secure IT systems such as SAP (for payroll), Synergy (for securely sharing SEN information) or Evolve (for arranging educational visits) are used.

### **Why we share school workforce information?**

We do not share information about workforce members with anyone without consent unless the law and our policies allow us to do so.

We are required to share information about our workforce members with our local authority (LA) under section 5 of the Education (Supply of Information about the School Workforce) (England) Regulations 2007 and amendments.

We share personal data with the Department for Education (DfE) on a statutory basis. This data sharing underpins workforce policy monitoring, evaluation, and links to school funding / expenditure and the assessment educational attainment.

### **Data collection requirements**

The DfE collects and processes personal data relating to those employed by schools (including Multi Academy Trusts) and local authorities that work in state funded schools (including all maintained schools, all academies and free schools and all special schools including Pupil Referral Units and Alternative Provision). All state funded schools are required to make a census submission because it is a statutory return under sections 113 and 114 of the Education Act 2005

To find out more about the data collection requirements placed on us by the Department for Education including the data that we share with them, go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The department may share information about school employees with third parties who promote the education or well-being of children or the effective deployment of school staff in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The department has robust processes in place to ensure that the confidentiality of personal data is maintained and there are stringent controls in place regarding access to it and its use. Decisions on whether DfE releases personal data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested; and
- the arrangements in place to securely store and handle the data

To be granted access to school workforce information, organisations must comply with its strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

To contact the department: <https://www.gov.uk/contact-dfe>

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You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

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**Royds**