



The
Ongar
Academy

CLASSTEACHER: MFL INFORMATION FOR CANDIDATES



INSPIRING EXCELLENCE

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APPOINTMENT OF CLASSTEACHER: MFL

SCHOOL	The Ongar Academy
TELEPHONE	01277 500990
WEBSITE	www.theongaracademy.org
SALARY	Main Scale + London Fringe
START DATE	January 2018

SELECTION ARRANGEMENTS - THE PROCESS

Thank you for your interest in the post of **Classteacher: MFL** for **The Ongar Academy**.

We would encourage you to apply for this post on-line via the TES online advert page.

If you are shortlisted, you will be contacted with further details prior to interview. If you are unsuccessful, we will also inform you in writing.

CLOSING DATE: 17 NOVEMBER 2017

INTERVIEW DATE(S): TBC

Please be aware that as the applicant you are responsible for ensuring that your application reaches us before the stated closing date, as late applications may not be accepted.

REFEREES

In order to comply with the guidance on safer recruitment, you are requested to provide referees in line with the following guidance:

- One reference from your current employer
- One reference from your previous employer if employed by them within the last 5 years, otherwise one from another suitable professional.



The
Ongar
Academy

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LETTER FROM HEADTEACHER

November 2017

Dear Applicant,

Thank you for your interest in the post of Classteacher: MFL at The Ongar Academy. I hope the enclosed pack will be of interest to you and look forward to receiving your completed application.

The Ongar Academy is a new academy, opened in 2015. We were heavily oversubscribed for September 2016 and our multi-million pound, state of the art buildings are now open and fully functioning. We boast wonderful facilities and we are highly in demand with over 380 applicants for 120 student places each year.

Our motto is 'Affectare ad Optimum' – 'Aspire to Greatness' and we ask this of all our students and staff. As part of The Ongar Academy team, you will be able to undertake a range of different tasks and be open to continually developing your expertise as part of our wider school investment in staff development.

We pride ourselves in how we develop and nurture our new staff. No matter how much experience you possess, we will sharpen your practice and prepare you well for the next step in your career. We are well known for 'growing our own' leaders and several founding staff now follow leadership roles in the school.

As a new member of staff you have access to many benefits including a new laptop and a Health & Wellbeing package.

You will have a key role in the school as the academy grows and matures, facilitating your subject and assisting the SLT and trustees in the development of the vision for the school.

I hope that you will find this recruitment pack useful.

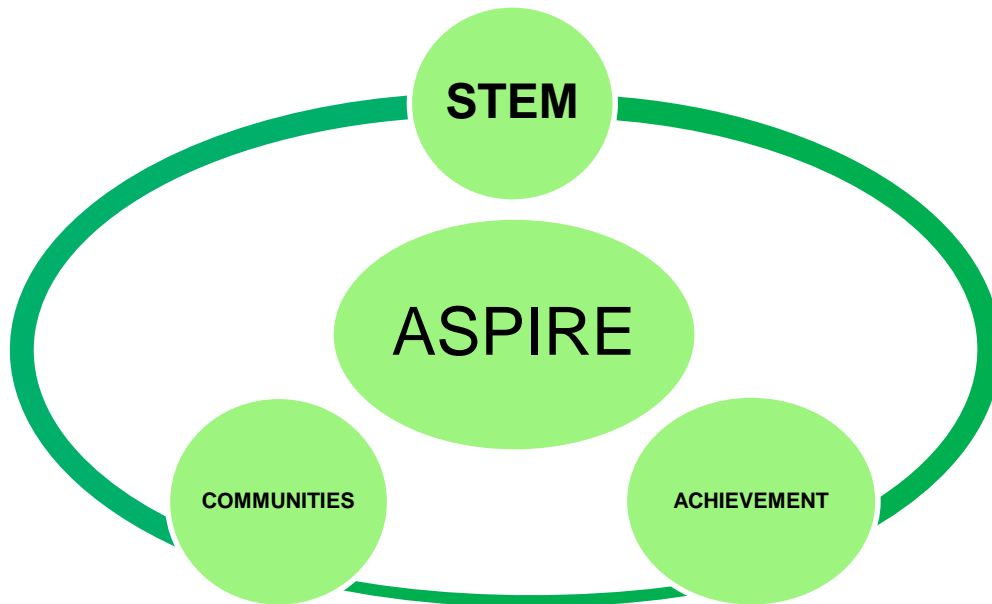
I would be very happy to meet and talk with you personally if you require any further information.

Yours sincerely

Mr David Grant
Headteacher

Our Vision

The vision of our school is epitomised by our mission statement “Inspiring Excellence”.



The school will encourage its students to ASPIRE:

Achieve

Support

Participate

Innovate

Respect

Enjoy learning together



The **Ongar** Academy

CLASSTEACHER JOB DESCRIPTION

Job title: Classteacher/Form Tutor
Reports to: Subject Leader/Pastoral Leader

1 Purpose of Job

- To ensure the effective learning of students taught
- To ensure effective pastoral care of students in designated form group
- To contribute to the wider success of the Faculty and the school
- To promote and be actively involved in extra-curricular activities and the wider life of the school community

2 Main Areas of Responsibility

Part One: Teaching – A teacher must:

Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students

Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for, promoting high standards of literacy, numeracy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homelearning and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

Contribute to self-evaluation

- contribute to the completion of the faculty self-evaluation process as required
- assist the Subject Leader to complete the faculty Annual Development Plan
- take part in lesson observations to share good practice and as part of the school's self-evaluation practice
- participate in faculty reviews

Professional development and performance appraisal

- Attend all CPD days and training as required (occasionally this might involve a minimal amount of additional directed time, but this will be well within the directed time allowance)
- Review own professional development and identify training needs
- Take part in the school's performance appraisal programme and be committed to improving own practice
- Have a creative and constructively critical approach towards innovation, being prepared to adapt practice where benefits and improvements are identified
- Act upon advice and feedback and be open to coaching and mentoring

Budgets/Resources

- Assist the appropriate line manager to:
 - identify resource needs
 - operate stock control system
 - monitor appropriate expenditure
 - keep subject and form rooms tidy and have effective displays
 - monitor appropriate expenditure for the subject/faculty area
- Follow agreed health and safety procedures for the subject/faculty area

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being
- contribute to the school newsletter, at least once a year.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Part Three: Awareness of school policies

A teacher is expected to be familiar with the contents of the school policies specific to The Ongar Academy, abide by them and participate in consultation on policy change. Policies are retained on the computer network and teachers offered posts at the school will be given a disc of policies and other information at induction.

3 Line Management

- The line manager will be identified on appointment and will carry out the postholder's performance appraisal. Line management might change as a result of staff changes/post changes.
- Formal line management meetings will take place at least half termly and on an ad hoc basis at the request of either the line manager or the postholder.
- Where the line manager is not the Subject Leader or Year Leader, a teacher will also report to these staff for their teaching and form tutor responsibilities

4 Supervision

- The majority of this work will be undertaken entirely without supervision. Matters of policy are discussed as the need arises with the line manager.

5 Safeguarding Children

- The school is committed to the safeguarding of the children in its care. To this end all employees will need to undergo pre-employment checks including references, a check of any relevant qualifications, photo and address identification.
- All posts in a school are deemed to have a high degree of contact with children and are, therefore, exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of the pre-employment checking process. Additional information about the Disclosure and Barring Service and the checking process is in the guidance notes accompanying the application form.

6 Additional Information

- All employees will need to confirm their right to work in this country, or seek sponsorship to work via the school, where appropriate.
- The Ongar Academy and its Governing Body are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.
- This job description is based on the national teacher standards.
- This is a 'job description' only and is not necessarily a comprehensive definition of the post. It may be subject to modification or amendment, after consultation with the holder of the post.

7 Contracted Hours and Pay Scale

- Please refer to the Pay Policy as well as current offer letter and contract.



Person Specification: Classteacher

Qualification Criteria

- Qualified to degree level or above
- Possesses QTS status or equivalent

Experience

- Evidence of successful practice as a teacher in a secondary school
- Experience of continually improving teaching practice to increase student achievement and progress
- Evidence of continually improving the teaching and learning of their subject through assisting with schemes of learning and extra-curricular/enrichment activities

Knowledge

- Up to date knowledge in the curriculum area (inc. AS/GCSE specifications)
- Understanding of the teaching strategies needed to establish high aspirations with regards to results and behaviour
- Evidence of working with educational research to facilitate learning
- Knowledge of the current legal requirements, national and school policies and guidance on the safeguarding and promotion of the well-being of children and young people

Leadership

- An ability to lead by example
- Effective team worker and leader
- Possesses high expectations for accountability and consistency
- A personal drive aligned with The Ongar Academy's motto 'Affectare ad Optimum' ('Aspire to Greatness')
- A commitment to the values of The Ongar Academy
- Possesses a 'Growth Mindset'
- Motivation to continually improve standards and **inspire excellence**
- Possesses an empathy and the ability to listen
- Commitment to the safeguarding and welfare of all students

Teaching and Learning

- Effective and adaptable ICT skills
- Numerate so that data analysis can be facilitated
- Effective communication skills
- Possesses energy, enthusiasm, resilience and perseverance
- A commitment to educational research in order to facilitate learning
- Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards

- Thinks strategically about classroom practice and tailoring lessons to students needs
- Understands and interprets complex student data to drive lesson planning, achievement and progress
- Excellent planning and organisational skills
- The ability to produce correspondence/documents, appropriate for a specific audience and in well-written English, ensuring the tone is appropriate to the purpose

Recruitment and Selection Statement

1. The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in the school to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. This school recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.
3. The school will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.
4. The school will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to the school.
5. The following pre-employment checks will be required:
 - receipt of at least two satisfactory references*
 - verification of the candidate's identity
 - a satisfactory Disclosure and Barring Service (DBS) disclosure
 - verification of the candidate's medical fitness
 - verification of qualifications
 - verification of professional status where required e.g. QTS status (unless properly exempted)
 - the production of evidence of the right to work in the UK.

NB It is illegal for anyone who is barred from working with children to apply for, or work in a school in any voluntary or paid capacity.

* In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The school will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

6. The school will keep and maintain a single central record of recruitment and vetting checks, in line with Department for Education requirements.
7. The school requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.
8. All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Disclosure and Barring Service Disclosure Certificate will only be accepted in certain restricted circumstances.

The School is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The School's Recruitment (Pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This School is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of the School's Safer Recruitment Policy is available from the school upon request.

The Ongar Academy and its Governing Body are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.