



Recruitment Pack

Head of Modern Foreign Languages

(Ability to teach Spanish GCSE)

Permanent

Faith in
Learning...

...Belief in
Achievement.



Our Mission

‘To provide high quality education for all children based on clearly established Christian values and principles’



Mission Statement

Believe

As a Church of England school and member of the Cidari family we encourage an understanding of the meaning, value, purpose and significance of faith through worshipping daily, and promoting Christian values through the experience we offer all our pupils.

Achieve

We set ambitious goals for our pupils regardless of background or prior attainment, believing in the limitless potential God has given to all - that all can achieve excellence through hard work, determination and resilience. Through offering a rich curriculum, combined with excellent teaching, we want all pupils to draw inspiration from all that has been thought, said and done, and to experience awe & wonder at the cultural and physical world that surrounds them. We challenge and encourage everyone to set their sights high in whatever fields they choose to pursue.

Care

The St. George's family believes a harmonious and inclusive community, underpinned by the values of respect, honesty and kindness, acts as a civilising influence for all. We aim for a safe, healthy and happy school where people of all faiths and no faith at all are welcomed and valued; a school that pupils love and in which they openly speak about feeling loved."

Job Title:	Head of MFL (ability to teach GCSE Spanish)
Salary:	TLR 2B
Start Date:	September 2018 or earlier
Academy:	St George's School – Cherry Tree Road, Marton, Blackpool, FY4 4PH
Responsible to:	Deputy Headteacher – Curriculum, Standards & Data

St George's School, a member of Cidari Multi Academy Trust

St George's School (N.O.R.991) is a thriving Secondary Academy located in South Blackpool and a member of Cidari Multi Academy Trust since 2014. A Christian school is one in which the atmosphere has that kind of openness about it, that sense that people are worth spending time with, that people need time to grow, need loving attention.

As you are aware St George's is a Church school and more recently a member of the CIDARI Multi-Academy Trust. Our Christian ethos underpins our pursuit of academic excellence and is a defining feature of our continued success. When parents, pupils and visitors walk around the school they comment on the feel, the ethos and the values. A statement that defines the work we do is *'Modern ambition built on traditional values'*.

At St George's we set our standards very high in relation to academic and pastoral support and have core non-negotiables that help everyone thrive. The School has been oversubscribed in recent years with 540 applications this year. The pace of change continues to accelerate *'under the clear vision, drive and determination of the new headteacher'* as noted by Ofsted. CIDARI, staff and pupils are determined to hold fast to the principles which have brought the school to its present success and popularity. Those principles are a belief in the worth of each child and the worth of our work as educators in a Christian school.

Our recent Ofsted commented on these Christian principles, *'spiritual, moral, social and cultural development is of the highest quality highlighting the impact of Christian values on a whole school ethos'* At St George's this is not a bolt on, it is interleaved into the fabric of the school, through every system and in our vision for the future.

As headteacher of a Church school pupils feeling cared for is of paramount importance and a distinguishing feature of St George's. When I meet with or deliver key messages to parents I want them to feel confident in their choice and always say that a guiding principle is that I want pupil's to say 'I loved school today and I felt loved' Again this was reflected in Ofsted *'the school is harmonious and pupils relate well to each other, pupil's behaviour is good, they are courteous polite and feel safe and pupils know their voice is valued by teacher, leaders and the Cidari Trust.'*

Dear Applicant,

Thank you for your interest in the post of Head of Modern Foreign Languages at St George's School.

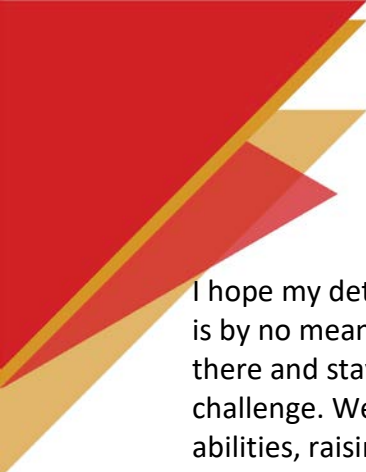
For this exciting position, I am determined to recruit a talented individual who shares the school's vision to provide exceptional holistic education. You will show the drive, tenacity and ability to realise this ambition. You will need to demonstrate a commitment to your own education and to yours and others' professional development. This role is one where you must provide clear leadership, challenge and support to others and you must have the capacity to do this in a way that is professional, based on evidence and motivates your colleagues.

I firmly believe that our distinct ethos gives those who work at St George's the competitive edge. Ours is a culture of enthusiasm for high performance plus continuous improvement; and one of teamwork and open communication. By working together, we are afforded a distinct advantage in what we are able to offer new staff to St George's School. The opportunity for you to advance your career with us is first class and something we take seriously.

Attracting and keeping the best talent is the most effective way to grow a successful school, which is particularly important for us now as we push our pupils to greater GCSE success. You will also have the opportunity to work with colleagues across the Trust and with the schools strategic partners whilst working in partnership with the Teacher Development Trust and CUREE (centre for the use of research and evidence in education) in action research, some of which we hope to publish.

I am therefore looking for a talented leader who will use their proven experience, knowledge and vision to join our high performing, successful school. Whilst your direct strategic responsibility will not be for the quality of teaching, or the behaviour and safety of pupils, you will help quality assure these as part of the senior leadership team. You will provide evidence of this by contributing to our self-evaluation and the preparation and monitoring of the school development plan. You will be an excellent communicator and have the ability to manage key meetings within the school attended by a variety of stakeholders, including parents, governors and staff.

Working alongside the Deputy Head – Curriculum, Standards & Data you will make a real impact, achieving outstanding outcomes for our pupils and ensuring as soon as possible that the area on which you will be responsible for will lead us to 'outstanding'. This key role is a central part of St George's School achieving these ambitions by addressing some of our development priorities and an exciting opportunity to join our school team in which the SLT have been described in the recent Ofsted as having 'a clear vision, drive and determination to move the school forward'. You will contribute to provide outstanding pupil outcomes so that the pupils love the challenge of learning and demonstrate a thirst for knowledge.



I hope my determination to take the school to the next level is evident. I recognise that this is by no means easy and demands a relentless focus on standards and improvement to get there and stay there. The successful candidate will be someone who is genuinely up for the challenge. We are working with children from all backgrounds, aged 11 to 16 and of all abilities, raising expectations of them and working hard to prepare them for life beyond the school. This job offers you an opportunity to showcase your talent and demonstrate your capacity to make a real impact in education.

Applying for a new role is a decision which comes with much thought and reflection and I hope that we have given you all the detail and information that supports you in making the decision to proceed with your application. If you are seeking a career move, where high standards and expectations are the norm, within a supportive and outward facing environment, then I should be really delighted to hear from you.

Good luck with your application.

Mr G Warnock
Headteacher

Visions and Values Statement

St George's vision is to provide the highest quality education to all pupils with the context of Christian belief and practices enabling St George's to be recognised for consistent academic excellence and caring spiritual development. A school at the heart of the Blackburn Diocese, the local Blackpool community, a central part of the town's education system, helping meet the diverse needs of pupils both locally and town-wide, with strong support and participation from all our stakeholders, especially parents.

Our purpose is to inspire learners and equip them with the education that provides, skills, confidence, resilience and qualifications required to succeed in life academically and become responsible local and global citizens. We want everyone to have a clear sense of where they are now, their aspirations for the future and the journey needed to get there.

We aim to instill in all our pupils six key characteristics that will stand them in good stead whilst they are here and in whatever future path they choose:

- Confidence – self-belief and an ability to communicate clearly in any situation
- Consideration – respect for the views and values of others
- Determination – commitment to hard work, to achieve the highest standards possible
- Resilience – a willingness to learn from mistakes and maintain a positive outlook
- Independence – taking responsibility for themselves and their own learning
- Stewardship - accepting responsibility to shepherd and safeguard the values of others.

Our philosophy

Spiritual, moral, cultural and social development underpins the academic. Our philosophy can be summed up as "Believe, Achieve, Care".

Believe

As a Church of England school and member of the Cidari family we encourage an understanding of the meaning, value, purpose and significance of faith through worshiping daily, and promoting Christian values through the experience we offer all our pupils.

Achieve

We set ambitious goals for our pupils regardless of background or prior attainment, believing in the limitless potential God has given to all - that all can achieve excellence through hardwork, determination and resilience. Through offering a rich curriculum, combined with excellent teaching, we want all pupils to draw inspiration from all that has been thought, said and done, and to experience awe & wonder at the cultural and physical world that surrounds them. We challenge and encourage everyone to set their sights high in whatever fields they choose to pursue.



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Role Profile



Subject Leader of Modern Foreign Languages (with Spanish specialism)

(MFL)

Scale

Mainscale + TLR 2b

Based at

St George's Secondary Academy

Purpose of the role (job statement)

As a successful candidate, you must be highly ambitious for both pupils and staff. You will be a strategic thinker, committed to raising standards who can demonstrate impact on securing excellent outcomes not only in your own classroom, but across a team. As a high performing leader, you must be passionate about changing lives and raising aspirations through generating a thirst and love for MFL across the School. You will have a desire to lead from the front, and by example both within your team. In return, we will fully support you in your professional journey so that you are ready for your next step in your career path. As a school, we seek to embrace new methodologies whilst maintaining a balance with traditional practice to bring about examination success.

Key Responsibilities

1. To take responsibility for the leadership and management of the subject area.
2. Set and monitor team targets, within whole school targets. Intervene and act as appropriate to ensure that subject and whole school targets are met.
3. Identify subject development priorities and co-ordinate the writing and monitoring of the Departmental RAP
4. Lead and manage the annual Department review and analyse outcomes in liaison with the SLT Link.
5. Reflect on and evaluate the effectiveness of the team.
6. Monitor pupils' behaviour, taking action as appropriate and ensure that teachers adhere to procedures of the school's behaviour policy
7. Maintain an overview of parental contact, ensuring regular contact as needed
8. Interrogate and use data including TGs and TLs, to track individual pupil performance and progress, and that of specific groups of pupils, ensuring that pupils achieve at or beyond their TG/Ls.
9. Be responsible for leading improvement within the department.
10. Use meetings to share good practice, moderate, disseminate training and Information.
11. Offer CPD to the team
12. Provide regular opportunities for less experienced teachers to see you teach

Key Accountabilities

1. Lead, co-ordinate and monitor the Department/s development, linking department priorities to whole school priorities
2. Communicate the school vision to members of the team
3. Lead, motivate, support and develop all colleagues
4. Undertake rigorous and effective performance appraisal, in line with school policy
5. Undertake rigorous and effective Department self-evaluation within a planned cycle of regular observation/feedback to colleagues, book looks and interviews with pupils, in line with the school self-evaluation policy
6. Update the Department/subject self-evaluation information on a termly basis, contributing to the whole school self-evaluation process as required
7. Lead, co-ordinate and monitor the Department Annual Development Plan, linking subject priorities to whole school priorities
8. Be an agent for change, implementing whole school initiatives which support the raising of pupil attainment and achievement
9. Lead innovation in learning by keeping abreast of subject developments, engaging with school-wide learning initiatives and leading these within the team.
10. Monitor department, subject and individual pupil targets and progress through assessment of planning, record keeping, marking, teaching progress, homework and assessment across the Department, maintaining a central record of baseline and subject assessment data and targets to monitor the progress of pupils and the effectiveness of the team
11. Following each reporting cycle, check the standard of teachers' reports, review assessment data and co-ordinate follow-up across the subject in line with the report checking guidelines
12. Following each pupil tracking session, review the outcomes and implement strategies as appropriate in line with the tracking checking guidelines
13. Participate in recruitment and retention of teaching staff as required.

Teaching Responsibilities

1. The detailed knowledge and understanding of the Schemes of Work and Assessment Criteria for all classes for whom they have responsibility
2. An awareness of the general requirements and standards of work required by their classes in the years before and after the year in question, thus ensuring a professional sensitivity to matters of progression, development and preparedness for future study
3. Detailed record of the prior attainment and target levels / grades / outcomes for each child in each class for which they are responsible, and the on-going recording of performance against these measures
4. The effective teaching, setting, assessment and marking of appropriate class work and homework in line with the Schemes of Work provided by their Line Manager / Head of Department
5. The planning and delivery of differentiated work suitable to stretch all pupils in their teaching group(s), with particular reference to pupils with Individual Education Plans (IEPs)
6. The planning and delivery of appropriate opportunities to contribute to pupils' spiritual, moral, social and cultural development

7. Clear, accurate and informative reporting to parents, whether oral or written, on pupils' progress as directed by their Line Manager / Head of Department
8. The proper preparation of pupils, including revision advice, for internal and external examinations
9. A full account of the attendance / absence of all pupils in all lessons for which they have a responsibility
10. The good order, appearance and discipline of all pupils within and beyond the classroom
11. Familiarity with and adherence to, School policies as detailed within the Professional Handbook for staff
12. Liaison with their Line Manager with regard to any pupil whose progress is the cause of some concern
13. Any other duties as reasonably required by the Headteacher, including an appropriate amount of classroom teaching

Common Core of Skills and Knowledge for the Childrens Workforce

The common core covers six themes:

1. Effective communication and engagement with children, young people, parents and carers
2. Child and young person development
3. Safeguarding and promoting the welfare of the child
4. Supporting transitions
5. Multi-agency working
6. Sharing information

This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only, and may be changed at management's discretion in the future.