



# Temple Moor High School

## Teacher of MFL

### Recruitment Pack



Temple Moor High School  
Field End Grove  
Selby Road  
Leeds  
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West Yorkshire

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Temple Newsam Learning Partnership  
A Co-operative Trust

**Closing Date: Tuesday 22 May 2018 (12 noon)**



## Contents

- **Applicants' Letter**
- **Department Information**
- **Job Description (Post and Person Specifications)**
- **Applying for a Post at Temple Moor High School**
- **Equal Opportunities Statement**
- **Recruitment of Ex-Offenders Policy Statement**



# Temple Moor High School

Principal: Mr Matthew West

Field End Grove, Selby Road, Leeds, LS15 0PT Telephone: 0113 390 0770 Fax: 0113 260 9394

✉ info@tmhs.co.uk [www.tmhs.co.uk](http://www.tmhs.co.uk) [@Templemoorhigh](https://twitter.com/Templemoorhigh)



May 2018

Dear Applicant

**Teacher of MFL**

Thank you for your interest in this post.

I hope you will enjoy reading through our recruitment pack and I look forward to receiving your application. Please apply via a letter of application (no more than two sides of A4) and the completed application form. We do not accept CVs.

Your completed application should be returned to the school to be received no later than **Tuesday 22 May 2018 (12 noon)**.

For more information about our school, please take a look at our website [www.tmhs.co.uk](http://www.tmhs.co.uk).

Yours faithfully

*M West*

Matthew West  
Principal

## **Information for Prospective Applicants**

### **Modern Foreign Languages Department**

The Modern Foreign Languages Department is both vibrant and dynamic. We value high quality teaching and learning and seek to support our students to attain the highest possible outcomes. We are a forward thinking team and constantly improve the outcomes of our department.

#### **Key Stage 3**

**Year 7** Sets 1 and 2 study French with either German or Spanish as a second language. All other sets study either French or Spanish

**Year 8** Sets 1 and 2 continue to study French with either German or Spanish as a second language. All other sets study French. Students will be given the opportunity to continue to study this language or languages until the end of Year 11 and beyond.

#### **Key Stage 4**

Students currently begin GCSE courses in Year 9. French, German and Spanish (all AQA) are option subjects.

#### **Key Stage 5**

The Department offers a number of courses at A-Level, which are all very popular and successful. A-level courses are available in French, German, Spanish (All Edexcel). Some courses are taught in partnership with Brigshaw High School/Royds School.

#### **Extra-Curricular Activities**

Our Foreign Language Assistants run French, German and Spanish clubs for Years 7 and 8. Various trips, visits and exchanges.

#### **Staffing & Resources**

The Modern Foreign Languages Department teaching staff aspire to the highest standards of teaching and learning. The Department is made up of a Subject Leader, Programme Leader and three further language teachers as well as a Learning Manager who provides administrative and cover support.

The Department's learning areas offers new classrooms with interactive whiteboards. We have a breakout learning space and access to laptops and iPads.

The Modern Foreign Languages Department represents a diverse team of people who value the highest standards within education and continually aspire to improve and develop teaching and learning in order to gain the best possible outcomes for our students.

## POST SPECIFICATION

**Post Title:** Teacher of MFL

**Salary Grade:** MPS/UPS

**Responsible to:** Subject Leader/Programme Leader

### **General Description:**

**To be responsible for carrying out the professional duties as set out in the teachers' pay and conditions document. In addition, to make a significant contribution towards the teaching of languages within the school.**

### **Summary of Key Tasks:**

<b>1.</b>	<b>Responsibilities/Key Tasks</b>
1.1	Teaching to students in the age range 11-19 and carrying out associated tasks.
1.2	Playing an appropriate role in the pastoral structure of the school (e.g. as a form tutor).
1.3	Providing and contributing to student assessments, reports and references.
1.4	Contributing to the preparation and development of work schemes, resources, programmes of study, methods of teaching and assessment and pastoral arrangements.
1.5	Preparing students for public examinations.
1.6	Participating in arrangements for further training and professional development.
1.7	Participating in arrangements for the performance management and appraisal of teachers and support staff.
1.8	Participating in meetings of staff.
1.9	Communicating and consulting with parents.
1.10	Reviewing methods of teaching and programmes of work.
1.11	Maintaining student discipline and safeguarding students' health and safety.
1.12	Covering absent colleagues.
1.13	Attending assemblies, registering student attendance and carrying out supervisory duties allocated by the Principal.
1.14	Participating in arrangements for the supervision and training of student teachers and NQTs.
1.15	Taking part in the review and development of activities relating to the curriculum organisation and pastoral functions of the school and department.
1.16	Participating in administrative tasks relating to the duties described above.
1.17	Carrying out any other tasks which the Principal and/or Subject Leader may reasonably require the post holder to do.

1.18	Commitment to the safeguarding of our students.
<b>2.</b>	<b>Aptitudes</b>
	Ability to:
2.1	Communicate effectively with staff, students and parents.
2.2	Work to deadlines.
2.3	Organise and develop effective systems.
2.4	Relate well to young people.
2.5	Engender trust and respect from students and colleagues.
2.6	Prioritise and plan to ensure completion of tasks.
2.7	Take initiative and work independently.
2.8	Take responsibility for personal CPD needs.
2.9	Work well as part of a team.
2.10	Evaluate achievements and deliver improvement.
<b>3.</b>	<b>Skills</b>
3.1	Excellent linguist.
3.2	Highly effective classroom practitioner.
3.3	High level of ICT competence.
3.4	Time planning.
3.5	Problem solving.
<b>4.</b>	<b>Characteristics</b>
4.1	Excellent attendance record.
4.2	Sense of humour.
4.3	Committed to achieving success.
4.4	Willingness to be flexible and work to meet the best interests of the school.
4.5	Self motivated.
4.6	Team worker.

## PERSON SPECIFICATION

**Post Title:                   TEACHER OF MFL**

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
RELEVANT EXPERIENCE	<ul style="list-style-type: none"> <li>• Knowledge of Framework for MFL at KS3, KS4 and KS5.</li> <li>• Ability to teach Spanish to KS5</li> <li>• Ability to teach French or German to KS4.</li> <li>• Excellent classroom practitioner, able to use a variety of teaching and learning strategies and inspire students.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching two or more modern languages at KS3 and KS4.</li> </ul>	<ul style="list-style-type: none"> <li>• Letter/Application Form.</li> <li>• References.</li> <li>• Interview.</li> <li>• Classroom observation.</li> </ul>
EDUCATION AND TRAINING	<ul style="list-style-type: none"> <li>• Graduate in appropriate discipline.</li> <li>• PGCE or equivalent qualification.</li> </ul>	<ul style="list-style-type: none"> <li>• Good Honours Degree.</li> </ul>	<ul style="list-style-type: none"> <li>• Letter/Application Form.</li> <li>• References.</li> </ul>
SPECIAL KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> <li>• Strong inter-personal skills.</li> <li>• Good communication skills.</li> <li>• Familiar with a range of improvement strategies leading to improved student performance, behaviour, attendance.</li> <li>• Good use of Target Language.</li> <li>• Understanding of relevant GCSE assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Interest/skills in cross-curricular work.</li> <li>• Interest in A Level teaching.</li> <li>• Interest in target language teaching.</li> <li>• Confident ICT user – as a teaching and learning tool, and for administrative purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Letter.</li> <li>• Interview.</li> <li>• Classroom observation.</li> <li>• Inter-action around school.</li> <li>• References.</li> </ul>
ANY ADDITIONAL FACTORS	<ul style="list-style-type: none"> <li>• Positive attitude/approach.</li> <li>• Commitment to high achievements.</li> <li>• Commitment to professional development.</li> <li>• Drive, dynamism and energy.</li> <li>• Commitment to the safeguarding of our students.</li> </ul>	<ul style="list-style-type: none"> <li>• Extra-curricular interests and commitment.</li> <li>• Whole-school perspective. Career development potential.</li> </ul>	<ul style="list-style-type: none"> <li>• Letter.</li> <li>• Interview.</li> <li>• References.</li> <li>• Classroom observation.</li> </ul>

## Applying for a Post at Temple Moor High School

Making an Application	Interview and Selection Process
<p><b>Application Form</b></p> <p>If you wish to be considered for this post please complete the enclosed application form providing full details of your education, qualifications and employment history, including any unpaid or voluntary work. <b><u>Where there are gaps in your employment please state the reasons why (eg gap year, career break, unemployed, etc).</u></b></p> <p>Use a <b>black pen</b> or type your application form and ensure that your application form arrives before the closing date. It is not the school's policy to accept late applications (although exceptions may be allowed in the case of disabled applicants who receive information in a different format, or who have difficulty in completing an application form). <b>Please remember to sign the declaration on the final page of the application form.</b></p> <p>You will note that we require details of two referees, one of which must be your current or most recent employer.</p> <p>CVs are <b><u>not</u></b> accepted as part of the application process.</p> <p>The completed application form should be submitted electronically to <a href="mailto:hr@tmhs.co.uk">hr@tmhs.co.uk</a> or by post to the school.</p>	<p>Those candidates who meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.</p> <p>As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.</p> <p>Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. 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.</p> <p>We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.</p> <p><b>Canvassing</b></p> <p>You must not canvass members of the school's Governing Body which includes Elected Members of the Council. This means you must not seek their support or attempt to ask them to influence the decision – if you do, you will be disqualified.</p>
<p><b>Supporting information</b></p> <p>This 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.</p> <p><b>For teaching posts:</b> in addition to the application form, please submit a formal letter of application (<b>up to 2 sides of A4 no smaller than font size point 11</b>) detailing your experience of teaching and learning and the impact your contribution will make in terms of raising standards at our school.</p>	<p style="text-align: center;"><b>Induction and Continuous Professional Development</b></p> <p>The Governing Body are committed to ensuring your well-being and continuous professional development in this role. On appointment the HR, Operations &amp; Marketing Director will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations.</p> <p>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.</p>



## Pre-employment Checks

### References

If you are short listed we will normally take up references **before** the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, sickness absence record, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.

Copies of references or references that are addressed "to whom it may concern" will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

### Disclosure and Barring Service (DBS)

Employment at this school is subject to an enhanced check with the Disclosure and Barring Service. Police and appropriate barred list checks will be made. All such checks must be satisfactory before we confirm any offer of an appointment.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment.

### Validation of Qualifications

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

### Right to Work in the United Kingdom

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. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

## Medical Assessment

A satisfactory medical assessment will be required for all new staff before we confirm any offer of an appointment.

## School Policies

### 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. We have designated senior members of staff who are responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

### Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.

### Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and students.

The Governing Body regard everyone working at our school as a role model to our students. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Registered teachers are in addition bound by the codes and professional values of the Department for Education's National College for Teaching & Leadership. While registered teachers are bound by the code, the school considers the principles to apply to all staff employed at the school.

### Equal Opportunities

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.

We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, sex, ethnic or national origin, religion, gender, sexual orientation, disability, age or marital status.

To monitor effectiveness of Equal Opportunities policies we need to monitor the number of applications by sex, race and disability. You are therefore requested to provide this information on the application form.

# EQUAL OPPORTUNITIES POLICIES & PRACTICE

## (EQUALITY ACT 2010)

Temple Moor High School and Leeds City Council are committed to policies and action to ensure that its employees and the people it serves are not discriminated against on the basis of disability, race, colour, ethnic origin, religion, age, sexuality or gender.

The core purpose is:

**“To improve the quality of life for the people of Leeds, with particular emphasis on the needs of the disadvantaged.”**

We want to make sure that we take equal opportunities into account at every stage of the Company’s work. Equal opportunities has therefore been integrated into our policies on how we:

- ◆ recruit and treat our staff
- ◆ deliver our services
- ◆ consult with the people of Leeds
- ◆ work with other organisation

# **POLICY STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS**

## **1. Introduction**

- 1.1 It is a legal requirement that all registered bodies and prospective employers must treat DBS applicants who have a criminal record fairly and do not discriminate because of a conviction or other information revealed. It also obliges registered bodies and employers who are Regulated Activity providers (including schools) to have a written policy on the recruitment of ex-offenders, a copy of which can be given to DBS applicants at the outset of the recruitment process.
- 1.2 This policy statement should be read alongside our Equal Opportunities policy.

## **2. Policy Statement**

- 2.1 As an organisation using the Disclosure and Barring Service (DBS) checking service to assess applicants' suitability for positions of trust, Temple Moor High School complies fully with the Code of Practice and undertakes to treat all applicants for positions fairly. We undertake not to discriminate unfairly against any subject of a DBS check on the basis of a conviction or other information revealed.
- 2.2 Temple Moor High School is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/ mental disability or offending background.
- 2.3 A summary of this written policy on the recruitment of ex-offenders is made available to all DBS applicants at the outset of the recruitment process by inclusion in the information pack for applicants.
- 2.4 We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- 2.5 As a Regulated Activity provider (RAP) all paid employees at Temple Moor High School are in regulated activity and therefore subject to checks with DBS.
- 2.6 In relation to volunteers and contractors, we only request a DBS check after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned.
- 2.7 For those positions where a DBS check is required, all application forms, job adverts and recruitment briefs will contain a statement that a DBS check will be requested in the event of the individual being offered the position.
- 2.8 We encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent (under separate, confidential cover) to the Principal and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

- 2.9 We ensure that all those in our school who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders e.g. the Rehabilitation of Offenders Act 1974 and know how to access the advice and support e.g. from our HR service, registered body, the DBS etc.
- 2.10 At interview, or in a separate discussion, we ensure that a confidential, open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
- 2.11 We make every subject of a DBS check aware of the existence of the Code of Practice and make a copy available on request.
- 2.12 We undertake to discuss any matter revealed in a DBS check with the person seeking the position before withdrawing a conditional offer of employment. This discussion and any subsequent risk assessment may be undertaken by senior leaders in school or by our HR service.

