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**Teacher of Modern Foreign Languages**

**(Full Time – Maternity Cover)**

**Start Date: April 2018**

**We are looking for a passionate, determined, creative and innovative teacher that can promote a positive approach to learning and to life. You must be committed to the craft of teaching and be able to demonstrate excellent student progress by providing a nurturing progressive environment that delivers proven results.**

**The Oaks Academy is committed to supporting staff and students to achieve their true potential. Are you well educated, driven, enthusiastic and looking for a new challenge? If so, we want you to apply for this role.**

**For more details about this vacancy and to apply, please visit** [**www.scc.ac.uk/job-vacancies**](http://www.scc.ac.uk/job-vacancies)

**Closing date: Wednesday 28th February 2018 at 12 noon**

**The Oaks Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Successful applicants will be required to provide an Enhanced DBS disclosure.**

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# The Oaks Academy

**Humanities and MFL Faculty**

The school, as a whole, has seen many changes over the past 18 months and since becoming an Academy in January 2016, work has focussed on ensuring that all staff deliver high quality teaching and learning, every lesson, every day! The Humanities and MFL Faculty was created twelve months ago and has the following subject areas within it:

History

Geography

RE

French

German

A review of the KS4 Curriculum took place during 2016 -2017. As a result 47% of the current Year 10 cohort would be eligible to gain the EBacc at the end of Year 11. These changes to the curriculum offer have meant that increased numbers of students are taking either French or German at GCSE. This appointment is crucial in further developing the capacity of the current team.

The faculty consists of six members of staff (two of which are on the senior leadership team) who are enthusiastic, motivated and work as a close team towards shared goals. All members of staff have their own classroom equipped with an interactive white board.

The schools’ philosophy is to ensure that all pupils are challenged through an exciting and enriching curriculum to achieve their full potential. All staff are encouraged to develop engaging and stimulating schemes of work that match the learners needs. There has been a lot of work carried out recently overhauling existing schemes of work at KS3, to ensure that students are fully prepared for the challenges of GCSE.

It is essential that the successful applicant be able to teach Modern Foreign Languages up to and including KS4. We currently teach both French and German. Students in Years 10 and 11 currently follow the AQA GCSE Specification.

**Teacher of Modern Foreign Languages**

 **Person Specification**

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Evidence** |
| **Qualifications** | * Qualified teacher status
* Honours degree or equivalent
 | * Good Honours Degree : 1st or 2nd Class in the relevant subject
 | * Application
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| **Teaching Experience**  | * Relevant successful experience of teaching MFL in a secondary school at Key Stages 3 and 4.
* Ability to teach French or German to GCSE.
* Ability to motivate learners aged 11-16
* Ability to plan strategically to meet the needs of a range of learners
* Understanding of use of assessment to promote individual learning
* Understanding of the value of MFL in raising achievement across the school
* Proactive user of ICT to enhance learning and teaching
 | * Evidence of excellent examination results gained from own teaching.
 | * Application
* Interview
* Reference
 |
| **Personal and Classroom Management** | * Ability to communicate effectively with a range of stakeholders
* Ability to work to agreed deadlines
* Ability to prioritise
* Ability to enthuse learners aged 11-16
* Ability to demonstrate a range of teaching styles and to plan for individual needs
* Ability to use ICT to promote learning
 |  | * Reference
* Interview
 |
| **Knowledge, Skills and Aptitudes** | * Working knowledge of relevant legislation in relation to working with and the protection of young people
* Ability to work with fellow professionals in order to bring about student improvement
* Understanding as to how hard and soft student data can be used to help young people to enjoy and succeed
 | * Ability to analyse data for comparative purposes
 | * Interview
* Reference
 |
| **Personal Qualities** | * Good or Outstanding teacher
* Ability to work collaboratively with other departments.
* Ability to see the whole school perspective
* Willingness to take on new challenges and experiences
* A good sense of humour, open-minded, well organised and innovative
* Able to use initiative to solve problems
* Able to lead and work confidently in a team and to respond constructively to change
* Able to communicate clearly and effectively with colleagues
* An infectious enthusiasm and passion for Modern Foreign Languages.
* Ability to make learning enjoyable
* Ability to inspire the trust of staff, students and parents
* Desire to make a difference to the lives of young people
* Ability to respond to a range of needs and expectations across a number of schools
* Ability to use ICT to promote effective communications
 | * A willingness to encourage and participate in extra-curricular activities e.g. clubs and educational visits
 | * Interview
* Reference
 |
| **Subject Knowledge** | * Illustrate personal expertise and in depth understanding of issues relating to the teaching of MFL in a secondary school
* Involvement/commitment to the extended curriculum
* Have a clear view of what excellent teaching looks like in a successful department and a personal commitment to high quality and excellence when teaching
* Ability to and willingness to play an active role in supporting the whole school drive to improve literacy, reading and numeracy skills.
 | * Experience of developing teaching and learning resources used by others to support students in achieving their full potential
* Have worked on cross-curricular teaching projects
* Ability to engage pupils in MFL and its importance in the world around us.
 | * Application
* References
* Interview
 |
| **Responsible to** | * The Curriculum Team Leader for Humanities and MFL
* Headteacher (as appropriate)
 |  |  |
| **Responsible for** | * The delivery of high quality lessons across all timetabled classes
* The nurturing and support of a tutor group
* Active support for the schools aim to raise attainment at all levels, including support for Intervention and Support Programmes as appropriate
* Detailed levels of planning and preparation in order to achieve agreed outcomes for students
* A positive and collegiate approach to maximise outcomes for students
* The creation of a memorable learning experience for all students
* A positive contribution to the creation of a positive ethos across all stakeholders within the school
* The promotion of the school via Marketing and Intervention events, Open and Parent Consultation Evenings and via extra-curricular activities
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| **Duration of Post** | * Maternity Cover
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**TEACHING STANDARDS**

**Part 1: Teaching**

**A teacher must:**

**1. Set high expectations which inspire, motivate and challenge pupils**

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

**2. Promote good progress and outcomes by pupils**

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

**3. Demonstrate good subject and curriculum knowledge**

* have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ 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, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
* if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
* if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4. 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 homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils 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).

**5. Adapt teaching to respond to the strengths and needs of all pupils**

* know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* have a secure understanding of how a range of factors can inhibit pupils’ 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 pupils’ education at different stages of development
* have a clear understanding of the needs of all pupils, 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.

**6. 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 pupils’ progress
* use relevant data to monitor progress, set targets, and plan subsequent lessons
* give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7. 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 pupils’ needs in order to involve and motivate them
* maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8. 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 pupils’ achievements and well-being.

**Part 2: 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 pupils 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 pupils’ 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 pupils’ 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.