

Mary Webb School & Science College



Teacher of Modern Foreign Languages



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Dear Applicant

Thank you for your interest in our vacancy for a modern foreign language teacher

In this pack you will find the following information:

- Letter from the Head Teacher
- Information about the modern foreign language department
- Advertisement
- Information about the school
- Job Description
- Person Specification
- Information on how to apply

Thank you for showing an interest in our school. Having read the enclosed information, I trust you will feel encouraged to apply for the teaching vacancy within the modern foreign language department. We are looking for an inspirational teacher of French and Spanish who is able to communicate a real excitement and enthusiasm for their subject.

We want students to feel that they are successful and that modern foreign languages can help them to better understand the world they live in. We are interested in applications from suitably qualified graduates, who believe they have the qualities outlined in this brochure. An application would bring you a step closer to working in a busy, but really friendly and supportive, environment.

The modern foreign language department is a well-established team that delivers a range of curriculum opportunities throughout Key Stages 3 and 4. At Key Stage 3 all students study a language, Year 7 they study French only and in Years 8 and 9 they study French and about 60% study Spanish as well. Key Stage 4 both languages are within the option blocks.

The existing modern foreign language team is looking for a colleague who is excited by teaching and learning about languages and is willing to share their ambition and high expectations. In return they will provide a happy, supportive and successful environment to work in.

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

I look forward to receiving your application.

Yours sincerely

A J Smith

Andrew Smith

Head Teacher

Modern Foreign Languages at Mary Webb School

The Department

Spanish and French are taught in KS3 and KS4 at the Mary Webb School by a small team of dedicated and enthusiastic language specialists.

The Languages department aims:

- To provide successful and enjoyable experiences for pupils of all abilities.
- To foster positive attitudes towards other countries, their culture and their people.
- To enhance pupils' success in all curricular areas by developing efficient study skills as well as the ability to communicate confidently and clearly using the spoken and written word.
- To encourage tolerance and a willingness to work together.
- To prepare pupils for a future WITH a language whether they opt or not. We encourage them to be open minded about their future and to be aware of the essential skills involved in learning a language: resilience, resourcefulness, communication, tolerance and respect for others regardless of their cultural background!
- To promote a sense of curiosity and willingness to ask questions as well as to carry out independent research of aspects of the language of culture of specific interest to individual students



The Learning Environment

Facilities are good. The department comprises of two language rooms in close proximity to each other. Both rooms are newly refurbished and both have interactive white boards. Access to computers is increasing as a result of new laptops having been purchased for shared use on first floor. This excellent motivational tool is enhancing our curriculum and enabling students to develop independent learning skills. The department has invested heavily in a digital resource for both languages at both key stages. This provides all students with a differentiated homework resource and allows them to learn and study independently. The department also makes good use of GCSE pod and has created Padlet pages for both languages.

Alongside the digital homework resource, the department is extremely well resourced with AQA specific textbooks and front of class on line resources: KS4 Studio for French and Viva for Spanish.

Key Stage 2

The Subject Leader has worked extensively with local primary schools to develop a curriculum at KS2 that can be built upon in KS3. Training and working groups have taken place over the last two years, leading to a KS2 Scheme of Work being produced for all local primary schools to use. We are aiming to reach the stage where all students at KS3 will have been exposed to the same experiences of language learning and are keen to enhance their skills at secondary school.

Key Stage 3

MFL is a statutory subject at Key Stage 3 and French is the first language to which students are introduced.

Year 7:

We deliver French to all students using a variety of resources, including the Accès Studio course book that comes with an interactive supplement. We are developing a thematic approach where we aim to enable the students to become successful and confident learners and to develop a lifelong interest in language learning.

In the first term of Year 7, we concentrate on building upon language skills learnt at primary school and increasing students' confidence when speaking through phonics and fun!

Students continue throughout Year 7 studying a variety of topics and gradually acquiring new skills, structures and vocabulary to allow them to make progress in all four skill areas.

Year 8:

In Year 8 there are currently two groups across the two halves of the year. All students continue to study French. Spanish is currently introduced at the beginning of Y8. Students in set 1 study French for one hour per week and Spanish for two hours, rotating the bias on a termly basis. All other students study French for two lessons and extra English for their third lesson.

The same model is also employed in Year 9.

Throughout KS3, students enjoy a range of activities designed to enhance their enjoyment of different aspects of culture in France and Spain, ranging from film projects to French breakfasts and the Spanish version of Masterchef!



Key Stage 4

Examination Board – AQA for French and Spanish.

In KS4 MFL is currently an option subject. Students can opt to continue with one (or two if there is demand) of the languages they have studied at KS3. Class sizes vary according to the particular interests expressed by Year groups. We do not currently have opportunities to set according to ability in KS4.

All students have a GCSE target to aspire to, that is both challenging but realistic and is based on prior performance in MFL to date. It is monitored through ongoing informal assessment. Students are provided with individual feedback on what they have done well and what they need to do to improve.

We have excellent attendance at our weekly after school support sessions in both languages.



This post offers an excellent opportunity for a well-qualified and enthusiastic MFL teacher to join and enhance a successful and supportive department. The ideal candidate would be able to teach French at KS3 and KS4. The ability to teach some Spanish is also desirable. The successful candidate will not only inspire students in the classroom but also motivate students to develop a love of learning languages beyond the classroom. Please come and visit us if you have any further questions, we look forward to the opportunity to show you the department.



Advertisement



**Teacher of Modern Foreign Languages,
MPR / UPR
Full-time, Permanent
Required September 2018**

Governors wish to appoint an outstanding, well-qualified and enthusiastic teacher of modern foreign languages. The successful candidate will be required to teach at Key Stage 3 and 4. This vacancy would suit experienced teachers or candidates new to teaching. If you would like to join our hugely successful and supportive team, we would welcome your application.

Potential candidates are encouraged to contact the school to speak to the head teacher, Andrew Smith or head of modern foreign languages, Jan Thompson. Full details are available on the school website.

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

Closing date: 12 noon on Friday, 6th April 2018
Interviews to be held week beginning: Monday, 16th April 2018



Information about the school

Mary Webb School is situated in a particularly beautiful location in the village of Pontesbury, just a few miles south of Shrewsbury. The site, surrounded by hills and woodland, provides an ideal setting for a school that aims to provide an educational experience firmly rooted in a modern rural context. We seek to open minds and widen horizons by ensuring that all our students are prepared for the challenges of life in the twenty-first century.



As a relatively small community secondary school of about 650 students, staff and governors, we feel that the school has a number of distinctive features that makes it a little bit special.

We aim to provide an environment in which each and every student can develop and flourish, and where the pursuit of excellence, in terms of personal development and academic achievement, is the aspiration of all. Relatively small class sizes ensures that every student receives personal attention.

The curriculum at Key Stage 4 is based around a core GCSE offer. We believe that this provides students with robust qualifications that support transition to post-16 education, training and employment. GCSE examination results at Mary Webb have been very strong in recent years and are above national averages for attainment and progress across the curriculum. In 2017 the percentage of students gaining a 5+ grade in English and mathematics was in the top 20% of schools nationally at 57%. The school's Progress 8 figure for 2017 was the highest in Shropshire and in the top 20% of schools nationally. We are very proud of our students and the staff that work hard to support them achieve such good outcomes.

To view our latest Ofsted report from May 2015 please [click here](#).



*"Students make **outstanding** progress"*

"Teachers create positive, constructive relationships"

*"Teaching is good and much is **outstanding**"*

"Students behave well and are keen to learn"

*"Arrangements for transition from the primary schools are **outstanding**"*

*"The school's work to keep students safe and secure is **outstanding**"*

Job Description

Purpose

- To share the school's commitment to safeguarding and promoting the welfare of children and young people.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher / form tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

MAIN (CORE) DUTIES

Teaching

- To teach students, including students from Severndale @ Mary Webb who are in mainstream lessons, according to their educational needs, including the setting and marking of work to be carried out by the students in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to students' needs and demands of the schemes of work.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students and of the form group as a whole.
- To liaise with Key Stage Leaders to ensure the implementation of the school's support/pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHCE according to school policy.
- To apply the school's behaviour policy and management systems so that effective learning can take place.

Job Description continued

Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area.
- To contribute to the curriculum area's improvement plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

Curriculum Provision

- To assist the Subject Leader and SLT to ensure that the curriculum area provides a range of teaching strategies which complements the school's strategic objectives.

Curriculum Development

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

Professional Development

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the school's agreed Performance Management Review Process.

Recruitment/Deployment of Staff

- To ensure the effective/efficient deployment of classroom support.
- To work as a member of designated teams and to contribute positively to effective working relations within the school.

Quality Assurance

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information

- To maintain appropriate records and to provide relevant, accurate and up-to-date information for school's MIS, including registers.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communications

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

Job Description continued

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, subject area and the students.



Person Specification

Quality	Essential	Desirable
Qualified Teacher Status	Yes	
Degree in modern foreign languages or related subject	Yes	
A commitment to safeguarding and promoting the welfare of children and young people	Yes	
A commitment to achieving, maintaining and developing the attributes, knowledge, understanding and skills outlined in the core / post threshold professional standards for teachers	Yes	
Experience of teaching French at Key Stage 3 and Key Stage 4.	Yes	
Experience of teaching Spanish at Key Stage 3 and Key Stage 4.		Yes
Confident communicator	Yes	
Confidence in the use of ICT	Yes	
An ability to work in a team	Yes	
An ability and commitment to contribute to raising student achievement	Yes	
A willingness to embrace change and seek new challenges	Yes	
An understanding of the need to take responsibility for personal professional development	Yes	
An ability to self-manage workload	Yes	



How to Apply

Applications must be made on the official application form which can be found by [clicking here](#) or visiting www.marywebbschool.com

The deadline for applications is 12 noon on Friday, 6th April 2018, and we will be interviewing week commencing Monday, 16th April 2018. Please do not hesitate to get in touch with me if you have any questions or if you would appreciate an informal chat; I would be delighted to hear from you.

When completing the application form, please pay particular attention to:

- The guidance notes on the front cover.
- Section 8, Educational qualifications, please ensure you provide details of your qualifications, including GCE O level, GCSE or equivalent level 2 qualifications – a summary is not sufficient. Details of the institutions you studied at are required.
- Section 11, Further Details: Please limit this section to no more than 500 words.
In addition to the guidance provided, please outline your views on teaching modern foreign languages to young people in the 11-16 age range and why modern foreign languages are an important part of a broad and balanced curriculum at Key Stage 4.
- Section 16, References: The requirement for two employment references, one of which **must** be your current or most recent employer. Please include email addresses if possible.
- We use an application form which states that the post is exempt from the Rehabilitation of Offenders Act 1974 and that the successful candidate must apply to have an Enhanced Disclosure from the Disclosure and Barring Service. The application form will request full and complete information about employment history.
- All applicants are required to disclose whether they have any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children.
- Incorrectly completed application forms will not be considered

You can send your application via:

Email to: nmurray@marywebbschool.com

Post to: Mrs N Murray, Mary Webb School & Science College, Pontesbury, Shrewsbury, Shropshire, SY5 0TG