



## **St James School**

### **Teacher of Spanish (with French)**

#### **Application Pack Contents**

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3<sup>rd</sup> June 2019

Dear Applicant

**Post of Teacher of Spanish (with French)**

Thank you for expressing an interest in this post. I hope that the enclosed information will encourage you to apply for it.

The closing date for applications is midday on Wednesday 19<sup>th</sup> June and we plan to hold interviews shortly afterwards. Please ensure that we are able to contact your referees by phone.

Yours sincerely

Amy Grashoff  
Headteacher

# St James School

## Teacher of Spanish (with French)

St James is looking to appoint an excellent MFL teacher to join our MFL Department from September/October 2019 either 0.8 FTE or full time. This will be temporary in the first instance to cover Maternity Leave but we envisage this post becoming permanent. The successful candidate will be passionate about their subject, fluent in Spanish and able to teach Spanish at KS3 and KS4 and ideally French at KS3. We would, however, also consider Spanish specialists with no French for an exceptional candidate. You will be an experienced classroom practitioner or an exceptional NQT who delivers innovative, engaging and challenging lessons that ensure all students achieve their best.

Our 2018 MFL results were outstanding with 32% of all French GCSE grades being 9-7 (8 grade 9s awarded) and 84% grade 9-4. We enter a large cohort (approx. 75% of all students) for either French or Spanish GCSE and our EBACC results are excellent over a sustained period of time. We are very proud of our outcomes and are committed to building on these in the future. As a result of our high entry rate and excellent outcomes, we are one of only nine schools in England to have been designated a Department for Education MFL hub. Further details can be found here <https://www.gov.uk/government/news/languages-boost-to-deliver-skilled-workforce-for-uks-businesses>

This is a truly exciting time to be joining our team and we are looking for exceptional candidates with real ambition for MFL. There may be an opportunity to work with local schools on hub work for the right candidate and moreover we are one of the Lead Schools working on a Common Curriculum Project working with local MATs to improve the curriculum for MFL at KS3 and reduce workload for teachers. This project will give teachers the opportunity to collaborate with a wider network of staff and develop innovative resources collectively, allowing more time for staff to focus on delivery in the classroom.

The Ted Wragg Multi-Academy Trust also provide many CPD opportunities for aspirant middle and senior leaders, there is a robust and popular Leadership Development Programme. Many of our staff complete NPQMLs and NPQSLs and we will be launching a coaching programme in September 2019 meaning you will have access to high quality coaching on a regular basis.

The successful candidate will:

- Be an outstanding classroom practitioner with a track record of excellent outcomes (or an outstanding NQT)
- Be a passionate and innovative advocate for MFL
- Be totally committed to improving the life chances of young people

We are an 11-16 mixed comprehensive school of 900 students situated in the East of Exeter on a relatively new, purpose-built site which offers excellent facilities for all our departments. We are an innovative and aspirational school that is driven by the highest of expectations in all that we do. We offer a rich and personalised learning environment for all of our students and work hard together to ensure everyone succeeds on a pastoral, extracurricular and academic basis. Ofsted judged us to be a strong Good in our inspection in January 2018, but acknowledged that we were on a clear trajectory to achieve Outstanding in the near future.

We want to be the best; we want to offer the best, we want our students to achieve their best. If you share our passion, vision and drive and are prepared to go that extra mile to support our students, then we would welcome your application.

Our staff are incredibly committed and passionate about all that they do and are rewarded with bespoke CPD provision, in-house career progression opportunities, regular staff-wellbeing events and are actively encouraged and supported to partake in nationally recognised qualifications like the NPQs. As a school we prioritise our staff's wellbeing, as illustrated in the Why Work at St James sheet in our application pack.

If you are interested in applying for the post and would like more information and/or a tour of the school please contact Emily Harper, Deputy Headteacher by email - [EJH@stjamesexeter.co.uk](mailto:EJH@stjamesexeter.co.uk).

Application forms and an application pack is available on our website:  
[www.stjamesexeter.co.uk](http://www.stjamesexeter.co.uk) or by email to [recruitment@stjamesexeter.co.uk](mailto:recruitment@stjamesexeter.co.uk).

**Closing date for applications:** Midday on Wednesday 19<sup>th</sup> June  
**Interview date:** TBC

The Ted Wragg Multi Academy Trust is a values driven, rapidly growing 2 – 16 Trust with a relentless focus on transforming lives through learning by delivery outstanding outcomes for every pupil, regardless of background. With a reputation for highly successful school improvement in very challenging circumstances, we are passionate about driving up standards and raising the aspirations of all our pupils.

The Ted Wragg Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and operate in accordance with the Safeguarding and Child Protection Policy. All applicants will be subject to a full Disclosure and Barring Service check before an appointment is confirmed

St James is a thriving, diverse and proud community. As an inclusive and committed team we are positively and diligently raising standards. Our aim is for students to achieve excellent outcomes, move onto exciting post-16 activities and most importantly to gain a range of skills and experiences which enable them to be happy and successful in the future.

We are an 11-16 mixed comprehensive school of 900 students situated in the East of Exeter on a relatively new, purpose-built site which offers excellent facilities for all our departments. We are a school with very high expectations of, and for, our students; only their best is good enough. We provide students with opportunities to shine through excellent teaching and innovative practice, a vibrant extra-curricular provision and a curriculum that challenges and inspires from the start of year 7 and is increasingly personalised as students move up through the school.

We are one of the highest performing schools in the area, and regularly over-subscribed, because we believe that students achieve excellent outcomes as a result of five years at a school where they are happy and engaged at all times; where they are challenged from day one and are consistently supported to be the best they can be. Ofsted judged us to be a strong Good in our recent inspection in January 2018, but clearly acknowledged that we were on a clear trajectory to achieve Outstanding in the near future.

In 2018 St James' GCSE results were the strongest to date, building on previous high levels of performance that have been sustained for a significant number of years. This continued improvement has been achieved in a year when nearly all subjects are now following the new much more rigorous and challenging style GCSEs. Headline figures show that 56% of students are leaving with a grade 9-5 in English & Maths and 73% with a grade 9-4 in English & Maths. 81% of students achieved a 4 or above in English, and 67% a 5 or above, whilst in Maths 82% achieved a 4 or above, and 66% a 5 or above. 55% of students achieved at least five 'strong' 9-5 passes including English & Maths with 69% achieving at least five grade 9-4 'standard' passes including English & Maths.

Over 12% of all grades awarded were grades 8 & 9 and 25% of all grades awarded were 9-7. These top grades were achieved across all subjects with the following grade 9-7%: Biology 80%, Chemistry 75%, Physics 75%, Computing 35%, French 32%, Music 31%, Maths 30%, Media Studies 29%, English Language & Literature 27%, iArt (photography) 25%, Geography 21%, History 20%, Food Nutrition 20% and Religious Studies 20%.

The school's aspirant and academic curriculum means that 36% of students achieved a 'strong' pass in the Ebacc qualification and 54% of all students achieved at least a 'standard' pass of grade 9-4 in the same suite of subjects. The high percentage of students entered for the Ebacc (73%) and the strong achievement in French (32% 9-7, 64% 9-5, 84% 9-4) are two of the reasons why St James has been asked to become an MFL Hub by the Department for Education (one of only nine hubs in the country). For more information on this exciting development, please see <http://www.stjamesexeter.co.uk/latestnews/3666/>.

Our staff are incredibly committed and passionate about all that they do and their wellbeing is one of our key priorities year on year to ensure that they are looked after and generously rewarded for their contributions.

We offer our staff:

- A bespoke CPD programme for each member of staff, utilising in-house and external sources
- In-house and Trust-wide career development and progression opportunities
- Regular staff-wellbeing events of a sporting and social nature.
- A clear, robust, high expectations based behaviour system that all staff and students follow; learning is key and cannot be disrupted.

- A school that is 100% teaching and learning focused; that philosophy is at the heart of every decision made and action carried out – what happens in the classroom needs to be good enough on a day to day basis for our own children – and drives the school forward. There is no room for egos or for game playing; it is all about the students.
- Great students who really want to learn and who have clear aspirations for their own futures – you can make a massive difference to them
- Wellbeing Wednesday – staff actively encouraged to leave school site (if they wish to) at 3pm so that they have the afternoon for their own personal use.
- A reduced calendar of meetings. All department, CPD and CLT meetings scheduled for Tuesdays, with Parents' Evenings and school events on a Thursday (periodically), leaving Monday, Wednesday and Friday free for individual time.
- A number of staff wellbeing initiatives – cake at break, heroes of the week, hospitality before evening events, welcome back wellbeing bags, early finish/late start cards, no morning briefing after a late evening school event, reduced duties during the school day – to name but a few.
- A visible, aware, reflective and supportive SLT who know their staff and students and who lead by example
- Time: we employ two cover supervisors which means that a) staff are used for rarely cover as little as possible and (b) that there is ample opportunity for staff to attend external CPD, engage in shared planning opps and run enrichment events for students
- Flexible timetabling to fit personal circumstances, where appropriate and possible
- Generous PPA allocations (within the local context) for TLR posts
- Two days paid absence per 12 month rolling period for 'child sick' unplanned absences
- Paid absence for significant family occasions, e.g. weddings, graduation
- Same-day centralised detentions which help to support the expectation for impeccable behaviour, leaving teachers free to teach and prepare their lessons
- Feedback policies that are department based so designed to match your subject, curriculum structure and assessment plan and that respond to developments in feedback strategies – they are not whole school and do not involve marking for markings sake.
- A whole school CPD programme that involves 30 minute sessions that are 100% focused on sharing good practice and promoting efficient and effective teaching strategies; its purpose is to support staff to continuously develop.
- A Quality Assurance Review process that is department and individual driven – we believe that trusting our staff with autonomy helps to develop a strong staff culture and sense of accountability
- Only three data drops a year (with an additional for just year 11), ensuring it is manageable, yet valuable, with marksheets being time-efficiently created to ease completion.
- Collaborative department planning with centralised, shared units of work and resources
- A professional progression model to enable great teachers to remain in the classroom via our Lead Practitioner and Lead Teacher – Dept/Whole School routes, in addition to the SLE route within the TSA.
- State of the art facilities in a PFI school, centrally located surrounded by the beautiful Devon countryside.

### **The Governing Body:**

The Local Governing Body operates with full delegated authority from the Ted Wragg Multi Academy Trust and is directly accountable to the Trust. The governors understand well their statutory duties to hold leaders to account as well as setting the strategic direction of the academy and ensuring the academy has a sound financial footing. Their commitment is absolute, believing in social justice they bring a rich background of experience beyond education. They are led by a chair determined for the academy to be a first choice for parents and where every child is given the opportunity to fulfil their potential.



## Ted Wragg Multi Academy Trust

Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about education in general, and Exeter in particular, and about how education can transform young people's futures.

The Trust shares Ted Wragg's passion for education and the difference it can make to social mobility, progression, self-esteem and ultimately success, in an increasingly competitive education and jobs market.

The Ted Wragg Multi Academy Trust's ambition is to raise the aspirations of young people and enable them to become fulfilled, life ready, confident and motivated citizens, able to contribute actively to a democratic society. All pupils within the Ted Wragg Multi Academy Trust, regardless of social or cultural background, are motivated to succeed and make outstanding progress because their needs are met through creative, relevant and innovative provision.

### THE AIMS OF THE TED WRAGG TRUST ARE TO:

- Work in genuine partnership to strengthen schools and their communities.
- Foster a culture of positive challenge and continual school improvement.
- Provide a common sense of purpose with a focus on outstanding teaching and learning.
- Offer an excellent educational experience so that every pupil fulfils their potential.
- Encourage a rich, dynamic and purposeful range of learning opportunities for all pupils.
- Develop life-enhancing values so that pupils leave school with a sense of self-worth and determination to succeed.

The Ted Wragg Multi Academy Trust currently has seven school members, Isca Academy, St James School, the Cranbrook Education Campus, West Exe School, Exwick Heights Primary School, Whipton Barton Juniors and Whipton Barton Infants. In addition we have partnership management agreements with All Saints Academy and Marine Academy in Plymouth and St Luke's College in Exeter. We have trustees from the University of Exeter and Exeter College, as well as from local businesses.

The key aspect that makes our Trust exceptional, is that with the 'Members' we have an inspirational progression route from an Outstanding Primary, through an Outstanding FE College, to a world-class, top 100 Russell Group University.

**Website:** <http://www.tedwraggtrust.co.uk>



## The MFL Department

Modern Foreign Languages at St James are a real strength of the school and our 2018 results are outstanding with 32% of all French GCSE grades being 9-7 (8 grade 9s awarded) and 84% grade 9-4. We enter a large cohort (approx. 75% of all students) for either French or Spanish GCSE and our EBACC results are excellent over a sustained period of time.

We are also one of only nine schools in England to become a Department for Education MFL hub. Further details can be found here <https://www.gov.uk/government/news/languages-boost-to-deliver-skilled-workforce-for-uks-businesses>

We are a dedicated and passionate team who put Teaching and Learning at the heart of everything. We strongly believe in giving all of our students the best opportunities for language learning and successful outcomes and have achieved this through developing a challenging and robust curriculum, excellent relationships between staff and students and a high quality of teaching and learning. Our schemes of learning centre around the acquisition of skills and languages needed to get top grades at GCSE and around the importance of communication and having a skillset in MFL for after life at St James.

A GCSE in languages is compulsory for the vast majority of our pupils at KS4, a change that was made long before the introduction of the EBACC or Progress 8 measure because of the value the school places on learning a language. Some students study French and Spanish in years 7 and 8 and the rest study French. Students study French or Spanish at KS4 or both.

At KS4 we use the Edexcel GCSE specification and the ActiveLearn and ActiveTeach resources that sit alongside the course. We have completely redeveloped our planning to support students move towards the new GCSE and have relished moving away from legacy qualifications to a new system that helps students be better linguists. Our students would tell you that they enjoy languages and that their lessons are highly engaging. We communicate regularly with parents and our students receive high-quality feedback. Teaching is very strong in the department and there is a strong ethos of collaboration and professionalism.

There are six members of the MFL team which includes a Head of Department, the Deputy Head and a Lead Practitioner. All teachers teach French and most also teach Spanish. Two of our teachers are Specialist Hub teachers and they are working with four local schools.

The MFL department currently has five designated classrooms, each classroom has a projector with speakers. We are running a trip to Boulogne in 2019 and regularly run and participate events and celebrations of languages such as the European Day of Language and the Spelling Bee. We collaborate closely with Exeter College and the University of Exeter, working on some projects together and developing the transition of our students in MFL at KS5 and beyond.





## Job Description



Job Title:	Teacher of Spanish and French
Location:	St James School
Responsible To:	Head of MFL
Salary Grade:	MPS and UPS

### Key Purpose of Job

1. To teach Spanish (and French) across the age and ability range in accordance with the requirements of a professionally qualified teacher.

### Anticipated Outcomes of Post

1. Students, regardless of their social or cultural background, are motivated to succeed and make outstanding progress through creative, relevant and innovative teaching and learning.

### List Key Duties and accountabilities of the post

1. Teach Spanish (and French) across the age and ability range in such a way as to challenge and inspire all students, with clear objectives, delivered in line with department schemes of work and school policies.
2. Plan and deliver lessons to students according to their educational needs and with reference to prior attainment, SEN and EAL as required, striving to ensure equal opportunities for all and no gaps in achievement between particular groups.
3. Assess, record and report on the development, progress and attainment of students in line with school policies, ensuring that marking and assessment are of consistently high quality.
4. Set high expectations for students and develop their behaviour for learning through focused teaching and through the development of positive and productive relationships.
5. Promote enrichment and extension of Spanish and French across the department, participating and developing reading events, trips and visits as well as producing high quality displays.
6. Take a full role in the pastoral system of the school, by being a tutor and a member of staff well known to the community of students.
7. Embrace the continued professional development programme within the school, striving to be a lifelong learner, maximising opportunities to make impact within the role.
8. Be familiar with, fully support and reinforce the aims, ethos, policies and procedures of the school with students, staff, parents and other stakeholders where and when appropriate.
9. Safeguarding Children. St James School is wholly committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS.

### Budgetary / Financial Responsibilities of the post

1. None

### **Supervision / Line Management Responsibilities of the post**

1. None

### **Working Environment & Conditions of the post**

1. In support of the Trust's vision and ethos of shared teaching and learning to improve educational outcomes for young people, the post may be required to travel and teach within any school in the Ted Wragg Multi Academy Trust.

### **Other Duties**

1. All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.
2. The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
3. The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
4. The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
5. The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at
6. This post is based at St James School but the post holder may be required to move their base to any other location within the Trust upon request
7. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
8. To undertake additional duties as required, commensurate with the level of the job.
9. To attend Awards Evenings and Celebration Events.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

## Person Specification

	Essential / Desirable	Evidence
<b>Qualifications and Experience:</b>		
An appropriate, good honours degree (2:2 or higher)	E	A,C
QTS or equivalent	E	A,C
Evidence of further professional study	D	A, C, R
Recent and relevant teaching of good to outstanding lessons at Key Stages 3 and 4	E	A, C, R
A track record of excellent student progress demonstrated by examination outcomes	D	A, R
<b>Curriculum and Knowledge:</b>		
Wide knowledge and understanding of Spanish and French within the curriculum context and wider world	E	A, I, R
Knowledge of current educational issues, an awareness of recent developments in the National Curriculum and changes in the Key Stage 4 curriculum	E	A, I, R
Ability to use data effectively to support student progress	E	A, I, R
Know and use a range of teaching and learning styles	E	A, I, R
Show an awareness of what constitutes outstanding pedagogy and practice	E	A, I, R
Understand changes to exams and whole school accountability measures	D	A, I, R
<b>Skills and Attributes:</b>		
Enthusiasm, drive and a love for the job	E	A, I, R
A passion for ensuring that all aspects of school life demonstrate integrity and respect	E	A, I, R
Commitment to a high profile presence in and around the school	E	A, I, R
A good sense of humour	E	A, I, R
Excellent communication skills, both verbal and written	E	A, I, R
An ability to organise, plan and prioritise time effectively	E	A, I, R
A willingness to challenge others to produce positive outcomes	E	A, R
Flexibility and adaptability	E	A, I, R
Be a role model and contribute to sharing high quality practice within the team	E	A, I, R
Ambitions to lead an aspect of the department or in another school context	D	A, I, R
<b>Other Conditions:</b>		
Fluent in Spanish	E	A, C, I, R

### Key to Evidence:

A – Application Form & Letter

C - Certificates

I - Interview

R - Reference