



# Teacher of Modern Foreign Languages (Maternity leave)



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**Wykin Road, Hinckley, Leicestershire, LE10 0EP**

**Tel: 01455 230731**

**Email: [office@redmooracademy.org](mailto:office@redmooracademy.org)**

**Web: [www.redmooracademy.org](http://www.redmooracademy.org)**

**Company No: 7992372**

# Letter from the Principal

Dear Applicant,

Thank you for taking an interest in the post of Teacher of Modern Foreign Languages (maternity leave cover) to start 20<sup>th</sup> April 2020 at Redmoor Academy. I hope you find the following details informative as you consider the opportunity of joining this very successful school. Having converted from a 11-14 high school to an 11-16 academy in 2015, Redmoor has recently celebrated being one of the most improved schools nationally with GCSE results in 2018 and 2019 delivering a positive progress 8. Our rapid expansion has led to significant investment in the school building and facilities including new classrooms, ICT provision and science laboratories. The school is consistently and significantly oversubscribed and currently we have over 900 students on roll. The academy is situated on the western edge of Hinckley on the Leicestershire/ Warwickshire border. It has excellent links to Leicester and Coventry, being close to the M69 and A5. This is an exciting time to join our committed and supportive teaching team at Redmoor Academy.

We set high aspirations within an inclusive culture of academic excellence for all students, evidenced by a superb number of Grade 9s and our sustained positive progress score in our GCSE results. Our ethos is underpinned by a strong and supportive pastoral culture which promotes pupil well-being, as we believe in the education of the whole child in order to equip them to be good citizens in society.

The school's most recent Ofsted visit in November 2017 recognised that *"pupils are highly engaged in school life"* and *"pupils are polite, courteous and conduct themselves well at all times."* The inspection report validated the new leadership team's priorities for improvement and agreed with the strategic vision in place to provide an outstanding education for all Redmoor Academy's students. Vastly improved GCSE results in August 2018 and sustained in 2019 provided further evidence of success.

At Redmoor, we believe in investing in every member of staff to support professional development at every stage in their career. Our CPD programme focusses on our whole school priorities and the development of pedagogy based on research, best practice and our excellent links with other schools. In addition, we offer a variety of opportunities for staff to develop their leadership skills through a comprehensive programme of NPQ's, support for other schools and a variety of qualifications offered by our teaching schools partners. As a leadership team, we believe teachers are the experts in their subjects and so we also ensure time is allocated to research and development of your own subject knowledge and expertise through action research and subject specific CPD.

Our staffing profile is very stable and our staff are excited and proud to work here. We are not complacent and continually strive to improve and achieve further successes. The future is exciting and we are totally committed to raising aspirations and achieving fantastic outcomes for all students. You could be a part of our future.

Due to an existing member of staff beginning maternity leave, we are looking to recruit a passionate and dynamic MFL teacher. We are open to applications from colleagues at all stages of their careers, including NQTs. Our supportive and experienced team consists of 5 members of staff teaching French and Spanish at KS3 and 4. We deliver engaging and interactive lessons to students in mixed ability groups. As a result, Languages are highly valued by our school community, with many students opting to continue to GCSE level where attainment is consistently good. The department continually develops its methods, aiming to inspire all students to see the value and importance of Languages in the wider world. The successful candidate would have opportunities for CPD and will be fully supported within the MFL team and by the wider circle of colleagues.

We have a clear understanding of what we are looking for in the staff we appoint. If you have a desire to work hard transforming lives, are a team player and want to be part of a dynamic team, you could be a Redmoor person.

Yours Sincerely

M Nicolle

Mr M Nicolle  
Principal

# Application and Appointment Process

**Salary:** MPS/UPS commensurate with experience

**Tenure:** Temporary until March 2021

**Hours of work:** Full time

**Closing Date:** Wednesday 19<sup>th</sup> February 2020

**Application Review and Shortlisting:** Monday 24<sup>th</sup> February 2020

**Candidates notified of interview:** Tuesday 25<sup>th</sup> February 2020

**Interview day** Thursday 27<sup>th</sup> February 2020

Informal enquiries to Miss K Smith on 01455 230731, email: [ksmith@redmooracademy.org](mailto:ksmith@redmooracademy.org)

## **Application Procedure**

Applications should comprise of:

- A completed [applicant information form](#).
- A statement indicating the reasons for applying for this post and how your training and experience is relevant.

***Should you be invited for interview and have any particular requirements, please make these clear in your application.***

## **Submitting Applications**

[Applications](#) may be submitted by email to [ksmith@redmooracademy.org](mailto:ksmith@redmooracademy.org) or by post or in person for the attention of: Miss K Smith, Redmoor Academy, Wykin Road, Hinckley, Leicestershire LE10 0EP.

***Royal Mail – Postal Pricing System. Please ensure that postal applications carry the correct postage according to weight and measurement of the item, as items with insufficient postage will be held and delayed by the Royal Mail. Details of their pricing systems are available on [www.royalmail.com](http://www.royalmail.com) or from a Post Office Branch.***

## **Acknowledgement of Applications**

Please note that we are unable to acknowledge postal applications. If you would like an acknowledgement please enclose a stamped addressed card or envelope, and place it at the front of your application. If you email your application you will receive an automated acknowledgement.

## **Shortlisting and Interviews**

Shortlisting and interview arrangements are the responsibility of the recruiting department. Please contact Miss K Smith, email: [ksmith@redmooracademy.org](mailto:ksmith@redmooracademy.org) if you have a query after the closing date.

## **Outcome of Applications**

Vacancies at the school often attract a large number of candidates and it is not always possible to respond individually to every application.

# Job Description

<b>Job Title:</b>	Teacher of Modern Foreign Languages
<b>Grade:</b>	MPS / UPS
<b>Responsible To:</b>	Head of Modern Foreign Languages
<b>Key Relationships/ Liaison with:</b>	Teachers, Students, Support Staff
<b>Job Purpose:</b>	<ul style="list-style-type: none"><li>• To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Principal.</li><li>• To be an effective professional who, demonstrating thorough curriculum knowledge, can teach and assess effectively, take responsibility for own professional development and ensure students achieve well</li></ul>

## **Duties and responsibilities specific to the post**

This post is subject to the current conditions of employment for Teachers contained in the School Teachers' Pay and Conditions Document and other current legislation.

### **Job Purpose**

- To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Principal.
- To be an effective professional who, demonstrating thorough curriculum knowledge, can teach and assess effectively, take responsibility for own professional development and ensure students achieve well.

### **Responsibilities:**

- To undertake teaching commitments in Redmoor Academy in accordance with curriculum and timetable requirements across Key Stage 3 and 4.
- To promote a culture of positive progress for students.
- Prepare students effectively for qualifications and external examinations.
- To track progress ensuring all students achieve their full potential.
- To liaise with home and outside agencies as part of the wider support role for students.
- To undertake all the requirements laid down by Redmoor Academy's Performance Management Policy.
- To participate in Redmoor Academy meetings.
- To teach other subjects as and when required by the needs of the timetable and as directed by the Principal. This will be negotiated in accordance with the skills of the teacher.
- Fulfil the following "Professional Standards":

### **Set high expectations which inspire, motivate and challenge students**

- Establish a safe and stimulating environment for all students, rooted in mutual respect.
- Set goals and challenge students of all abilities and backgrounds.
- Demonstrate positive attitudes, values and behaviours.

### **Promote progress and outcomes by students**

- Be accountable for students' attainment, progress and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

### **Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' 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 your specialist subject.

### **Plan and teach well-structured and engaging 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 students 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).

### **Adapt teaching to respond to the strengths and needs of all students**

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development.
- Have a clear understanding of the needs of all students, 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.

### **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 students' progress.
- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

## **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 students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary.

## **Fuller 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 students' achievements and well-being.

## **UPS Responsibility (if applicable)**

- The expectation is that colleagues on the Upper Pay Spine (UPS) should be consistently demonstrating a quality of teaching over time (progress of learners / standards of teaching, learning and assessment) which is at least consistently good and outstanding.
- UPS teachers should contribute to the professional development of colleagues through coaching, mentoring, demonstrating effective practice, providing advice and feedback and whole school INSET.
- Other responsibilities to be determined by the Principal and Line Manager.

**Personal and Professional Conduct**  
**(The successful candidate will be required to complete this document)**

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 students 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 students' 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 students' vulnerability or might lead them to break the law.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

	Staff Signature: _____ Date: _____ Line Manager Signature: _____ Date: _____
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- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect, or anticipate, changes in the job commensurate with the grade and the job title.
- These duties may be varied or added to in order to meet the changing demands of the school at the reasonable discretion of the Business Manager or Principal.

Health and Safety	It is an Employee's responsibility to take reasonable care of themselves and others, and anybody affected by their undertaking, including any act(s) or omissions.
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Signed by member of staff		Date:
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Signed by Business Manager		Date:
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# Person Specification

		ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Appropriate degree</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Evidence of a range of supportive professional development</li> </ul>		✓
	<ul style="list-style-type: none"> <li>• Evidence of post qualification development</li> </ul>		✓
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experience of teaching MFL at KS3 and KS4</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Experience of working with young people in the 11 to 16 age range</li> </ul>	✓	
<b>CURRICULUM</b>	<ul style="list-style-type: none"> <li>• Understanding of current curriculum issues with particular reference to the teaching of MFL</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Enthusiasm for MFL</li> </ul>		
	<ul style="list-style-type: none"> <li>• Ability to use appropriate ICT applications</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Willingness to deliver the school's tutorial programme</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Evidence of clear ideas about the delivery of the MFL curriculum to all abilities</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Ability to contribute to extra-curricular activities</li> </ul>		✓
<b>MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• Use and understanding of good classroom management techniques</li> </ul>	✓	

	<ul style="list-style-type: none"> <li>● Ability to be part of a department and a pastoral team</li> </ul>		✓
	<ul style="list-style-type: none"> <li>● Evidence of being an effective member of a team</li> </ul>		✓
<b>STUDENTS</b>	<ul style="list-style-type: none"> <li>● Understanding of the importance of supportive student/teacher relationships</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>● Ability to communicate effectively with young people</li> </ul>	✓	
<b>PARENTS AND THE COMMUNITY</b>	<ul style="list-style-type: none"> <li>● Understanding the importance of the partnership with parents and Redmoor Academy</li> </ul>	✓	

**PERSONAL QUALITIES**

*Ability to keep to deadlines and achieve targets*

*Good analytical and planning skills*

*Ability to work under pressure*

*Enthusiasm and energy*

*Sense of humour*

*Desire to contribute to a forward-looking, innovative school*

Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including:

- Motivation
- Ability to maintain appropriate relationships and personal boundaries
- Emotional resilience in working with challenging behaviour
- Effective use of authority and maintaining discipline

***This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/ or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006.***