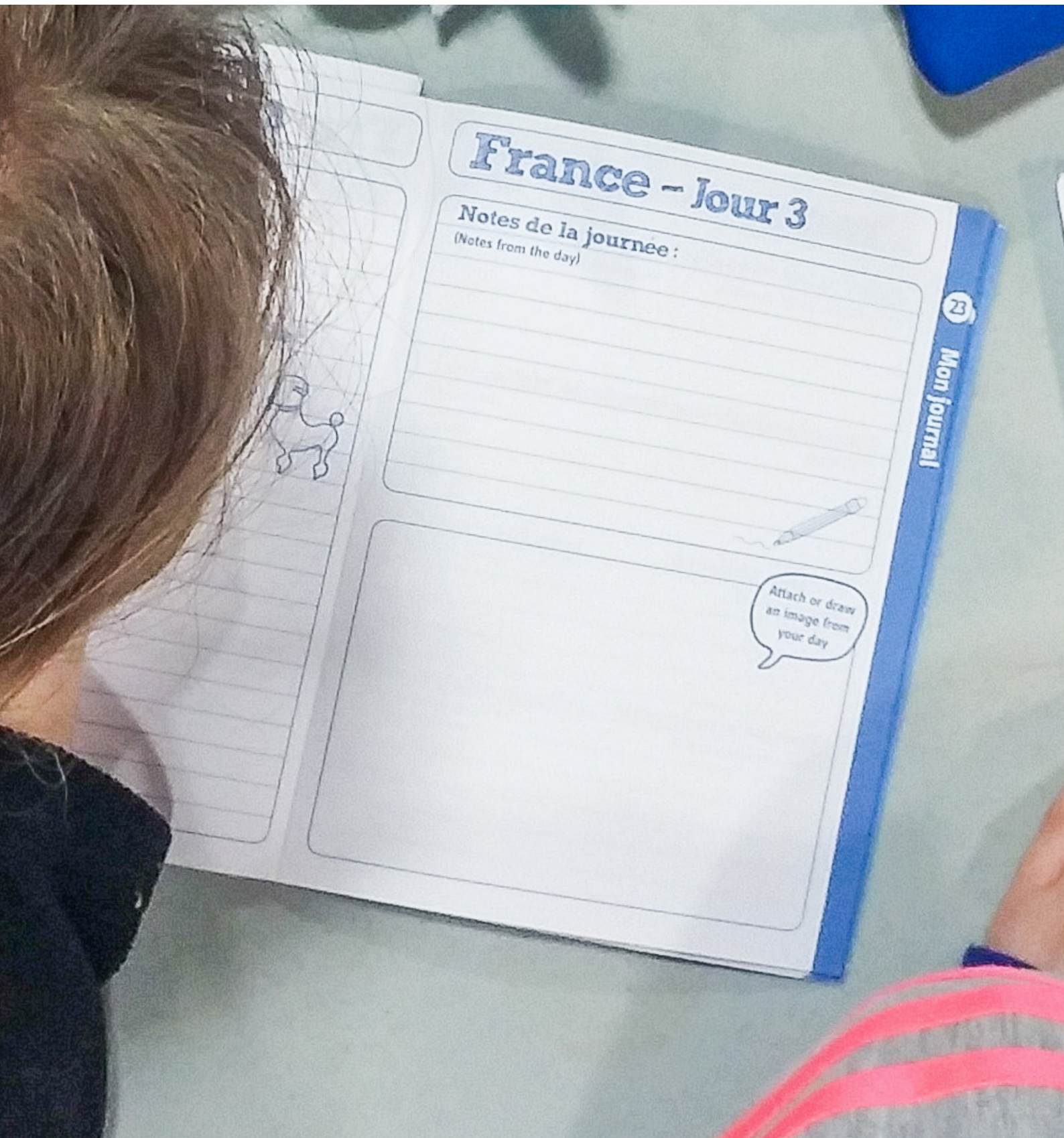




St Wilfrid's  
Church of England Academy

## Second in Department - MFL







Dear Applicant,

I am delighted that you have expressed an interest in working at St Wilfrid's Church of England Academy.

We are seeking to appoint a dynamic, inspirational linguist to work within the MFL Learning Area as second in charge in the department, to support the Learning Area by developing pedagogy and fostering a love of languages across the Academy. The successful candidate must be passionate about teaching MFL, in particular French, and be a team player at heart. They must be focused, resilient and good humoured and have a thirst to see all of our learners succeed.

If you were to be successful in your application, you would be joining an Academy which strives for excellence. We benefit from purpose-built accommodation with excellent facilities. All in all, it is a wonderful place to work and learn. Visitors to St Wilfrid's comment on the calm and purposeful environment, the friendly nature of our students and the welcome extended by our staff.

You will work closely with the Learning Area Coordinator to support the team of staff as collectively they develop their teaching and practice. This will involve evaluating and improving schemes of learning, team teaching and developing the practice of others. The specific role will be determined according to the individual strengths of the appointed candidate. However, it will predominantly focus on a strand or particular key stage in order to improve progress and coordinate the work of colleagues.

As an Academy, we seek to embrace new methodologies whilst maintaining a balance with traditional practice, to bring about examination success. All students at KS3 and KS4 have a 1:1 mobile device. This is an example of our commitment to use modern technology to maximise learning. Recent development of the site has enhanced the resources available to staff and students, which includes an Immersive classroom space and an iMac suite.

We are looking for a high-calibre, enthusiastic and outstanding linguist who wishes to be part of the success story of St Wilfrid's. You would be joining a forward thinking Academy with an excellent team of staff, who along with fantastic students, inspire each other and all who come to visit. We aim to raise aspirations, realise potential and further the culture of developing well-rounded successful teachers and young people.

The closing date for applications is 12 noon on Monday 20th January 2020.

If you are interested in moving the Academy forward and are committed to making the learning tomorrow better than it is today, I would warmly encourage you to apply. If you require any further information regarding this post, or would like to visit the Academy in action, please contact Mrs K Nightingale, Clerk to the Governors, via [knightingale@saintwilfrids.com](mailto:knightingale@saintwilfrids.com) who will arrange this. Please submit the Teaching Staff application form, which can be downloaded from the Academy website, along with a letter of application of not more than two A4 sides detailing how your experiences to date qualify you for the post and how you see the role developing. Please note, A recruitment and retention allowance would be available for a suitably qualified member of staff.

I look forward to receiving your application.

Yours faithfully,

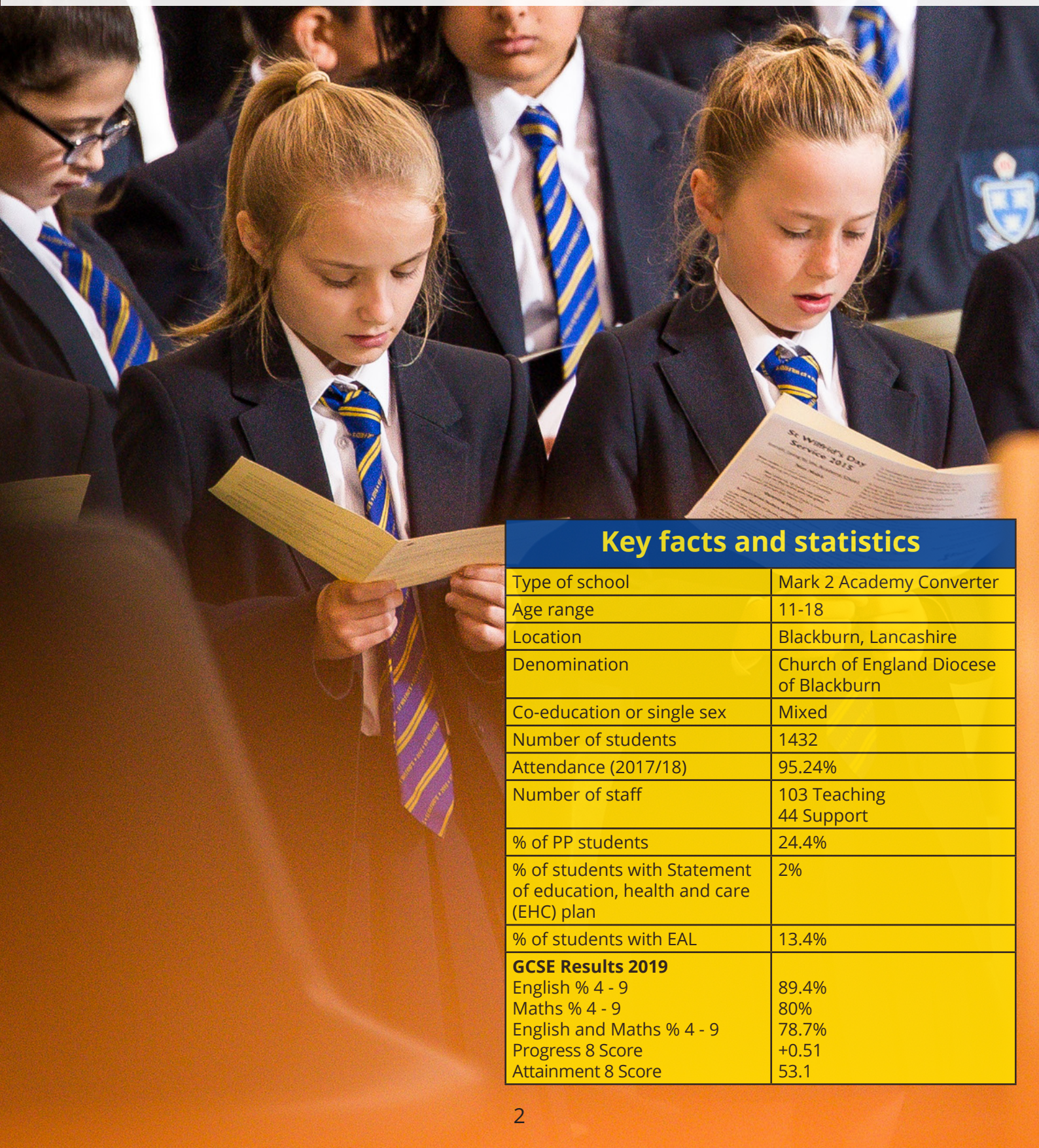
Miss C Huddleston  
Principal



# Lord direct us to *live* life to the full

“ The Christian ethos at the Academy helps give us a sense of security and moral guidance that we can carry through for the rest of our life. ”

*Olivia - Year 13*



## Key facts and statistics

Type of school	Mark 2 Academy Converter
Age range	11-18
Location	Blackburn, Lancashire
Denomination	Church of England Diocese of Blackburn
Co-education or single sex	Mixed
Number of students	1432
Attendance (2017/18)	95.24%
Number of staff	103 Teaching 44 Support
% of PP students	24.4%
% of students with Statement of education, health and care (EHC) plan	2%
% of students with EAL	13.4%
<b>GCSE Results 2019</b>	
English % 4 - 9	89.4%
Maths % 4 - 9	80%
English and Maths % 4 - 9	78.7%
Progress 8 Score	+0.51
Attainment 8 Score	53.1





## LEARNING AREA: MODERN FOREIGN LANGUAGES

The Modern Foreign Language Learning Area is a small Learning Area made up of experienced teaching staff.

Modern Foreign Languages is a popular option at GCSE, however, as an Academy we would like more students to opt for this subject. In line with national trends, recruitment at KS5 over the past few years has been in decline. This is something we are keen to improve.

<b>Staff</b>	4 specialist teachers + Learning Area Co-ordinator						
<b>Examination courses for KS4</b>	Year 9 AQA GCSE French (Currently 5 GCSE Classes, 142 students) Year 10 AQA GCSE French (Currently 2 GCSE Classes, 39 students) Year 10 AQA GCSE German (Currently 1 GCSE Class, 5 students) Year 11 AQA GCSE French (Currently 2 GCSE Classes, 43 students) Year 11 AQA GCSE German (Currently 1 GCSE Class, 22 students)						
<b>Examination courses for KS5</b>	Year 13 WJEC German Year 13 AQA French						
<b>GCSE examination results</b>	<b>French</b>				<b>German</b>		
		9-7	9-5	9-4		9-7	9-5
	2018	38.5%	84.6%	96.1%	2018	37.5%	100%
	2019	17%	61%	83%	2019	44%	100%
<b>A-Level examination results</b>	<b>French</b>	A/B	A*-E		<b>German</b>	A/B	A*-E
	2018	-	-		2018	-	-
	2019	100%	100%		2019	0%	100% (AS)
<b>Accommodation</b>	All lessons at KS3 and 4 are taught in specialist rooms and teaching staff have a room base for the majority of their lessons. KS5 lessons are sometimes delivered in smaller sixth form classrooms. All rooms have full connectivity, to facilitate the use of 1:1 devices and Apple TV.						
<b>Timetable structure</b>	<b>Lessons are taught on a weekly timetable.</b> <b>KS3</b> - Two periods <b>KS4</b> - Year 9 two periods. Year 10/11 - three periods. <b>KS5</b> - Five periods (dependent on cohort size). Lessons are 1 hour long (except Tuesdays 50-55 minutes)						
<b>Enrichment</b>	International Day of Language Film club Drop-in GCSE clinics						



**Job Title:**  
Second in Department - MFL

**Reporting to:**  
Learning Area Coordinator - MFL

**Salary:**  
TLR 2a  
A recruitment and retention allowance would be available for a suitably qualified member of staff.

### **Main Purpose:**

To support the Learning Area Coordinator to lead the MFL Learning Area and ensure the best possible outcomes for all students within the Academy.

## **1 Leading the Team**

1.1 Work with the Learning Area Coordinator, ensuring the team shares the vision for the Learning Area, supporting them in turning that vision into reality

1.2 Motivate and work with others to foster and promote the distinct Christian ethos of the Academy

## **2 Leading, Learning and Teaching**

2.1 Be passionate about learning and the teaching of MFL

2.2 Assist in monitoring, evaluating and reviewing classroom practice and leading improvement strategies which ensure teaching instils an enthusiasm and passion for MFL

2.3 Take a strategic role in the development of pedagogy within the Learning Area

2.4 Establish creative, responsive and effective approaches to learning and teaching through the use of technology



2.5 Proactively foster a culture and ethos of challenge and support, where all students achieve success and are engaged in their own learning

2.6 Work closely with the Learning Area Coordinator to use assessment information to inform planning and maximise progress at each key stage. Actively monitor specific student cohorts ensuring timely and effective intervention is achieved

2.7 Assist in the monitoring of marking across the Learning Area, ensuring students are provided with constructive feedback and are set appropriate targets to maximise progress

2.8 Along with colleagues, develop and evaluate schemes of learning and units of work, designed to meet the needs of all students

## **3 Developing Oneself and Working with Others**

3.1 Evaluate one's own teaching critically and use this to improve effectiveness

3.2 Treat people fairly, equitably, with dignity and respect, to create and maintain a positive culture within the Academy

3.3 Develop and maintain a culture of high expectations for oneself and for others and take appropriate action when performance is unsatisfactory

3.4 Review one's own practice, set personal targets and take responsibility for one's own personal development

3.5 Manage one's own workload and that of others to allow an appropriate work/life balance

## 4

### Assisting in Managing the Learning Area

4.1 Contribute to the production and implementation of clear, evidence-based improvement plans and policies

4.2 Contribute to regular Learning Area meetings & CPD to ensure effective consultation, sharing of good practice and training exists

4.3 Assist with the monitoring and evaluation of the range, quality and use of resources within the Learning Area to improve the education for all students

## 5

### Securing Accountability

5.1 Fully participate in the Academy's Appraisal programme

5.2 Be aware of, and adhere to, policies and procedures relating to Safeguarding, Child Protection, Health and Safety, Confidentiality and Data Protection, reporting all concerns to the appropriate persons

5.3 Fulfil commitments arising from contractual accountability to the governing body

5.4 Undertake any other duties and responsibilities as required that are covered by the general scope of the post

5.5 Undertake any other reasonable duties at the request of the Principal

## 6

### Wider Responsibilities

6.1 Create and maintain effective partnerships with parents and carers to support and improve students' academic achievement, in addition to their spiritual, moral, social and cultural development

6.2 Attend Parents' Evenings as required to ensure a positive partnership is realised between staff, students and parents

## 7

### Strengthening Community

7.1 Contribute to the wider life of the Academy and uphold the mission statement of the Academy

7.2 Support the Academy House System

7.3 Provide pastoral support for students to the best standard possible

7.4 Carry out the roles and responsibilities of a form tutor

7.5 Contribute where possible to Academy events and extra-curricular activities

7.6 Actively promote the Academy within the community

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*This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed at management's discretion in the future. The appointment is subject to the current conditions of employment in the current School Teacher's Pay and Conditions.*

## Person Specification

This person specification lists the requirements that are necessary to do this job and how these will be assessed (Application - A, Interview - I and References - R).

In the application and supporting statement, the applicant should state clearly how they meet the requirements being assessed by APPLICATION. The panel will reach a decision on whether or not to short-list the applicant based on the information that is provided in BOTH the form and the statement.

CRITERIA	ESSENTIAL / DESIRABLE	A / I / R
<b>QUALIFICATIONS AND TRAINING</b>		
5 good GCSEs (or equivalent) including English and Mathematics	E	A
A-Levels or equivalent	E	A
Degree or equivalent	E	A
QTS Status	E	A
An ability to pass a DBS check (non-negotiable)	E	A
Further qualifications demonstrating leadership development, such as NCTL-accredited courses	D	A
<b>EXPERIENCE</b>		
Be an excellent teacher demonstrating enthusiasm and a commitment to education	E	A / I / R
Have experience of building and sustaining effective relationships with colleagues	E	A / I / R
Have knowledge of and commitment to the implementation of the safeguarding agenda	E	A / I / R
Have experience of teaching French up to KS4	E	A / I / R
Have experience of teaching a second language up to KS4	D	A / I / R
Have experience of teaching MFL, in particular French up to A-Level standard with successful outcomes	D	A / I / R
Have experience of leading strategies with impact to improve the progress of students	D	A / I / R
Have experience of enriching the learning opportunities of students beyond the classroom	D	A / I / R
Have Leadership and Management experience within a MFL Learning Area	D	A / I / R
Have recent experience of examining the subject at GCSE or A-Level or be interested in pursuing this	D	A / I / R
<b>SKILLS AND ATTRIBUTES</b>		
Demonstrate a clear understanding of the principles and practice of effective teaching specifically relating to MFL	E	A / I / R
Have confidence and competence in using student achievement data appropriately, to support students and therefore make timely interventions which have a long-term impact	E	A / I / R
Have the ability to hold honest, supportive and challenging conversations	E	A / I / R
Have knowledge and experience of recent relevant pedagogical developments	E	A / I / R
Have an excellent understanding of appropriate assessment processes	E	A / I / R
Have an understanding of national policy and curriculum changes with specific reference to changes in MFL	E	A / I / R
Have an ability to motivate young people	E	A / I / R

Have excellent interpersonal and communication skills	E	A / I / R
Have demonstrably high professional standards	E	A / I / R
Be able to work collaboratively with colleagues within the MFL Learning Area to ensure all students within the Academy receive outstanding teaching	E	A / I / R
Have a willingness to contribute and lead the CPD of colleagues	E	A / I / R
Have the ability to research innovative practice	D	A / I / R
Have the ability to network with other schools and education providers	D	A / I / R
<b>PERSONAL QUALITIES</b>		
Be passionate about MFL	E	A / I / R
Be able to actively support and promote the Christian Ethos of the Academy	E	A / I / R
Be a team player used to working collaboratively	E	A / I / R
Have high expectations	E	A / I / R
Have a willingness to make a commitment to support the success of colleagues	E	A / I / R
Be a resilient and reflective individual	E	A / I / R
Be willing to undergo training as necessary	E	A / I / R
Possess a good sense of humour	E	A / I / R
Be able to lead by example and demonstrate professional values, securing the ethos of the Academy	E	A / I / R
Have energy, tenacity and the ability to work under pressure	E	A / I / R

Prepared on: 19/12/2019

By: CH / KC