

**Candidate**

**Information pack**

**Raising Standards Director:**

**MFL**

**Section 1: Letter from the Principal**

Dear Applicant,

Thank you for your interest in this new role at Fowey River Academy (FRA). We hope that this letter and the attached information helps you to understand that we are working hard to make our academy stand out from the crowd; we intend to become a school of choice in the local area. To achieve this Fowey River Academy is evolving, and fast. We are doing things differently, on purpose.

I was appointed Principal on March 1st, 2016 and so have been in post for just over a year. FRA has been in existence since June 1st, 2014 when it converted from Fowey Community College. An Ofsted inspection judged that school to have serious weaknesses and by the time that it has converted to Fowey River Academy, under the Adventure Learning Academies Trust, Ofsted judged the school to be ‘Requires Improvement’. Please read our most recent inspection report via the Ofsted website.

Our job now is simple: gain ‘good’ so that we can become ‘outstanding’.

You will appreciate therefore that the people we appoint are key to that intention and, unsurprisingly, we are very clear about the type of colleagues we now need.

You will be multi-skilled and able to move effortlessly between being a team member who is a genuine collaborator, to an independent expert in your field, to a leader, to a facilitator, to coach. Whatever role you adopt at any given time, you will be positive, enthusiastic and inspirational to those working with and around you.

You will be a creative practitioner who wants to share your talents to develop others. We love innovators and teachers who are able to model perseverance, enquiry and endeavour. We want to employ pioneers who want to create adventurers.

Our students are amazing, but they do not always see the endless possibilities that are out there in the Big Wide World. We need teachers who know how to open eyes, minds and hearts. We want to create global citizens who understand their role in an interconnected world because: everyone matters.

We have a strong sense of what we are about and so I would like to explain to you our philosophy and approach.

FRA believes in a growth mind set. Intelligence is not fixed, but can and will be grown and nurtured. Our Adventure Learning ethos promotes exploration and discovery. We are committed to the idea that everyone is capable of excellence - the first attempt at something is just that, a first attempt. We believe that failure only occurs when you stop trying or when there are insurmountable barriers.

Our philosophy is to teach students to persevere in order to master academic knowledge and skills; we need to teach them how to be resilient when faced with a challenge.



So, is FRA the right place for you?

It is if…

* You like change because you understand that it develops you - and you don't want to be someone who stands still.
* You want to get excited about possibilities, develop pedagogy and up-skill, constantly.
* You are the sort of person who insists that learning is memorable and fun.

We admire people who have got themselves out there – we call them ‘magpiers'. These are the people who will bring world-class ideas that work to beautiful Mid Cornwall and change lives.

If this excites you and you want to work hard with us to develop your career then we would love to hear from you.

The application pack consists of:

1. Letter from the Principal
2. Additional Information about the MFL Faculty
3. The new FRA leadership structure from Sept 2017
4. Salary and CPD
5. Initial tasks expected of the post-holder
6. FRA’s curriculum and assessment philosophy
7. Job Description
8. Person Specification
9. How to apply

We are looking to recruit the right staff to move our Academy forward to achieve our ambitions. Should you wish to have an informal chat about the position before applying or would like to visit us to find out more about the Academy, please do not hesitate to get in touch. Please contact my PA, Sara Woodrow, swoodrow@fracademy.org.uk or telephone 01726 833484 ext. 290

Yours faithfully,



Martin Dale

Principal



**Section 2: The MFL Faculty – additional information**

Fowey River Academy is expanding and evolving and we are committed to strengthening and enriching student learning. As a consequence, we are re-thinking how we deliver our MFL curriculum.

The department consists of 5 rooms, 1 MFL IT Suite, and 2 dedicated language teachers. Teaching French, Spanish and German.

The progress of students in MFL is our priority. The team has many strengths and areas of experience, but we are at a point where a cohesive and consistent approach to the teaching of skills and content is needed. The team needs to adapt their practice so that is consistently in line with FRA policies; the new post holder will need to ensure that the team work together as a collaborative unit to minimise workload and increase the impact of interventions to raise standards.

The post will be managed by a member of the SLT.

So, for this new role, we seek a talented language practitioner who will embrace innovative teaching methods that put the student and his or her own goals for the future at the centre of all learning experiences. We believe in real-life learning and want teachers who will empower students to identify and solve problems, bridge content across traditional “subject” domains, and develop an unshakable growth mindset.

**Section 3: FRA Leadership Structure from September 2017**

The successful candidate will ideally already have a track record of leading teams and successful middle management experience.

**This is a superb opportunity to secure a leadership role that makes senior leadership the next step in your career should you choose that path. We will help you to design a role that is full of impact.**

These new leadership roles are designed to break the mould. We want to appoint individuals who can transform teams, re-order curriculum to simplify it and work collaboratively to innovate its delivery to secure results.

**The new FRA leadership structure from September 2017**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Principal**  **Martin Dale** | **Vice Principal Jennie Hick** | **Assistant Principal**  **Pete McKinniss** | **Assistant Principal**  **Matthew Price** | **Assistant Principal**  **Andrew Smith** |
| **ELT** | RSD Creatives  RSD Humanities | RSD English  RSD MFL | RSD Maths  HPA Lead  PP Lead  SENDCO | HoF PE  DSL | RSD Science |
| **Subject Focus** | Music  Art  Catering  Drama  History  Geography | English  French  German  Spanish | Maths  ICT | PSHE  PE | Science |

**Section 4: Salary and Continuing Professional Development**

Salary

Your salary will be between leadership point 1 and 9. The exact value will be determined based on evidencing your experience and demonstrating a proven track record.

CPD

Our new Performance Management processes will ensure that you get plenty of opportunities to hone your leadership skills. You will have regular career development conversations in which we will discuss how you want to grow over the coming years and you will have access to our MAT's CPD, training and support structures.

Your ability to progress in your career matters to us; we want to recognise your previous achievements transforming the lives of students and challenge you to do this on a whole school level.

When you are ready, you will have the chance take the lead on whole school initiatives at FRA and where appropriate, there could even be secondment opportunities to lead initiatives in other schools in our Trust.

Your desire to create ‘Areas of Excellence' within your curriculum area - we are members of Challenge Partners - is a distinct advantage. Doing this via leading on new pedagogical techniques such as oracy projects (we are a fan of schools who are leading the way on this), project-based learning approaches or innovative curriculum design, would be fantastic.

**Section 5: What will be the initial tasks of this new role?**

* You will need to get to know your team. Uncover their strengths, their passions, their potential and future areas of excellence. Analyse their past performance and determine, through Performance Management, what you require their future performance to be. You will need to quickly establish each team member's development needs and, with SLT, construct a CPD package for them.
* You will need to become an architect of a new 5-year curriculum model. The language curriculum needs re-organising and it needs to be carved up into appropriate blocks of learning following academy policies.
* You will need to create a development plan for the new curriculum's planning, resourcing and delivery.
* You will need to engage with your team and establish how you will monitor performance. It will be your responsibility to promote areas of good practice, address areas of poor performance and develop a positive culture that will deliver results.
* You will need to determine your team's USP (Unique Selling Point). Determining what will make you stand out from other departments within the academy, but also in the local area is a key task. We are an Adventure Learning academy – what does that mean for your subject area and team? What innovative and adventurous ways will your team teach and your students learn? We aim to be an academy of choice in the local area because (i) we do things differently and in a way where results go through the roof and (ii) because everyone is so committed to what they do and how they do it.
* You will need to establish outstanding professional relationships with parents, members of the community and experts in your field. You will want people visiting us, talking about us, using us as case studies.

**Section 6: FRA curriculum and assessment philosophy**

At FRA we are creating a mastery curriculum. Students follow a 5-year programme in each subject area in order to develop academic knowledge, skills and attitudes as well as the cross-curricular dimensions of literacy, numeracy and IT.

Each year is broken down into 4 semesters and each semester lasts for 9 weeks. We start with the end point: the end of semester assessment. We then work backwards and teams work together to ask: what knowledge needs to be taught? what skills need to be developed? and which techniques need to be practised in order to pass? We understand that it is our job, as teachers, to then make that happen over the coming 9 weeks of structured learning.

As teachers and leaders, we understand that our success directly correlates with student success – they are interlinked. We are only as good as the students' results.

**A little more about our assessments:**

The end of semester assessment, in each year group, will always be in the form of a GCSE style paper.

Our belief is that through careful curriculum design all students, whatever their age, are capable of accessing, understanding and succeeding in GCSE level content. It simply means that some content is more Year 7 friendly than others. It's all about experts knowing their subject well and ensuring that solid foundation stones are put in place from day 1. Our students, on the whole, have successfully completed KS2 with significant numbers of them at Age-Related Expectations – our job is to acknowledge the great work our feeder primaries have done and build on it from the moment they join us in Year 7: no KS3 dip, no ‘wasted years’.

Every unit starts with a memorable and engaging entry point and students are tested on their prior knowledge on the topic they are about to study. This determines how each curriculum team will then proceed and it affects their planning of what needs to be then done, practised and delivered.

Over the next 7 weeks, teams co-construct learning activities so that all students are able to access the material in order for most to ‘master' the content.

However, teams are only ever asked to do this in 2-week blocks because, after each fortnight of learning, time is given to teams to work on identifying what went well and crucially, what didn't and why. Teams then determine which students are ready to move on and which need additional/ alternative input in order for them to master the previous two weeks' content.

At this point, it is up to teams how they then manage the situation, but the goal is simple: challenge, stretch and deepen the knowledge and understanding of those who have mastered the previous fortnight's content, but ensure that no-one is left behind.



We give subject leaders and teams considerable scope and flexibility at this point: class sets do not have to be fixed, teachers may team teach, someone might run a masterclass or a catch-up group, for example.

We are encouraging teams to classify and explicitly offer different types of lesson experience: lectures (good old-fashioned didactic input from experts), labs (where hypothesis testing and experimentation occurs), masterclasses (where specific skills are practised and refined), reviews (where students and teachers critique, adapt, refine, improve and amend work), circles (where discussion and oracy drive enquiry and new learning)…

For example: as the leader, you could decide to book one of our many large spaces to create a lecture style enrichment opportunity that is delivered by a lead teacher or external speaker (we love the idea of learning linking to real world examples and ‘authentic audiences'). This then allows the rest of your team to be deployed to implement some ‘therapy' to those who need the additional support. (We are a PiXL school and we are embracing DTT – diagnose, therapy, test).

We want people who are passionate about the idea of working like this and we want an academy full of staff who wholeheartedly believe that the job of a teacher is to do whatever it takes for students to legitimately achieve at least their MEG (Minimum Expected Grade) in the end of semester assessment and final examinations.

**We are looking for people who can think outside of the box, who understand the importance of marginal gains and who can create specific, planned intervention that impacts.**



**Section 7: Job Description**

Post: Raising Standards Director: MFL

Salary: Leadership Scale points 1- 9 commensurate with skills and experience.

Full Time, permanent.

Teaching commitment: 14 periods out of a 20-period week

Responsible to: SLT Line Manager

Overarching responsibilities of this post:

* Provide inspiration and support for staff and students in developing and implementing new innovative learning opportunities. Connect with teachers individually to support each teacher’s innovation growth from

their own starting point and at their own pace. Publicly celebrate attempts, successes, and failures in new endeavours.

* Support development of a community-wide common language around innovation, including staff, students, families, and local community. Reach out to “outside” community to collaborate and form partnerships, particularly with feeder primaries, other academies in our MAT and other schools both locally and nationally.
* Broker relationships between disparate groups both within and outside the academy community. Foster ties to encourage cross-pollination and boundary-crossing.
* Create safe physical and emotional spaces for teachers to explore and develop innovative learning opportunities. Support a cultural shift towards more collaboration and less competition among staff.
* Build capacity of both teachers and students to independently investigate and design new innovations. Act as a multiplier of staff and student strengths.
* Collect data and track innovation growth in order to support connections, monitor patterns, and provide example cases to others. Data might consist of qualitative project examples and specific feedback from teachers, students, and

families, as well as quantitative numbers of students served and events held. Be able to show impact of your work.

* Establish long-term and semesterly goals for innovation growth milestones.

Initial tasks of the role**:**

* To appraise the MFL Team, uncovering their strengths, their passions, and their potential in order that the post-holder can then vision, and create, an improvement plan to establish MFL as an Area of Excellence.
* To analyse the MFL Team’s past performance and determine, through Performance Management, what future performance must be.
* To quickly establish each team member's development needs and, with SLT, construct a CPD package for them as part of their Performance Management.
* To become an architect of a new 5-year curriculum model re-organising the MFL curriculum into appropriate blocks of learning following the appropriate academy policies
* To create a development plan for the new curriculum's planning, resourcing and delivery, taking account of financial considerations and bidding for additional grants/resources as necessary.
* To establish with the MFL team how their work will be monitored by the post-holder i.e. How the RSD of MFL will spot what is going well and what needs improvement.
* To be a surgeon – cutting out ineffective practice.
* To determine the MFL team’s USP (Unique Selling Point), identifying what will make the team stand out from other departments within the academy, but also in the local area.
* To make visible what it means to be an Adventure Learning School – shaping what that means in day-to-day practice within the MFL department by determining innovative ways that the team will teach and students will learn.
* To establish outstanding professional relationships with parents, members of the community and experts in your field to ensure that people will want to visit Fowey River Academy, talk about us and use us as case studies.

On-going responsibilities:

* To lead, support, motivate, encourage and develop all members of the departmental team.
* To establish the vision and strategic direction for the department and implement and develop an appropriate curriculum in line with Fowey River Academy philosophy and policies.
* To provide leadership and direction in developing high standards of teaching and learning across the department by teaching outstanding lessons and by being a coach for other members of the team
* To ensure that the aims and policies of the academy are implemented and embedded through the curriculum and by the departmental team.
* To monitor the effectiveness of the department and take appropriate action where there are concerns.

Curriculum responsibilities:

* To ensure that there are detailed and appropriate schemes of work in place that meet the needs of FRA policies and the appropriate examination courses.
* To ensure that schemes of work are appropriate to different ability groups and meet the needs of all students including those who are particularly gifted and talented or those with additional needs.
* To require and facilitate the development and implementation of new strategies and approaches to teaching and learning to raise standards and evidence the impact of change.
* To ensure that all members of the department set homework in line with college procedures.
* To lead, encourage and facilitate involvement in the academy’s extra-curricular and enrichment programmes and out of hours study sessions for intervention, revision and catch-up.

Assessment and target setting responsibilities:

* To ensure that there are appropriate systems for assessing and monitoring student progress across the department as per policy.
* To embed assessment for learning across the department to ensure that teachers assess accurately; lead moderation and standardisation processes as directed by the academy meeting calendar and at other times as appropriate.
* To act where members of the team are not assessing accurately and rectify it through bespoke CPD/coaching for those staff members.
* To ensure that students and parents are aware of current grades and what they need to do to improve by ensuring that online reporting processes are up to date and marking policy is adhered to.
* To ensure that the relevant areas of the whole academy assessment database are accurate and up to date and that department staff have completed tasks to deadlines.
* To act when deadlines have not been met and hold team members to account by following appropriate academy policies.
* To liaise with the Examinations Team and ensure that information/data is provided for internal/external examinations as required.
* To ensure the team delivers outcomes that narrow existing gaps of key groups.

Leading the department - main responsibilities:

* To lead the department in implementing whole academy initiatives as identified in the Strategic Improvement Plan.
* To lead the department in completing accurate and evidence based self- review documentation, ensuring they are completed to deadlines as stipulated on the academy calendar.
* To identify departmental strengths and areas for development.
* To produce and implement, an impactful and short term Department Improvement Plan each semester.
* To ensure that academy policies regarding rewards and sanctions are followed effectively to encourage high standards of student engagement across the department. Act as the first point of call for members of the departmental team by providing a parking service.
* To evaluate the work of the department at key intervals using the Ofsted framework and academy audit tools, for example, subject Thornley grids.
* To act as Reviewer for up to 3 members of the department in line with the academy’s Performance Management Policy.
* To plan and arrange appropriate staff development for members of the departmental team to ensure that every member of staff is typically at least ‘good’ if not outstanding.
* To ensure that the team has an up-to-date handbook outlining key departmental policy and procedures.
* To ensure that departmental capitation and spending is in line with agreed procedures.
* To monitor the use and condition of the curriculum area’s accommodation and resources, develop the departmental area as a bright and stimulating learning environment and ensure that teachers have tidy classrooms that reflect outstanding professionalism.

Footnotes

1. The above details are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to him/her by the Principal or his representative.
2. This Job Description may be reviewed at any time via consultation between the SLT and the post-holder, as may be necessary and appropriate to the needs of the academy. It will be reviewed annually.



**Section 8: Person Specification: Raising Standards Directors**

Qualities/experience:

* French +1 other language
* Expertise in listening and understanding needs, as well as in introducing new ideas without forcefulness.
* Reflection skills
* Perseverance, resilience, and comfort with ambiguity and change.
* Varied professional experience, both in classroom settings and outside of schools.
* Former entrepreneurs are encouraged, having demonstrated the ability to independently develop professional connections and skills.

Key attitudes and skills needed for this post:

* A sense of priority: know what is most important for students at particular stages of development; what they must learn, what they must use and when.
* See what is most important in any given circumstance, and cultivate what is necessary from there.
* Embrace selflessness so that your innovation is inclusive.
* Have a total commitment to the MFL Team and the mantra: “If you want to go fast, go alone; if you want to go far, go together”.
* Ability to manage time and resources expertly; sharing workload and being a genuine collaborator.
* Be aware of, but not limited by, exemplar models of innovation in MFL and not allow these to stifle creativity; use ideas that have been accomplished by others before you to have an idea of what is possible - and of what you might be missing.
* Be willing to take risks, be able to learn from failure and know the difference between thought out innovative plans and half -baked ideas.
* Be trusted by students, parents and colleagues.

**Section 9: How to apply**

We hope that you like what you have read, and subsequently are inspired and motivated to apply. If so, please:

1. Download a copy of the prospectus – this sets out our Adventure Learning philosophy
2. Complete the application, self-declaration and equal opportunity form. Please note CVs will not be accepted.

Please send completed applications to Ali Honey, [ahoney@alat.org.uk](mailto:ahoney@alat.org.uk)

Should you require alternative formats please contact Sara on 01726 833484 ext. 290.

Closing date**: Friday 13th October 2017**

Proposed interview date:  **Friday 20th October 2017**

**Fowey River Academy is an equal opportunities employer and is committed to Safeguarding and promoting the welfare of children and young people. The post is subject to satisfactory receipt of all statutory requirements in line with safer recruitment, inclusive of an enhanced DBS check.**