

Key Information for Applicants

Assistant Head of MFL (Teaching Spanish with some French) TLR2B

Weavers Academy
Start: September 2020



"Striving for success, focusing on learning"

**WEAVERS
ACADEMY**
*Creative
Education
Trust*

Dear Colleague



Thank you for your interest in the role of Assistant Head of MFL at Weavers Academy.

This post is new to the structure and has arisen due to the schools commitment to substantially increase participation rates in learning and MFL

Working in partnership, Weavers Academy and the Trust have made much progress in recent years.

“We seek to appoint an ambitious, creative, committed and energetic colleague”

Underpinning our vision - *‘striving for success by focusing on learning’* – the school has pursued a rigorous and continuous programme of educational improvement. As a result, curriculum planning, teaching strategies and assessment techniques have advanced and driven student progress. Work that the school has done to further improve behaviour and attendance has resulted in students becoming increasingly ambitious for their futures.

Our unique Knowledge Connected approach teaches students to analyse and understand their curriculum of study through the application of six key concepts, encouraging them to identify and solve problems in practical and creative ways that give them a sense that they can have an impact on the world around them.

We were delighted to have been awarded a ‘good’ judgement from Ofsted in May 2017. However, we are not complacent and want to achieve much more for our students and to build on the school’s strengths. We seek to appoint an ambitious, creative, committed and energetic colleague to be a key contributor to the achievement of this goal.

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- We are looking for an Assistant Head of MFL (able to teach Spanish with some French) which will make a real difference.
 - Teachers need not come with a vast amount of experience, we are seeking colleagues who are open to development and collaboration;
 - We have a strong and dynamic leadership team who support each other and can offer an extensive level of coaching and expertise;
 - Our staff have great pedagogy, are open to learning and new challenge and importantly never give up;
 - We use a wide range of strategies flexibly to suit the needs of our students;
 - There is a learning culture for our staff, with extensive CPD on offer for effective and tailored professional development
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To ensure that our staff remain at the leading edge of educational thinking and practice we offer a wide range of professional development opportunities. In addition, in joining a growing group of schools, you will have the opportunity to have an impact on how the wider network develops through school-to-school support.

You can watch a short video on what it means to be part of Creative Education Trust, illustrating our ‘Knowledge Connected’ approach to learning on our YouTube channel: www.youtube.com/user/creedacad.

I look forward to receiving your expression of interest.

Yours sincerely

Vivien Swaida
Principal

You can find out more at:

www.creativeeducationtrust.org.uk

ABOUT CREATIVE EDUCATION TRUST

Creative Education Trust inspires and enables young people to build successful lives on foundations of learning, resilience and employability. We believe that a rewarding educational experience and the highest possible qualifications are the best way to ensure social mobility for young people.

Creative Education Trust is a growing multi-academy trust educating over 13,000 children in England. It was established in 2010 to work in England's post-industrial cities and coastal towns: areas of economic disadvantage and with a history of academic underachievement. We transform these schools by integrating a knowledge-rich curriculum with skills and creativity.

Creative Education Trust defines creativity as the ability to find connections between the things we know and turn these connections into new ideas and action. The academic arts and the sciences, practical subjects and life skills all need this creativity, and creativity is valued highly by employers. Our staff and expert advisers use imaginative methods for linking knowledge across subject boundaries, fostering personal development and resilience and developing practical skills that prepare students for their transition to adult life and employment.

Our aims for our students are to:

- ★ Raise their attainment in exams and tests through outstanding teaching
- ★ Make them intellectually curious with a sense of confidence
- ★ Increase their participation in HE, FE and apprenticeships
- ★ Ensure they have employability skills and attitudes
- ★ Create rounded individuals through a wide choice of co-curricular activities



We are achieving our aims through:

- ★ Educational rigour
- ★ Organisational effectiveness
- ★ Financial efficiency
- ★ Partnership & recognition of local identity
- ★ Respect for autonomous leadership
- ★ Quality not quantity
- ★ Promoting practical creativity



You can find out more at:
www.creativeeducationtrust.org.uk

ABOUT WEAVERS ACADEMY



We are a mixed secondary school, catering for children between the ages of 11 and 18 years and located in Wellingborough.

Since September 2013 we have been part of the Creative Education Trust. This has enabled the school to rigorously pursue rapid improvement for the children we teach.

The school boasts many facilities and we strive to provide an inclusive and expansive education for all of the young people in our care.



WORKING AT WEAVERS

- A brand new MFL suite of teaching rooms with interactive technology.
- We are looking for a teacher that can make a real difference to the teaching of Spanish in MFL.
- Teachers need not come with a vast amount of experience, we are seeking colleagues who are open to development and collaboration
- We have a strong and dynamic leadership team who support each other and can offer an extensive level of coaching and expertise;
- Our staff have great pedagogy, are open to learning and new challenge and importantly never give up;
- We use a wide range of strategies flexibly to suit the needs of our students; There is a learning culture for our staff, with extensive CPD on offer for effective and tailored professional development



Ofsted – May 2017



‘Teachers are keen to develop their practice. They meet weekly to discuss innovative and creative ways to improve pupil engagement, which leads to pupils making greater progress.’

Ofsted – May 2017

To see full details of the school performance data please visit:
<https://www.compare-school-performance.service.gov.uk/school/139068/Weavers-academy>

SUPPORT FOR OUR STAFF

We are committed to providing our staff with the highest quality support and challenge to ensure that their schools excel and give our students the education they deserve.

Our Principals and Headteachers have a good deal of autonomy as school leaders within a framework developed collaboratively with our Director of Education and our Director of Standards and Primary Education.

Each of the Creative Education Trust's schools benefits from a comprehensive programme of support and challenge, including working with former HMIs.

Creative Education Trust places a strong emphasis on CPD for teachers and for senior and middle leaders. We run a regular programme of training events to improve teaching performance and also provide focused management development and one-to-one coaching opportunities. We have an active cross-trust group on the Teaching Leaders programme and use Future Leaders and Teach First extensively.

We believe it is very important that each of our academies plans in such a way that financial and human resources are deployed to support their educational strategies fully. This is supported by our experienced Head Office team, who are available to advise on financial planning, audit, HR, legal and property matters either directly or by referral to our professional advisors.

Each of our Headteachers is a member of the Headteachers' Forum that meets regularly to help Creative Education Trust develop its ethos and strategy, and to share their professional expertise. As the network of Creative Education Trust schools grows, this forum has increasing value as a means of professional development and problem solving.

There are also a number of cross-group, phase leader and year-specific forums.



You can find out more at:
www.creativeeducationtrust.org.uk

MFL LEARNING AREA

With increased curriculum time for learning an MFL in key stage 3 this is an exciting time to join us. We are seeking a passionate teacher of French to join our dynamic learning area team as participation rates continue to increase at key stage 4.

This is an exciting time to join us, we are seeking a passionate teacher of French to join our learning area teaching team in order to increase participation rates at key stage 4.

We are a forward thinking and innovative curriculum area and we now seek equally talented colleagues to come and join us to be part of our expansion.

The learning area has consistently achieved strong outcomes for students at GCSE and in 2019 all students achieved their target grades in both Spanish and French.

Students follow the AQA French or Spanish specification which they study in Years 10 and 11. Students in key stage 4 have 7 x 60 minute lessons per fortnight.

In key stage 3, year 7 to 9 have 5 x 60 minute lessons per fortnight.

The curriculum focuses on:-

- Acquiring and developing a solid foundation in grammatical awareness.
- Acquiring and developing a wide knowledge of vocabulary on a range of topics; and
- Acquiring and developing cultural awareness of the language being studied.

Colleagues that work within the MFL area are highly collaborative. They frequently share lead practice in a variety of ways with others including through school to school support across the CET family of schools.

Our teachers are talented and have expertise in speaking French, Spanish, German, Italian and Japanese.

The school values languages and regularly runs a variety of educational trips, visits and events to celebrate languages.

We are strong practitioners within PiXL and enjoy being part of wider collaboration including national initiatives.

This is an exciting time to join the MFL curriculum team. Numbers joining the school has significantly increased over the last 3 years and the school is now a first choice for many parents in the community.

We are a forward thinking and innovative curriculum area now seeking an equally talented colleague to come and join us.



You can find out more at:

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Assistant Head of MFL

(Teaching Spanish with some French)
MPS/UPS + TLR2B

JOB DESCRIPTION AND PERSON SPECIFICATION

LOCATION

Weavers Academy, Wellingborough

THE ROLE

- To contribute to raising standards of student attainment and to ensure outstanding progress in Spanish.
- 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 implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students studying French.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

REPORTING LINES

The post will report to the Head of MFL.

TEACHING AND LEARNING

- Promote and uphold the values and ethos of Weavers Academy such that the highest achievements are expected from all members of the school community.
- To plan and prepare courses in French.
- To utilise effective teaching strategies to enable all students to make good and better progress.
- To plan effectively to meet the needs of all students
- To mark work effectively so that students know how to improve.
- An ability to deliver some Spanish in Years 7 and 8.

QUALITY OF EDUCATION

- Undertake a designated programme of teaching in French and preferably Spanish in years 7 and 8.

- Secure the progress of all students through consistently effective teaching and assessment practices.
- Make a significant contribution to curriculum planning in French so that teaching drives learning and progress.
- Use a variety of teaching strategies to stimulate learning appropriate to student needs and the demands of teaching programmes.
- Plan to meet the needs of all students including those with SEND and those supported by the pupil premium to close gaps in learning.
- Undertake assessment of student learning as requested by external bodies, departmental and whole school schedules.
- Mark, assess and grade work providing written and verbal diagnostic feedback with next steps.
- To prepare and update subject materials.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- To be a form tutor to an assigned group of students.
- To apply the Behaviour management systems so that effective learning can take place.

STAFFING

- To take part in the school's staff development programme by participating in arrangements for further training and professional development
- Staff Development – to continue personal development in the relevant areas including subject knowledge and teaching methods.
- Take ownership of student behaviour, attendance and anti-bullying policies to cultivate the school's ethos.
- To engage actively in the performance management review process
- To ensure the effective/efficient deployment of classroom support.

LEADERSHIP OF PEOPLE

- Provide exemplary leadership, being both proactive and reactive to meet the varied behavioural, emotional and social needs of students and to provide pedagogical leadership to staff
- To provide training and development so that the quality of the curriculum and its implementation leads to students knowing more, remembering more and being able to do more over time

You can find out more at:

www.creativeeducationtrust.org.uk

- Ensure a high level of ownership of the behaviour, attendance and anti-bullying policies to cultivate the school's ethos
- Provide high quality training and development for staff which empowers them to lead and initiate improvements
- Implement stronger management systems as required and monitor, evaluate and review data to analyse emerging trends
- Manage performance effectively
- To manage the performance management process

PASTORAL

- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- 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, preparation of 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 contribute to PSHCE and citizenship and enterprise according to school policy
- To apply the Behaviour management systems so that effective learning can take place

EXPERIENCE

- QTS/Degree relevant to subject.
- Demonstrable evidence of working effectively in a team.
- Evidence of effective working with challenging students to improve outcomes.
- A strong track record of behaviour management strategies including de-escalation techniques.
- Demonstrable track record of having delivered substantial improvements in student outcomes
- Evidence of organisational skills and the ability to prioritise competing demands and a substantial workload
- Significant successful experience of managing others.

KNOWLEDGE, SKILLS AND QUALITIES

- An in-depth understanding of the statutory provisions and legislation concerning safeguarding.
- Evidence of using analysing data, setting priorities and planning action to address emerging issues.
- The ability to develop a philosophy of high aspiration and expectation for every student including those with SEND and those disadvantaged.

PERSONAL QUALITIES

- Must be adaptable, flexible and changeable.
- Excellent inter-personal skills and the ability to remain constructive under pressure.
- A 'can do' and 'will do' attitude.
- High level interpersonal and communication skills.
- A 'team player', able to implement collaborative techniques to drive change and continuing improvements to standards.
- Relentless drive for setting and meeting challenging targets and goals.

SUPPORTING THE WORK OF CREATIVE EDUCATION TRUST

- Develop strong, positive relationships with Creative Education Trust colleagues; participating in trust-wide work and projects as appropriate.
- Participate with internal and external partners and specialists to share best practice, contribute to the development of Trust strategies and policies and promote the school and Creative Education Trust in a national context.
- 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
- Undertake any other reasonable duties deemed appropriate to the role.

Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.

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Assistant Head of MFL (Teaching Spanish with some French)

SELECTION CRITERIA

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> On a programme leading to QTS or have QTS already. Must be able to teach Spanish. High standard of verbal and written communication. Fluency in Spanish. 	<ul style="list-style-type: none"> An ability to deliver some French.
KNOWLEDGE, SKILLS & QUALITIES	<ul style="list-style-type: none"> Expertise in planning the progression of subject skills within individual and across sequences of lessons. Proven track record of good Spanish teaching, speaking and listening, including marking and assessment. Knowledge and understanding of the subject requirements for Spanish. Successful experience of teaching Spanish at KS4. Proven track record of strong, effective behaviour management strategies. 	
INTERPERSONAL SKILLS	<ul style="list-style-type: none"> Ability to communicate effectively and relate well to all stakeholders (including written, oral and presentation skills). Ability to be flexible and adaptable, a willingness to contribute to extra-curricular activities Ability to work under pressure and be able to meet deadlines. Ability to work as part of a team. Creativity, energy and enthusiasm with a 'can do' and 'will do' attitude Ability to use a range of collaborative techniques in order to bring about effective change management. 	
SAFEGUARDING	<ul style="list-style-type: none"> Ability to form and maintain appropriate relationships and personal boundaries with children and young people Ability to raise the self-esteem and expectations of children and young people Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline Motivation to work with children and young people 	

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