



Midhurst Rother College

The best in everyone™

Part of United Learning

Teacher of MFL

Full-time or part-time

Application Pack



Welcome to Midhurst Rother College



Thank you for your interest in joining us as a Teacher of MFL at Midhurst Rother College.

We are seeking to appoint a highly skilled colleague to join our successful and friendly school. We are very proud of our community at Midhurst. Our students chose our values of *respect, happiness and achievement* and everything we do in school is seen through that lens. We are an 11-19 United Learning Academy with a roll of 1175, including 120 in Key Stage 5. The College is currently oversubscribed and we are expecting our student numbers to grow over the next three years to over 1350.

Midhurst Rother College is an outstanding (Ofsted, May 2013) school situated in a modern, eye-catching and fantastic building – there really are very few schools quite like it. We are situated in the South Downs National Park in the beautiful and picturesque village of Midhurst, with easy transport links to Chichester (25 minutes) Portsmouth (35 minutes), Guildford (30 minutes) and Worthing (45 minutes). Brighton is under an hour away from us.

We are seeking a dynamic teacher of MFL (Spanish and ideally French) to join our excellent MFL faculty as soon as possible. We offer French, German and Spanish from beginner to advanced level. All students are taught by subject specialists. We are a friendly and supportive department who all offer two or three foreign languages. Curriculum provision for languages is excellent. All Key Stage 3 students learn one or two languages and numbers continuing onto GCSE and A level courses in languages are rising. Supported by our Languages Advisor and colleagues across the country at United Learning, we share best practice within our school and across our multi-academy trust. In recent years we have established a good range of study trips and exchanges abroad which we would love to continue doing with the successful applicant in the future as well.

Honesty, respect and trust are important to us, as is being prepared to learn and take on new challenges. We know that no one is the 'finished article' and we strive to do our best for our students every day. We are a welcoming school and if you join us, you will experience our 'no blame' culture, where everyone works together for the good of the students. It is essential that you have a restless determination and belief that all students can and will perform to the highest level.

As a United Learning academy whose motto is 'The Best in Everyone' you will be someone who wants the very best for all young people and yourself.

If you feel you would like to apply, please submit a completed application form.

I hope you find the information you need in the accompanying pack and am sure you will find other useful information from visiting our website. You are also warmly invited to contact us by phone or visit to see Midhurst Rother College 'in action' and meet our fabulous students and staff. Please visit our website: <https://www.mrc-academy.org/> to view drone footage of our fantastic building.

I look forward very much to welcoming you to our school.

With kind regards



Stuart Edwards

Principal

Welcome message from Head Boy and Head Girl

As Head Boy and Head Girl we would like to welcome you to Midhurst Rother College

Our values of 'respect, happiness and achievement', chosen by the student body and emulated both within and outside the classrooms, have seen us be able to create a hub where all feel welcome and accepted. Through our inclusion of all, we have developed a place where all views and values are seen as equal. With a variety of enrichment activities, year groups can mix and become further involved with each other, only developing our community further. This level of opportunity arises from the outstanding facilities such as climbing walls, a fully working theatre, design and technology department, dark room for photography and so much more.

The support given at Midhurst Rother College has seen students be able to reach their full potential, trying new experiences and pushing them beyond where they thought they could go. This has only been possible through the extra steps taken by all teachers, pastoral teams and support staff. It is key to mention, that this is not just support in academic success, with Midhurst focusing on creating well-rounded students in all areas of life, preparing them for whatever their next steps after school may be. Teachers and students work closely together, focusing on the individual for their own passion and interests to ensure their unique goals are achieved.

The journey taken at Midhurst from Year 7 through to Year 13 is one that is full of learning and growing as an individual. Looking at the Midhurst Rother College Sixth Form, students feel confident that they are prepared for their own next steps whether that be university, employment or apprenticeships. Throughout their time as Year 12 and 13, they can also make valuable contributions into developing the school community that has taught them so much, through the many leadership roles available such as head boy and girl.

We look forward to welcoming you in person.

Teacher of MFL – United Learning Pay Scale (above national scales)

The Teacher of MFL will lead, motivate and inspire students, staff, parents and the wider community, to ensure every student is confident in himself/herself, is respectful of others, achieves well and gains the skills and qualifications to succeed in life and at work.

Broadly, the responsibilities of the role are as detailed below:

1. Plan, adapt and teach lessons across the ability range to challenge students to attain their 'personal best';
2. Support students in classes with identified special educational needs;
3. Regularly monitor progress of students within the classes they teach;
4. Regularly evaluate the effectiveness of their teaching and learning as part of the performance management process;
5. Ensure setting of realistic and challenging expectations of students in the classes they teach;
6. Set effective and challenging homework for students to complete that extends their independent learning;
7. Work with the head of faculty to plan the curriculum for the subject;
8. Work alongside the SEND team, using them to support learning in lessons where necessary
9. Regularly engage in the wider range of CPD opportunities;
10. Be a form tutor for an identified group of students.

Additional notes

- This job description and allocation of responsibilities may be reviewed and amended following consultation. Such a review will take place as part of the Performance & Development Review and at any other time on request.
- This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete duties set out above.

About United Learning

United Learning is a group of schools which aims to provide excellent education to children and young people across the country. We seek to improve the life chances of all the children and young people we serve and make it our mission to bring out 'the best in everyone' – students, staff, parents and the wider community. We uniquely comprise schools in both the state and the independent sectors. As a charity, our sole focus is on running successful schools. We currently educate over 36,000 students and employ over 7,000 members of staff including over 3,000 teachers.

Through being a group, we can offer more to both staff and young people than any single school could offer alone. The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences. We believe that our Group contains the most developed relationships and practical interaction between independent and state schools in the country, creating benefits for all the schools involved.

United Learning comprises both United Church Schools Trust, which operates our fee-paying independent schools, and United Learning Trust, which operates our state-funded academies. To find out more about United Learning, please visit the website: www.unitedlearning.org.uk

As part of United Learning, Midhurst Rother College shares the objective of bringing out 'the best in everyone', enabling each student to become a balanced, happy and articulate person with intellectual freedom, confidence, compassion, integrity and a lifelong love of learning.

Our ethos

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We believe the safety and welfare of all children and young people is paramount. We summarise this ethos as 'the best in everyone'.

This ethos underpins our core values:

- **Ambition** – to achieve the best for ourselves and others;
- **Confidence** – to have the courage of our convictions and to take risks in the right cause;
- **Creativity** – to imagine possibilities and make them real;
- **Respect** – of ourselves and others in all that we do;
- **Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests;
- **Determination** – to overcome obstacles and achieve success.

As a single organisation, we seek to bring together the best of independent and state sectors, respecting both traditions and learning from each. We believe that each of our schools is and should be distinctive – committed to developing its own strengths and identity while sharing our core values to promote service, compassion and generosity.

This ethos is our expression of our Christian roots, in schools which are fully inclusive and both welcome and respect students and staff of all faiths and none.

Our Framework for Excellence

To achieve our mission, our schools prioritise five key principles:

'The best from everyone'

Our aim is to bring out 'the best in everyone'. So we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential? So, we expect unreasonably – we constantly challenge children to do what they think they can't, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

'Powerful knowledge'

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

'Education with character'

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

'Leadership in every role'

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

'Continuous improvement'

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.

Continuing professional development

We believe that successful organisations make a priority of developing their staff; all the more so in education, where the people of the organisation are its most important asset. While the development of all staff is important, we make support and professional development of Head teachers and senior leaders a particular priority, given the impact that leaders have on the life of staff and students alike.

We believe that schools are at their best when autonomous and able to develop a distinctive ethos, reflecting the needs of their students and the context within which they work. The Group can get behind the work of Heads and leaders in schools through creating strong networks, providing outstanding educational support and professional development, and by taking the strain of professional functional support. We aim to ensure that the technology, finance, HR and data support is provided more effectively and efficiently than would otherwise be possible, so that you can focus on educational leadership.

The Application and Recruitment Process

How to apply

Early applications are welcomed and we reserve the right to interview and appoint before the closing date. For your application to be considered, we will need you to:

1. Complete the Application Form, Confidential Disclosure (if required) and Applicant Monitoring Form
2. Submit your forms electronically
3. The closing date for applications is **Thursday 28 September 2023 (earlier applications are invited)**.

The selection process

We will treat all enquiries, formal and informal, in confidence. The selection process will be as follows:

1. All applications will be acknowledged by an email from the ATS system
2. Interviews will be arranged as soon as we have applications from suitable candidates.
3. Candidates will be offered full feedback on their interview.

Further information

1. Please visit the school website for more information about Midhurst Rother College
2. Please note that we reserve the right to interview and appoint before the closing date