

Moor End Academy
Applicants Pack



Teacher of MFL (Spanish)

Required September 2018 (or sooner)

MPS/UPS/NQT

Moor End Academies Trust
Dryclough Road
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Principal: Miss Kim Walton

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'A word from the Principal'

Dear Applicant,

Firstly, thank you for showing an interest in applying for a post at Moor End Academy. We hope after reading through the applicants pack that you will decide to apply.

Moor End is an academy converter and converted to an academy as an 'outstanding school' in August 2011. Before this the academy was a technology college for over ten years, and this grounding in technology still forms a strong part of curriculum and student experience.

Our school improvement journey is always determining new destinations and looking for new horizons. Our students are amazing; they have a thirst for learning, have fantastic relationships with staff and therefore attendance at school is high. We resource our subjects well, both with teachers and associate staff and the learning environment is a key element in student achievement.

More recently, the Academy has become just one part of a vibrant campus, which includes; a thirty place pre-school, and the country's first Presumption Free School – Beaumont Primary Academy. This school will open its doors in September 2018 with a capacity of up to 630 children. The site also houses some Trust offices and a separate conference facility. Truly exciting times!

We celebrated our 40th anniversary in 2012 and 'Moor Enders' from far and wide made contact and wanted to let us know, how the school and staff had influenced their lives. We really are making a difference.

I am sure you will read our Ofsted report, but for me the paragraph that sums us up is;

'Moor End Academy is outstanding. The very strong promotion of students' spiritual, moral, cultural and social development, ensures that they thrive in the supportive and highly cohesive learning community. High aspirations, outstanding teaching and the rich curriculum results in outstanding achievement for all.'

As a staff, we are highly committed to staff improvement and development, if you choose to apply, you will receive excellent induction to our systems, structures and expectations.

Please enjoy reading further and we look forward to welcoming you to Moor End.

Yours sincerely

Miss Kim Walton
Principal

South Pennine Academies Trust



South Pennine Academies Trust has grown from strength to strength with eight Primary and Secondary schools that have shared vision of:

- *Strong and effective leadership*
- *High performing staff*
- *Successful students*
- *Engaged community*

South Pennine Academies believe in School improvement through partnership model, this brings expertise and capacity to the School improvement agenda. Whilst Moor End Academy retains its own characteristics and ethos, its benefits immensely from school partnership working. The shared working provides exceptional cross phase, subject to subject and leadership development opportunities to staff across the Trust. You can expect the highest quality professional development at not only Moor End Academy but also Trust wide. For more information visit <http://www.southpennineacademies.org/>

The Academy draws the majority of its admissions from the local area. We are held in high regard locally and regionally. The Academy's mission is for all young people at Moor End to overcome their individual barriers to learning whilst enjoying and achieving highly. Attendance at the Academy is above the national average and attitudes to learning are very positive.

We are an 11-16 mixed comprehensive Academy with over 900 students on roll. Our current capacity is 1000. In 2015, Woodside Pre School opened in the grounds of Moor End Academy. Woodside Pre School serves 2 – 4 year olds and has a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted, with the inspection report stating 'Children of all abilities make good progress from their different starting points. They are eager to take part and are well prepared for the next steps in their learning.'

Campus development at our Dryclough site continues to be an exciting development, with Beaumont Primary Academy opening its doors for the first time in September 2016. This primary provision can accommodate up to 90 places this year. For more information please see www.beaumontprimary.org.uk

We serve a highly deprived area of Huddersfield. Over 70% of our students come from ethnic minority backgrounds and we usually have around 10% of our cohort who are either new arrivals to the country, asylum seekers/refugees or other foreign nationals. 49.4% of our students have a language that is not English. 38% of our students start education at Moor End Academy as lower attaining students, yet when they leave they, over two thirds make better than national average progress by the time they leave. Eleven years in formal education should not be wasted. The majority of our learners stay in education post 16 at the sixth form and further education colleges within Huddersfield.

Moor End is an award winning Academy and has continued to be recognised by Ofsted as 'outstanding'. We have good and often invaluable support from parents.

The Academy is an accredited 'Thinking School', the first to be awarded this status in the UK. We have worked closely with the Edward de Bono Foundation UK and Manchester Metropolitan University to become 'An Edward de Bono Foundation UK Centre of Serious Creativity and Constructive Thinking'. Our vision is to become a world class centre of excellence for teaching and learning by 2015. Ofsted quote 'The teaching of thinking skills have a distinctive contribution to the quality of learning'

At Moor End we have the secondary resourced provision for students with visual impairment, with a capacity for 12 students. We have Educational Teaching Assistants in all faculties who support teaching and learning in its widest sense and clerical support in all faculty areas too.

Why join the MFL department at Moor End Academy?

'Inspiring Global Citizens'

Moor End Academy is a fantastic place to work! The Modern Foreign Languages Department is growing rapidly and results in Key Stage 4 have been consistently high over a number of years. The faculty is well supported and the quality of teaching is consistently high, with staff showing a real passion for the subject. The staff within the department believe that students learn best when they enjoy their lessons; students should have a purpose to learning and feel that they are doing something real and meaningful, with the aim of developing successful learners, confident individuals and global citizens.

The current Key Stage 3 curriculum has been in place for a number of years, and has offered German or French. However, the department is forward thinking and acknowledges that global markets are becoming more diverse. As a result, from September 2017 onwards, Spanish will be integrated into the curriculum, alongside French. In addition, we fully support and develop the home languages of some of our KS4 students; last year, we had GCSE Polish, Urdu and Arabic entries!

The Academy is accredited by the Edward de Bono Foundation as an official Centre for Creative and Critical Thinking and these skills are at the centre of our teaching. Students love languages and they respond positively to our imaginative and stimulating approach. At KS3 (taught in Years 7 and 8) students build up their linguistic skills from the very first lesson and topics taught include Extreme Sports, Gothic Horror, Theme Parks, Solar System, Spies and Secret Agents and Fashion. Enrichment is vast and wide ranging. Visits to France and Germany taking place each year for KS3 and KS4. In 2017, trips included a Year 8 trip to the Rhineland in July, a Years 9 and 10 trip to Berlin in November and a Year 7 trip to France in December. Further, we have an excellent relationship with Leeds University and have many joint activities which promote and foster a lifelong love of languages. Last year saw our Yr11 French linguists attending a French play at Leeds University!

As a subject we work hard to produce engaging, exciting lessons that will give our students the best possible chances for the future. We believe that there should be a purpose to learning; students should feel that they are doing something real and meaningful, with the aim of developing successful learners, confident individuals and global citizens.

MFL is an integral part of the curriculum at Moor End Academy. The Teacher of MFL post is crucial to the department's contribution to the English Baccalaureate entitlement we have for our students. There has been increased curriculum time allocated to MFL ensuring students succeed. For example, our Year 9 students have 4 periods of dedicated time in order to fully prepare them for GCSE.

As a teacher of MFL, a range of opportunities for personal and professional development will be open to you. You will be responsible for delivering quality learning both inside and outside the classroom. In addition you will be involved in some of our numerous enrichment activities. You will have high standards and will provide opportunities for students to extend their enjoyment of MFL in what is now a core subject at the Academy.

Moor End Academy is a fantastic place to work and MFL plays a crucial role in this. If you are a vibrant, hardworking, successful and creative individual who is not afraid to take risks, this is a very exciting opportunity and we'd love to hear from you!

Local Information

Huddersfield is a large market town in the Metropolitan Borough of Kirklees, in West Yorkshire, England, halfway between Leeds and Manchester. It lies 190 miles north (310 km) of London, and 10.3 miles (16.6 km) south of Bradford, the nearest city.

Moor End Academy is easily reached from Barnsley (18 miles), Penistone (13 miles), Holmfirth (6 miles), Wakefield (15 Miles), Bradford (15 miles), Oldham (17 Miles), Rochdale (22 miles), Hebden Bridge (16 miles), Halifax (10 miles), and Leeds (20 miles). Moor End is just a few miles south of the town centre.



Huddersfield is near the confluence of the River Colne and the River Holme. Located within the historic county boundaries of the West Riding of Yorkshire, according to the 2001 Census it was the 10th largest town in the UK and with a total resident population of 146,234. The town is known for its role in the Industrial Revolution, for being the birthplace of rugby league and birthplace of the British Prime Minister, Harold Wilson.



Within our own catchment is the breathtaking, Beaumont Park that was bequeathed to the town in the 1880s, by the Henry Ralph Beaumont ('Beaumont's of Whitley' estate) and was opened on 13 October 1883, by Prince Leopold, fourth son of Queen Victoria, and his wife Princess Helena of Waldeck and Pymont (The Duke and Duchess of Albany). It is a fine example of a Victorian era public park with water cascades, bandstand and woodland. The academy has a working relationship with the Friends of Beaumont Park.



Huddersfield is a town known for sport, home to the rugby league team, Huddersfield Giants, founded in 1895, who play in the European Super League and Football League Championship football team Huddersfield Town F.C., founded in 1908. Many of the staff are keen supporters. The town is also well known for excellent cycling facilities around the local area and many cycle lanes. Tour de France 2014 came to Huddersfield during the second stage, which was 125 miles long, including perhaps the most famous climb in British cycling - up Holme Moss, near Huddersfield. It also passed through Holmfirth, famous as the location of the long-running BBC comedy Last of the Summer Wine. The town is home to the University of Huddersfield and the sixth form colleges Greenhead College, Kirklees College and Huddersfield New College Huddersfield is a town of Victorian architecture and beauty. Huddersfield railway station is a Grade I listed building described by John Betjeman as 'the most splendid station facade in England' second only to St Pancras, London. The station is less than 2 miles from the academy.

Local Estate Agents

There are many estate agents and letting agents in Huddersfield, a simple Google search will easily give you an idea of rental or property prices in the area.

Banks

Many of the national banks and building societies have branches not only in the town centre but also in many of the outlying village areas. And.... Finally shopping! The town hosts a range of shopping experiences from a haven for independent shopping, Byram Arcade which is the town's oldest Victorian arcade and a great place to visit. It is spread over three floors, in the heart of the town centre and home to specialist shops selling fashion, vintage, arts, crafts, and gifts, plus several cafés. To, the Kingsgate Centre, undercover shopping with all the expected high street brands. The full range of supermarkets and a market are also available in the town.

THE SELECTION PROCESS

How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post of **Teacher of MFL** at Moor End Academy then you should;

- Follow the link to complete the online application form.
- Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
- Ensure you fully complete the personal statement section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of Moor End.
- Submit your application by **9am Monday 4th December 2017**. *Late applications will not be considered.*

Time table for the selection process

- Closing date for applications: **9am Monday 4th December 2017**
- Short listing: **Monday 4th December 2017**
- Invitation to interview by telephone: **w/c 4th December 2017**
- Confirmation by email: **w/c 4th December 2017**
- References requested: **w/c 4th December 2017**
- Interview Date: **8th December 2017**

Please note: Visiting the School

To ensure a fair process we will not be offering tours or visits to the school prior to short listing. The opportunity to tour the school will form part of the interview process.

If you have not been contacted within the timescales outlined above, we regret that you will not have been offered an interview on this occasion and feedback from paper applications is not provided.

Successful applicants will be required to undertake a Criminal Record Check via the DBS. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Joining Moor End Academy

- Moor End Academy is committed to developing all staff within their roles and creating opportunities for further career progression.
- **Pension** – Every employee of Moor End Academy has access to the Teachers Pension Scheme or West Yorkshire Pension Fund.
- **SAS** - The Academy uses Schools Advisory Service as our cover insurer and included in this is a number of wellbeing benefits for all members of staff. These benefits include a stress counselling service, physiotherapy service, cancer support service and a 24 hour GP Helpline.
- **Wellbeing Benefits** including annual flu vaccinations, fresh fruit for staff, staff exercise classes and much more!
- **Child Care Vouchers** by Kiddicare – Child care vouchers work through a salary sacrifice and they are taken from your salary each month before your usual Tax and NI contributions.



EMPLOYEE SPECIFICATION

POST TITLE: Teacher of MFL	GRADE: MPS/UPS
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ATTRIBUTES	CRITERIA	HOW IDENTIFIED
Relevant Experience	Successful MFL teaching or teaching practice experience.	Application
Education & Training attainments	Qualified teacher status.	Application
	Degree or equivalent qualification in MFL or a related subject area.	Application
	Evidence of recent in-service training in the specialist subject and other related areas.	Application
General & Special Knowledge	Able to demonstrate a thorough knowledge of MFL teaching.	Application/Interview
	Able to demonstrate a knowledge of innovative approaches to the teaching of MFL	Application/Interview
Skills & Abilities	Must be an effective teacher, skilful in communicating with individuals and have a positive presence in the classroom.	Application/Interview
	Displays commitment to the protection and safeguarding of children and young people	Application/Interview
Any additional factors	Ability to teach MFL to GCSE level.	Application/Interview
	Must be confident, flexible, enthusiastic, approachable and able to inspire others.	Interview
	Willingness to undertake professional development in the specialist subject and other related areas.	Application
	Willingness to assist in the development of extra-curricular activities.	Application
	Must be able to contribute to the work of departmental teams.	Application
	Must be determined to raise achievement.	Application
	Ability to offer another subject would be advantageous.	Application

Class Teachers' Job Description

The School teachers' pay and condition document and the Teachers' Standards constitute the class teachers job description at Moor End Academy

Extracts below are taken from School Teachers' Pay and Conditions Document and the Teachers' Standards is appended.

Teachers are required to follow policies and procedures as laid down in the Staff Planner, Staff Handbook and related documents on the VLE.

Part 6 : Teachers Professional Responsibilities

Teachers other than a Headteacher

A teacher (other than a headteacher) may be required to undertake the following duties:

Teaching

- Plan and teach lessons and sequences of lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.

Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes
- Subject to paragraph 52.10 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

Health, safety and discipline

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

Management of staff and resources

- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.

Professional development

- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

- Communicate with pupils, parents and carers.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
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In addition;

- Demonstrate a clear understanding of the form tutor role, and participate fully (if requested / allocated a group) as a tutor, in the related LINKS and assemblies programmes.
- Support the Strategic Direction and Development of the Academy as directed by your line manager and SLT.
- Participate and contribute towards the Faculty achieving plans that support the Academy Strategic Learning and Development Plan.
- Participate fully in all training opportunities offered.

Accountability

- a) To the Curriculum Leader / designated line manager, Senior Leadership Team and Governing Body for effective fulfilment of the roles and responsibilities outlined above and appended.
- b) To provide objective information, and support to the Curriculum Leader, SLT and the Governing Body on Subject matters to enable them to meet responsibilities for securing effective teaching and learning, high standards of achievement, efficiency and good 'value for money' and to enable them to present coherent and accurate accounts of the academy's performance to a range of audiences including the DfE, OFSTED, the local community and others.
- c) Support the Curriculum Leader / designated line manager in creating and developing an organisation in which staff within the faculty recognise that they are accountable for the success of the academy.
- d) Assist the Curriculum Leader in ensuring that all parents are well informed about curriculum, attainment and progress and are able to understand realistic and challenging targets for improvement and to make a full informed contribution to achieving them.

Footnotes

- (i) *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 her/him by the Principal or her representative.*
- (ii) *This job description may be reviewed at any time via consultation between the governing body and/or the SLT and the post-holder as may be necessary and appropriate to the needs of the academy. It will be reviewed annually as a matter of course. Trade union representation will be welcomed in any such consultations.*

Signed _____ (Postholder)

Date _____



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

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

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' 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, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured 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 pupils 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).

5 Adapt teaching to respond to the strengths and needs of all pupils

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

6 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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil 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 pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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 pupils 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 pupils' 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 pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.