



TEACHER OF SPANISH

TARLETON ACADEMY





Dear Applicant,

Thank you for your interest in the position of Teacher of Spanish at Tarleton Academy.

The Endeavour Learning Trust board and I are delighted to provide the enclosed information about the role and our School. I hope you find it helpful and on behalf of the whole school community, I would like to take this opportunity to extend a very warm welcome.

Endeavour Learning Trust is a growing Trust in the North West, currently spanning South Ribble, West Lancashire and North Sefton. In our family of schools at this point in our growth, we have four secondary schools and two primary schools formally within the Trust.

Our mission and values provide a clear framework for us to work to. We are absolutely committed to serving our communities to ensure that every child achieves their potential by providing the highest quality educational experience in a truly inclusive way.

As a Trust, we don't believe in a one-size-fits-all approach for our schools or our students. We respect and celebrate individuality, working with a clear determination to support our children, colleagues and communities both collectively, and individually, to flourish and thrive through a rich and transformational provision.

We believe in the value of collaboration, and everybody working with the Trust shares a collective responsibility for the success of all of our children. We also recognise that we will never be successful in delivering our vision for our young people unless our colleagues are supported, nurtured and developed to achieve their full potential with us. That's why we are equally committed to ensuring every colleague benefits from the best possible employment experience where high-quality CPD and a sincere approach to supporting wellbeing enable our colleagues to achieve their own aspirations for their career.

We hope the enclosed information will give you good insight into our School & Trust.

We look forward to viewing your application.

Yours faithfully,

David Clayton
Chief Executive

Endeavour Learning Trust's Mission and Values

We will serve our communities to ensure that every child realises their potential

We pledge that our schools will be transformational places of academic excellence that offer a true richness of experience, providing all children with the same opportunities to flourish and develop their unique skills, qualities and talents.

We will work collaboratively with our colleagues, parents and carers and our partners to remove any barriers that place limitations on our children, creating schools that are happy and harmonious places at the centre of their community.

Our Values

Individuality

We are firmly committed to recognising, celebrating and investing in the individuality of all of our children and young people, each of our colleagues and the distinct ethos and identity of each of our schools, whilst remaining united by our core values. We don't believe in a "one size fits all" approach, and will adapt our provision to meet individual needs.

People centred

Our work is driven by our responsibility to every individual within our Trust community. Every person deserves to be treated with respect, dignity and kindness. We demonstrate empathy and humility in our approach, ensuring that our Trust provides an environment where every individual feels confident to be their true authentic self.

Belonging

Equity of opportunity is central to our practice and we will be relentless in our endeavour to identify and remove barriers that prevent full inclusion. Our culture extends beyond tolerance to one where difference is embraced and every individual is valued and celebrated for their unique contribution to our community. Every individual is a full member in our community.

Transformation

We believe in the promise of each individual across the Trust and will ensure we inspire, support and challenge in proportionate measure, so that we all thrive and are able to achieve our own individual successes. We are bold in our approach, stretching perceived boundaries, to go further for our children, colleagues and communities. We continually develop our approach to respond to changes in the communities we operate within to support every child, colleague and partners to realise their potential.

Togetherness

We are a proud family of schools bonded by our Trust vision, priorities and values. We work as one team in school, across our Trust and with our wider partners for the benefit of the communities we serve. Our collaborative approach inspires us to be bold and brings us together in ways that help us to make a difference. We are better together.

ENDEAVOUR LEARNING TRUST

OUR SCHOOLS





About Tarleton

Tarleton Academy is a thriving rural secondary school, part of the Endeavour Learning Trust family of schools and located at the heart of the village of Tarleton. We continually strive to be a 'Great school at the heart of the Tarleton community' and have ambition to be the number one secondary school choice for all students in the locality.

At our school you will find a caring, supportive and inclusive community; one that is dedicated to celebrating the potential and uniqueness of everyone. To support this commitment, there is a strong curriculum, inspirational and challenging teaching and learning and dedicated pastoral care. In July 2023, this was recognised by Ofsted and we maintained our rating as a 'Good' school.

We pride ourselves on the strength of our relationships with our students, staff and wider community. Our overriding priority is to get to know each of our students as individuals in order for them to excel in all aspects of school life. We have a distinct 'family' feel, with the wellbeing of our staff and students at the forefront of our decision making - our commitment to reducing workload is non-negotiable. We seek to thrive; individually, together, in our classrooms, staffrooms, schools and right across the Trust.

We have recently moved into a brand-new state-of-the-art carbon neutral school building which offers staff and students an unrivalled school experience with modern design and state of the art technology in all classrooms. This development will continue with the landscaping of our outdoor spaces, the completion of a new MUGA and the proposed 3G AstroTurf pitch. We would highly recommend you come and visit us prior to application in order to appreciate our fantastic new facility.

We hope the enclosed information will give you good insight into the role and will encourage you to apply.



Teacher of Spanish

Full time or 0.8

Fixed term until 31st August 2025

Main Pay Range – Upper Pay Range

£30,000 - £46,525 per annum

We are looking for a dynamic, enthusiastic and creative Teacher of Spanish to join our successful, supportive and mutually ambitious team. The successful candidate will join a forward-thinking academy and Foundation Faculty with a relentless focus on providing outstanding learning experiences and raising achievement.

We are looking for someone with the ability to contribute our drive for high standards, attainment and progress for all learners and who is able to inspire and develop outstanding classroom practice with high aspirations for themselves and others. A passion for learning with creative ideas, and an ability to build positive relationships and embed an enjoyment of your subject into lessons is essential.

Collaboration is the beating heart of our Trust and from right across the Trust our teachers learn together. They share their practice, encourage and support each other to get the best out of the working day. The candidate will have opportunities to work with other colleagues in the trust to support the development of the curriculum and teaching in Spanish across our family of schools.

At Tarleton Academy we have a relentless focus on excellence, expect the highest standards of behaviour but we have a pragmatic emphasis on the balance between challenge and support, high expectation and nurture. And this counts for students and staff, teaching and non-teaching, so that our schools develop a family ethos, where everyone wants the best for everyone else.

Prospective candidates are welcome and encouraged to contact the school for a tour prior to the final application please contact Mr A Vose, Operations Manager, at a.vose@tarletonacademy.org to organise a tour.

HOW TO APPLY

To apply, please complete the TES application form in full, along with a personal statement to support your application and outline the relevant experience you can bring to Endeavour Learning Trust.

Applications should be submitted by 9am on Tuesday 20th February 2024

Interviews are to be held on Monday 26th February 2024

If you require any further information please contact Mollie, Recruitment Manager at m.fairhurst@endeavourlearning.org or on 01772 817904

SAFEGUARDING

Endeavour Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Please note that in line with Keeping Children Safe in Education, an online search will be carried out as part of our due diligence on shortlisted candidates.

FOUNDATION FACULTY



At Tarleton Academy we believe in high aspirations, creative solutions, clear boundaries and the genuine enjoyment that comes from the joy of learning and the pride of achievement and success. The GCSE results of our students are testament to hard work and determination of a forward thinking and innovative faculty that is ambitious in its pursuit of excellence.

The Foundation Faculty at Tarleton Academy consists of the following curriculum areas: Geography, History, Religious Studies and Modern Foreign Languages. The overall strategic leadership of the Faculty sits with the Director of Faculty. The Heads of Subjects support the Director of Faculty in staff and curriculum development. As part of the team, all members of the Faculty are valued and supported. The Faculty aims to develop students' enjoyment and interest in our subjects, as well as to develop a wider awareness of the world through engaging and challenging lessons.

We are a creative and enthusiastic Faculty who are keen to recruit a team-orientated colleague who is inspirational, ambitious, and wants the very best for every student.

The Faculty consists of:

- Director of Foundation Faculty
- Head of Geography
- Head of History
- Head of Religious Studies
- 2 Teachers of History
- 2 Teachers of Geography
- 1 Teacher of Religious Studies
- 2 Teachers of Modern Foreign Languages

SCHEME OF WORK AND RESOURCES

In KS3 all students study Spanish as their modern foreign language. They receive 3 hours per week in Years 7&8 and 2 hours per week in Year 9.

In Year 9 as part of a taster year choices students are offered the opportunity of studying French as a second language.

In Years 10 and 11 students have 3 hours per week and follow the Pearson Edexcel Syllabus.

At Tarleton Academy, we believe in clear boundaries, high aspirations, creative solutions and the genuine enjoyment that comes from the joy of learning and the pride of achievement and success. The Foundation Faculty wholeheartedly supports and shares this vision.

JOB DESCRIPTION

TEACHER OF SPANISH TARLETON ACADEMY

To carry out the duties of a School Teacher as set out in the School Teachers Pay and Conditions Document.

To plan, develop and deliver high quality lessons and schemes of work, using a variety of approaches, to continually enhance teaching and learning and to maximise individual progress for students

To maintain and build upon the relevant standards achieved in the award for QTS (Secondary) as set out by the Secretary of State

To support the Head of Faculty (HoF) in providing effective leadership and management and to contribute to building and maintaining an effective teaching team which continually strives to enhance the quality of teaching and learning

To contribute as appropriate to a personalised learning agenda to meet the needs of individual students

To contribute to the school's delivery of engaging and effective teaching and learning strategies

To consistently apply the school's Behaviour and Rewards Policy

Teaching and Learning

Manage student learning through effective teaching in accordance with the Faculty/Department's schemes of work and policies.

Ensure continuity, progression and cohesiveness in all teaching.

Use a variety of methods and approaches, including differentiation to ensure stretch and challenge for all students and to meet curricular objectives and to ensure equal opportunity for all students.

Set assessments and homework regularly in accordance with the School policies and guidelines, to consolidate and extend learning and encourage students to take responsibility for their own learning.

Work with SEND staff and pastoral support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.

Work effectively as a member of the Faculty team to improve the quality of teaching and learning.

Set high expectations for all students, particularly Pupil Premium students, to deepen their knowledge and understanding, to raise aspirations and to maximise their individual achievement.

To plan and execute appropriate intervention strategies within the classroom to address potential underachievement and log as appropriate

Use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.

Inspire creativity, independence and critical thinking

Contribute towards social cohesion

Curricular/Faculty Development

To contribute to the development of comprehensive schemes of work which include a range of teaching and learning methods and activities providing a rich experience for all students, and incorporating a variety of assessment methods at key points to enable accurate judgements to be made on student progress within the Assessment for Learning Agenda.

To fully engage with Faculty and whole school initiatives for collaborative planning and moderation.

To share in the development of Faculty classroom and intervention strategies for students' literacy, numeracy and spiritual, moral, social and cultural development.

Monitoring, Assessment, Recording, Reporting, and Accountability

Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.

Contribute towards the implementation of 'Pupil Passports' as detailed in the current Code of Practice and school policies particularly the planning and recording of appropriate actions and outcomes related to set targets and suggested strategies.

Assess students' work systematically and use the results to inform future planning, teaching, moderation and curricular development and to refine accurate predictions of student outcomes.

Keep up to date with data on student progress and use it effectively in planning and preparation.

Be familiar with statutory assessment and reporting procedures, prepare and present informative, helpful and accurate reports as required.

Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge and Understanding

Have a thorough and up-to-date knowledge and understanding of the National Curriculum requirements and assessment requirements and specifications for examination courses.

Keep up-to-date with research and developments in subject/pedagogy.

Professional Standards and Development

Be a role model to students through appropriate personal presentation and professional conduct as in the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings and the school policy and procedures.

Arrive in class, on or before the start of the lesson, and begin and end lessons on time and be a presence around school and between lessons, ensuring high standards are maintained. Cover for absent colleagues in line with agreed school policies.

Be familiar with and supportive of all the School's policies and procedures including Safeguarding and Health.

Establish effective working relationships with professional colleagues.

Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.

Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare as directed by the School.

Be aware of the role of the Trust Board and Local Academy Council of the Academy and support them in performing their duties.

Be familiar with and implement the relevant requirements of the current SEND Code of Practice, DDA and Access to Work.

Consider the needs of all students within lessons (and implement specialist advice) especially those who:

- have SEND
- are disadvantaged (including PP, FSM, CLA, Forces Children and EAL)
- are Able, Gifted and Talented
- are mobile students

Liaison/communication

Meet regularly and work with the HoF (and line manager if different) for professional support and to develop effective Faculty management

Liaise with other subject teachers in order to utilise effective practice from across the curriculum

Health and Safety

Be aware of Basic First Aid procedures.

Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.

Co-operate with the employer on all issues to do with Health, Safety & Welfare and fire procedures.

Continuing Professional Development – Personal

In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the curriculum, which may lead to improvements in teaching and learning.

Undertake any necessary professional development as identified in the School or Faculty Improvement Plan and Appraisal processes taking full advantage of any relevant training and development available.

Maintain a professional portfolio of evidence to support the Appraisal process.

Continuing Professional Development – Staff

Contribute as appropriate to the school's CPD programme.

Support trainees and ECTs to ensure they are appropriately monitored and supported if applicable.

Tutor Role

Every classroom teacher may be expected to be part of House team and to work to the Personal Tutor job description

Safeguarding

To be responsible for promoting and safeguarding the welfare of children and young persons with whom the post-holder comes into contact with, or is responsible for in line with School Policies.

Additional Duties for this Post

To teach effectively

To assist the HoF in ensuring that the Faculty contributes effectively to the attainment of school targets in all Key Stages

PERSON SPECIFICATION

	KEY CRITERIA	Essential (E)/ Desirable (D)
QUALIFICATIONS	Qualified Teacher Status/appropriate Graduate Status	E
	Effectiveness as a Teacher in their specialism	E
	DBS Clearance	E
EXPERIENCE AND KNOWLEDGE	A proven track record of successful teaching with evidence of enhancing student achievement, especially at GCSE level	D
	A thorough understanding of how data may be used to monitor and improve pupil performance and the effective use of school tracking and reporting systems	D
	A demonstrable commitment to CPD and a thirst for reviewing and developing teaching and learning strategies	E
	A commitment to engage in and use educational research for the development of teaching and learning	E
	An ability to be part of a team	E
	Infectious enthusiasm in the classroom and around school	E
	Ability to develop independent learning and enquiry skills in students	E
	Excellent classroom management and organisation	E
	Awareness of the principles of Assessment for Learning	E
	Ability to accurately assess and predict student progress	D
	An understanding of how data may be used to monitor and improve pupil performance	D
	Awareness and commitment to a personalised learning agenda	E
	ICT literate and a willingness to further develop their skills	E
	Motivation to work with children and young people	E
	Ability to form effective and appropriate professional working relationships with young people with clear boundaries	E
Ability to develop appropriate use of authority within an ethos of mutual respect in accordance with the Behaviour Policy	E	
PROFESSIONAL AND PERSONAL ATTRIBUTES	Emotional resilience in dealing with the challenges of the role	E
	A genuine passion for education	E
	A commitment to the Aims and Vision of the Trust, the School Development Plan and the Faculty Development Plan	E
	A willingness to undertake further training and professional development	E
OTHER	Clearance through the Disclosure and Barring Service	E
	Compliance and adherence to the document 'Guidance for Safer Working Practice' & 'Guidance for Conduct'	E