



Recruitment Pack

Head of Modern Foreign Languages Faculty

Closing Date: Friday 6th October, 9.00am

Interviews: To be confirmed



THE DISCOVERY
ACADEMY



A Message from the Chief Executive Officer

Dear Applicant,

Thank you for downloading this application pack and for your interest in becoming a Head of Faculty for MFL for the Excel Academy part of the Alpha Academies Trust in Stoke-on-Trent.

Our Trust currently consists of five academies:

The Discovery Academy - Age 11 -16

The Excel Academy - Age 11 -16

Maple Court Academy - Age 4 – 11

Stoke Studio School for Construction

Stoke Studio School for Engineering

We are ambitious and seek to secure the very best outcomes for all our learners, developing pathways from Early Years to Post 16 and beyond. Our ethos is based around nurture and encouragement to drive outstanding achievement – this not only applies to our students but also our staff. Through continual professional development and extensive pastoral programmes, we strive to create an environment which enables staff to set their own goals and develop themselves as professionals.

Our Governors are challenging and supportive and all of our staff are committed and dedicated to providing the highest standards of education to all of the young people in our academies.

We are looking for dedicated and enthusiastic professionals to join our highly skilled staff and help deliver outstanding educational experiences for the young people of Stoke-on-Trent.

I look forward to receiving your application and meeting you soon.

Yours faithfully,

Mrs S Robinson
Chief Executive Officer

The Context

The City of Stoke-on-Trent is in the West Midlands and has a population, of 249,000, which is predominately white British but with a significant minority ethnic community. Ambitious plans are underway to transform the City through major investment in health, housing, economic development, and education. The 'Potteries' as Stoke-on-Trent is affectionately called is renowned for its world class ceramics industry and industrial heritage.

The City boasts a strong cultural tradition, a Premier League football team and easy access to beautiful countryside.

With a 10% increase in the number of children, education is of critical importance to the future prosperity of the City, and the BSF programme has established excellent facilities for our young people.

A regeneration programme 'Mandate for Change' is driving major improvements. A third of the City is green space making Stoke-on-Trent a great place to live, work, study and visit.

What is an Academy?

An Academy is a publicly funded state school, with an independent Governing Body accountable to the government, which provides free education for students of all abilities in its local and wider communities. Whilst Academies are independent of the Local Authority, they are nonetheless part of the wider family of schools and other educational institutions in their area.

Academies are established by sponsors from a wide range of backgrounds who are responsible for securing the very best education for students in their communities in partnership with the Principal and the Academy Leadership Team.

Aims & Vision

- To create a network of Academies that provides excellent academic tuition and outstanding vocational experiences.
- To provide children and young people with a full range of pathways from early years to post 16.
- To inspire all children and young people to aim high.
- To close the gap in life chances between those who are disadvantaged and those who are not.
- To involve employers in creating innovative learning experiences.
- To make sure that young people have the skills for the modern workplace.
- To provide extensive information advice and guidance for young people to become well rounded adults, that contribute to society as highly employable responsible citizens.

In an Alpha Academy

Our

- Children and young people develop strong literacy, numeracy and employability skills
- Children and young people enjoy innovative learning experiences, including sport and the arts which lead to high levels of success
- Children and young people's progress is always tracked and monitored and no one falls behind
- Children and young people understand the pathways open to them. Through our Academies the gates to next steps and phases are opened
- Children and young people, parents and staff feel valued, safe, supported and have a voice
- Children and young people have the best staff and Academy leaders as their role models
- Children and young people enjoy inspirational learning environments which are safe, well maintained and constantly improved
- Children and young people enjoy the best catering and nutrition
- Staff have an entitlement to first class training, coaching and support
- Staff have opportunities to progress from the start of their career onwards
- Employer partners contribute to curriculum design
- Governance is strong, challenging and supportive

Our Academies

The Discovery Academy

Our largest Academy opened in September 2011 and moved into a new £25 million accommodation in September 2013. Student numbers are increasing and attainment for all students is improving rapidly. The highly qualified and committed staff follow a 'mission statement' of expect excellence and the rapid improvement was validated by Ofsted in 2016 with good judgments in teaching, behaviour and leadership.



The Excel Academy

Holden Lane High School converted to become the Excel Academy in March 2014 and has consistently been one of the highest performing academies in Stoke-on-Trent. Student numbers are increasing rapidly as the success of the Academy has led to many years being oversubscribed. It is the school of choice in the north of the city.

The Academy was inspected by Ofsted in November 2016 and maintained a Good judgement and is focused on becoming an outstanding provision.



Maple Court Academy

Maple Court is a large primary academy with over 400 pupils located in the Bentilee area of Stoke-on-Trent. Pupils historically enter the Academy with very low literacy and numeracy skills and in the past pupils made limited progress due to low expectations.

However, the Principal and Senior Leadership appointed in 2014 have rapidly improved the quality of teaching and learning to reverse this trend. Consequently the Academy achieved a good grading in its 2016 Section % Ofsted Inspection. The Governors have supported a significant investment in buildings and facilities over the past two years which now provides an environment that is conducive to the Academy's motto 'Expect Excellence. Achieve Excellence.'



Studio Colleges

The two Studio Colleges, Construction and Building Excellence (CaBE) and Manufacturing and Design Excellence (MaDE) were established in 2012 and 2013 offering high quality vocational pathways for students aged 14-19 years.

Most pre-16 students join from partner schools in the Trust, whilst post 16 students join from across the City.

CaBE was judged 'Good' by Ofsted in 2014, while MaDE was judged 'requires improvement' in 2015.



Wider Federation

Three schools in the City are federated to the Trust. Sneyd Green Primary and Birches Head Academy are located in the North of the City. Together with REACH, a pupil referral unit, they are all members of the wider Trust federation. This enables the schools to access a range of services provided by the Trust whilst remaining a Local Authority School. All three schools have applied for Academy orders to convert as Academies and join the Trust.

In total, over 2,500 students aged 4-19 years are currently on roll in our Academies. Together with the wider Trust federated schools, the numbers of students supported by the Trust extends to around 3,700.

Job Description

The Alpha Academies Trust wishes to appoint an experienced and suitably qualified Head of MFL to support the work of the trust. The Alpha Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an Enhanced DBS Identity Check under the rehabilitation of Offenders Act (1974).

Candidates called for interview will be required to provide photographic proof of identity, proof of address and original qualification documents.

PURPOSE OF POST

The Head of Faculty will be in tune with the ethos of the Alpha Academies Trust and will be responsible and accountable for:

- Providing the strategic leadership and management to achieve outstanding successes for all students.
- Maintaining and/or raise standards of student attainment and achievement within the Academy and monitor and support student progress.
- Student progress and development within the subject area.
- Developing and enhancing the teaching practice of others.
- Ensuring the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the subject/Faculty, in accordance with the aims of the Academy and the curricular policies.
- Leading, managing and developing the Faculty.
- Effectively managing and deploying teaching/support staff, financial and physical resources within the Faculty to support the designated curriculum portfolio.
- Monitoring and supporting the overall progress and development of students as a class tutor.
- Undertaking the professional duties of a teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Responsible for: The teaching staff and other specified personnel and for the provision of a full learning experience and effective support for students within the team and Faculty.

Liaising with: Principal, Senior Leadership Team, Heads of Faculty/Other Subject Leaders, Pastoral Leaders, SENDCo, Student Support Services and relevant staff with Academy responsibilities, relevant support staff, LA representatives, Link Governor, external agencies and parents/carers.

Leadership Responsibility Structure

A Leadership Role is awarded for undertaking a sustained additional responsibility for the purpose of leading a Faculty to ensure the continued delivery and improvement of high quality teaching resulting in high quality learning outcomes and student progress ensuring that every child receives a good education and achieves high standards. The role includes a significant responsibility for which there is accountability beyond that expected of all classrooms teachers and that the role:

- is focused on teaching and learning
- requires the exercise of the teacher's professional skills and judgement
- requires the teacher to lead, manage and develop a subject or curriculum area: or to lead and manage student development across the curriculum
- has an impact on the educational progress of students other than the teachers' assigned classes or groups of students
- involves leading, developing and enhancing the teaching practice of other staff.

Key Roles

Key roles include that of:

- Strategic direction and development of the teams and Faculty
- Teaching and Learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources

Policies and working documents reflecting Academy practice that teams and Faculty leaders are accountable for implementation as part of their role in ensuring the effective delivery of the national curriculum within their teams and Faculty, monitoring students' learning and maintaining an environment where students can learn at a collective and individual level include:

- Academy Improvement Plan
- Subject Improvement Plan
- Teaching, learning and Curriculum Policy incorporating Sex Related Education
- Academy Self Evaluation Process (SEF)
- Performance Management Policy
- Assessment, Recording and Reporting Policy (ARRP)
- Behaviour Management Policy
- Work Related Learning
- Enterprise Education
- Personal, Social and Health Education
- Citizenship Learning

These policies and other working documents may be added to or amended as directed by the Principal and Governors.

Strategic Direction and Development

Within the context of the Academy's aims and policies, Heads of Faculty are accountable for development, implementation and review of subject policies, plans, targets and practices. Heads of Faculty are expected to have the knowledge, skills and expertise to move their subject/Faculty forward. The following identify aspects to aid strategic direction and development:

Subject Level

- Use of comparative data and national averages.
- Up to date knowledge – subject, national, pedagogy, classroom management, research and inspection findings.
- Statutory requirements.
- Use of ICT.
- Commitment to own development.

Whole Academy Level

- Contribution to whole Academy strategy and leadership.
- Contribute to development of Academy policy (e.g. the spiritual, moral, social and cultural development of students).
- Liaison with external agencies.
- Represent team views, concerns and interests.
- Support Academy ethos and policies.
- Parents/Carers.

High Standards of Teaching and Learning

Heads of Faculty are accountable for securing and sustaining effective teaching of their subject, evaluating the quality of teaching and learning and standards of students' achievements and set targets for improvement. The following identify aspects that will enable Heads of Faculty to carry out their role:

- Role model.
- Implementation of national strategy (e.g. pedagogy/methodology).
- Self-evaluation within and beyond own subject.
- Lesson observation.
- Ambience/climate for learning.
- High expectations.
- Delivery of training.
- Learning styles and thinking skills.
- Use of data analysis.
- Marking and assessment.
- Reporting.
- Planning, schemes of work.
- Organisation of teaching throughout the Academy.
- Meet the needs of all students (including management of behaviour and its impact on learning).
- Intervention strategies (e.g. booster classes, use of National Strategy resources).
- Educational enhancement (e.g. trips/visits).

Student Outcomes

- | | |
|---------------------------------|--------------------------------|
| • Key Stage 3. | • Behavioural standards. |
| • Key Stage 4. | • Extra-curricular activities. |
| • Examinations/ accreditations. | • Attendance and punctuality. |

Leading and Managing Staff

Heads of Faculty are accountable for providing all those involved in the teaching or support of the subject with support, challenge, information and development necessary to sustain motivation and secure improvement in teaching. The following identify aspects and prompts, (not exhaustive) incorporated within the leadership and management role:

Performance Management

Line management of team members:

- Overall performance.
- Challenging objectives and their review.

- Development that reflects Academy, departmental and individual needs and aspirations.
- Capability.

Personnel

- Effect and contribute to the strategic leadership and management of the team.
- Participation in the selection of new staff.
- Delegation where appropriate.
- Communication.
- Organisational skills.
- Support, guide and motivate team members and support staff.
- Heighten common purpose/shared vision – secure commitment with team.
- Team work.
- Chairing meetings.
- Coaching.
- Mentoring.
- Induction.
- Performance management.
- HLTAs/TAs/Support Staff/Administrative Staff.
- References.

Efficient and effective deployment of staff and resources

Heads of Faculty are accountable for identifying appropriate resources for the subject and ensuring that they are used efficiently, effectively and safely. The following identify aspects to aid leadership and management role.

- Accommodation – ambience conducive to learning.
- Risk assessment.
- Value for money.
- Effective deployment of staff.
- Safety

General

- The duties and responsibilities of the post will be subject to those detailed in the Academy contract issued to all teachers.
- This Job Description does not define in detail all the duties/responsibilities of the post. It will be reviewed at least once a year as part of the performance management process and may be subject to modification or amendment after consultation and agreement with the post holder.
- Staffs' individual priorities for each academic year will be identified through team plans. It is the responsibility of each individual member of staff to meet the agreed targets within the context of the Academy's improvement plan.
- Team priorities for each academic year will be identified through the Academy's improvement plan. It is the responsibility of the Head of Faculty to ensure team plans are implemented, monitored and reviewed and for individual team members to meet the targets set.

Sick and holiday pay are in accordance with statutory requirements.

Person Specification

APPOINTMENT OF:

HEAD OF MFL FACULTY

MINIMUM ESSENTIAL REQUIREMENTS	MEASURED BY: A) APPLICATION B) TEST/EXERCISE C) INTERVIEW
QUALIFICATIONS/TRAINING: It is essential that the post holder: <ul style="list-style-type: none"> Degree or equivalent qualification. Qualified teacher status. Recent and relevant personal and professional development. Recent and relevant leadership and/or management qualification. 	A
EXPERIENCE/KNOWLEDGE: It is essential that the post holder: <ul style="list-style-type: none"> Recognised high quality record as an effective and efficient subject teacher and tutor. Successful leadership and management experience in a relevant curriculum, pastoral or wider school role. A track record of organising curriculum and extra-curricular events. Proven track record of managing change to make a demonstrable impact on performance. Experience in developing effective working relationships with partners and stakeholders in and out of school. Successful experience of strategic development planning, implementation and self-evaluation with clear, successful outcomes at a team level. Experience of developing individualised learning that has impacted on students' learning and teaching approaches adopted by staff. A good knowledge and understanding of key national education priorities, policies and programmes in relation to the role. A well-developed philosophy of high aspirations and expectations for every student to receive a good education and achieve high standards in the context of the curriculum specialism or faculty. 	A & C
SKILLS AND ABILITIES: It is essential that the post holder: <ul style="list-style-type: none"> Be able to articulate a vision underpinned by targets and goals aligned with an ability to empower others. Ability to translate that vision into reality. Highly developed interpersonal and communication skills. Ability to communicate to a wide variety of audiences. Commitment to high standards, continuous improvement, quality assurance and the development of staff. Ability to establish a positive ethos and sense of high achievement for all. Ability to manage change; lead innovations and meet challenges successfully. Strong negotiating and influencing skills. Recognise the importance to empathise with the needs of students, parents/carers and staff in a firm, consistent manner. 	A & C

<ul style="list-style-type: none"> • Ability to command respect from students, staff, parents, governors and the wider community and be a strong identifiable presence in the school. • Openness to challenge, risk-taking and creative ideas. • A clear understanding of the collation and implementation of a variety of data capture sources. • Ability to understand, analyse and make effective use of a wide range of data. • Is a capable, energetic and motivating leader who engages people naturally, can operate in a sophisticated network of partnerships and stakeholders and has a strong commitment to comprehensive education. • Can lead and manage a named faculty. 	
<p>ADDITIONAL FACTORS: It is essential that the post holder:</p> <ul style="list-style-type: none"> • Responsible for improving the quality of teaching and learning and for raising levels of student progress. The expected outcome will be that every child receives a good education and achieves standards that are at least in line with or better than the standards expected of them. 	<p>C</p>

How to Apply

If you decide to apply for this post please complete an application form: curriculum vitae alone will not be accepted. Your formal letter of application (supporting statement) should be **no longer than 2 sides of A4** and should address:

- Why the post attracts you
- How your experiences and achievements match the job and person specification

Please return your completed application to: apply@alphaacademiestrust.co.uk

Please note, it is the policy of The Alpha Academies Trust to contact shortlisted candidates only.

Key Dates

Closing Date: Friday 6th October 2017 at 9.00am

Interviews: To be confirmed.

Job Description

This tells you the main responsibilities of the post and explains what we are looking for. It tells you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

Academy Location

Discovery Academy: Discovery Drive, Stoke-on-Trent, ST2 0GA

Excel Academy: Milton Road, Sneyd Green, Stoke-on-Trent, ST1 6LG

Maple Court: Beverley Drive, Bentilee, Stoke-on-Trent, ST2 0QD

Stoke Studio School: Floor 2, A Block, Moorland Road, Stoke-on-Trent, ST6 1JJ

Additional Information

Ofsted Reports: www.ofsted.gov.uk

Information about Stoke City council: www.stoke.gov.uk