

MORPETH SCHOOL



Head of MFL Application Pack

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Dear Colleague,

Thank you for your enquiry about the vacancy for the post of **Head of Modern Foreign Languages** at Morpeth School. We are pleased that you are interested in finding out more about working here.

We hope that our school website www.morpethschool.org.uk will give you a strong sense of the school. You will find the Job Description / Selection Criteria in this pack and an Application Form with any other details on the website. In your application, we are particularly interested in knowing how you think your skills and experience will match Morpeth.

If you have any issues with accessing the recruitment documentation, please do not hesitate to contact our HR Officer, Pedro Cedeno (recruitment@morpeth.towerhamlets.sch.uk).

Completed applications should be returned to this address by 12:00 (noon), Monday 19th February 2024. Successful candidates will be contacted by telephone and invited for interview on Thursday 29th February.

Unfortunately, we are not able to contact unsuccessful applicants individually. If you have not heard from the School after 10 working days past the deadline, please assume you have not been shortlisted for interview.

Please note that as this post involves working with children, it is exempt from the Rehabilitation of Offenders Act 1974, which means that all convictions, cautions and bind-overs (including those regarded as 'spent' for other purposes) must be declared if you are invited to interview. Please see the application form for further details.

Yours sincerely,



Jemima Reilly
Headteacher

Morpeth is an eight-form entry, mixed, 11-19 comprehensive school situated in Bethnal Green, Tower Hamlets and we are very much a community. Our values are longstanding; they encapsulate the way we work and the way the school feels.

We are a community:

- committed to learning and achievement
- based on friendship and respect
- where everyone is valued.

We are proud of our diversity – we represent the wider Tower Hamlets community – and recognise that in order to make everyone feel included and valued, this requires ongoing and explicit consideration. We prioritise the development of trust and understanding between pupils from different backgrounds; all members of staff – teaching and non-teaching – work together regularly throughout the year to develop our relational practice. As a result, visitors frequently comment on how friendly the school feels and the excellent relationships between staff and between pupils and staff. We are over-subscribed both for Year 7 and the sixth form, and have a very strong track record of recruitment and retention of teaching and support staff.

We have over 110 teaching staff, 35 Teaching Assistants, and 70 other support staff who share a strong belief in what our pupils can achieve. Our teachers are subject specialists, passionate about those subjects and keen to develop their knowledge and practice. We also place great importance on learning beyond the classroom. There is an extensive programme of extra-curricular experiences and over 150 lunchtime and after school activities offered weekly.



We are fortunate in that the entire school has been rebuilt or refurbished to a very high standard over recent years, and we have been able to invest heavily in learning resources for pupils. Schools across Tower Hamlets have a long tradition of working closely together and in recent years this has been facilitated and strengthened by the Tower Hamlets Education Partnership.

What makes us different?

Our KS4 curriculum structure

When we reviewed our KS4 curriculum in 2010 we decided that the traditional model that we offered didn't feel sufficiently flexible or tailored to our students both in terms of context and inclusion. It was 'one size fits all'. We wanted to continue to provide a rich and broad curriculum where the arts are valued alongside core academic subjects but also one that could recognise students' individual needs.

The model we have now is one that is innovative, ambitious, dynamic and responsive to students' needs. We typically offer 25 optional examined courses. Alongside core subjects, students choose two options each year in Years 9, 10 and 11, courses being one year in length, and having the equivalent time of one-day a week per course. Students will take exams at the end of the year. The majority of students will study the EBacc subjects (approximately 80%) with significantly higher than national numbers taking GCSEs in creative and expressive arts, and design technology.



Our inclusive approach

We support students by:

- focussing on both systems and practice - we recognise that we need strong systems to provide structure however, in a school that views high quality relationships as the key driver in all that we do we place an emphasis on supporting colleagues' practice;
- being trauma-informed – understanding that behaviour is a two-way language of communication;
- being compassionate - making decisions about behaviour based on the context of every child and situation;
- being data-led - using both qualitative and quantitative data helps us ask the right questions about behaviour and inclusion, in the same way as progress and attainment.

We recognise that in order to prioritise the development of positive relationships across the school, we have to build it into our structures. In September 2023, we moved to a vertical tutoring system where pupils meet three times a week in coaching circles made up of 12 pupils from Years 7 – 11.

We have 100 circles, led by coaches from across our teaching and support staff and organised into five houses. The circles and houses are fundamental to ensuring every child feels that they belong to our community.

What do we offer?

We know that to provide the best support for our pupils, we need to have staff who feel happy in their role, trusted and well-supported. Teaching staff are able to work from home for some of their PPA time, we take a positive approach to requests for flexible working, we create regular opportunities for all staff to mix socially through weekly staff circles, free staff breakfasts and our Staff Association who run events and trips throughout the year. Teachers have autonomy to plan lessons within departmental agreed curriculum plans and we have regular subject teach meets within departments with a focus on developing subject pedagogy.

We have never believed in performance-related pay, but do believe in the importance of continual professional development and in regular scheduled opportunities for staff to discuss and reflect upon their professional development across the school year. We support and encourage the full breadth of professional development opportunities – formal and informal - from external CPD, to supporting Masters level qualifications including study days and a contribution to costs, providing coaches for NPQ courses and to ongoing high-quality internal training opportunities.



“A supportive community for students and staff”

“A school with a human face, diversity is appreciated”

“High professional trust and autonomy”

“I feel respected and appreciated”

“Supportive colleagues and an opportunity to grow”

“Excellent facilities and amazing SEN provision”

“Relational practice”

“Sense of community felt within the school”

“We teach each other something every day”

“A school that thinks about all communities and promotes equality and inclusivity”

“There is always a smile waiting for you”





Position:	Head of MFL
Salary:	Inner London Teacher Scale + TLR 1A (£9,272)
Contract Type / Working Arrangement:	Permanent, Full-Time
Required for:	September 2024
Closing date for all applications:	12:00pm, Monday 19 th February 2024 Interviews: Thursday 29 th February 2024

An appointment as Head of MFL is an opportunity to join a highly successful team: talented, committed staff, enthusiastic, friendly pupils and a community of supportive families and external partners within and beyond Tower Hamlets.

We believe that our success derives from our inclusive, pupil-centred focus; our commitment to the continuous review of curriculum and pedagogy; our focus on professional development; and a strong belief in the need to work within a set of values which underpins all that we do.

We are looking to appoint a Head of MFL who is not just passionate about languages themselves, but also about instilling an appreciation of the joy of learning a language in the students we proudly serve. You will be supported by a post-holders and together you will be instrumental in leading a department of dedicated teachers to realise and sustain this vision from key stage 3 to 5.

How to apply:

Completed applications should be returned to recruitment@morpeth.towerhamlets.sch.uk

For full details and application pack see the school website www.morpethschool.org.uk or our job page on TES: <https://www.tes.com/jobs/employer/-1042684>

We are committed to safeguarding our students. Successful candidates will be required to abide by the school's Safeguarding Children policy and undergo an enhanced DBS check. The School may conduct an online search as part of due diligence checks in the recruitment process.

Head of MFL – Job Description

Your main role is to lead the teaching of MFL across the school, with passion and creativity, and to promote our whole school ethos and practice.

More specifically your role is:

- to lead the development and co-ordination of the MFL curriculum across the key stages, ensuring schemes of work are both responsive to arising needs and meet statutory requirements.
- to lead staff in the teaching of MFL and provide a role model for high quality teaching and learning, and behaviour management, in line with departmental and whole school priorities.
- to lead the development, implementation and monitoring of policies and practices which reflect the school's commitment to high achievement through effective teaching and learning.
- to monitor and evaluate the quality of teaching and learning within the department, using this to inform future development.
- to involve all relevant colleagues in the creation, delivery and monitoring of the Department Development Plan.
- to create a positive ethos for the department, and lead and manage others so that they are supported and recognised for their strengths and contributions.
- to ensure that colleagues within the department benefit from CPD that supports their teaching and career development.
- to provide regular feedback to the SLT Line Manager to help the school evaluate its practice.
- to initiate and, where appropriate, organise curricular, extra-curricular and enrichment activities related to the subject.
- to adopt a high-profile middle leader role within the whole school context, and promote whole school policies within the department.
- to administer efficiently and effectively the resources and capitation of the department.
- to be aware of, and respond appropriately to, any safeguarding and health and safety issues raised by materials and practice related to the subject.

Please read this job description in conjunction with the job description for all teaching staff.

Morpeth School - Job Description for All Teachers

1. As a member of staff

Under the guidance and direction of the Headteacher, Associate Headteacher or Deputy Headteacher to:

- carry out the professional duties of a schoolteacher
- carry out a share of supervisory duties in accordance with published rotas
- participate in appropriate meetings with colleagues and parents/carers
- implement whole school and Authority policies

2. As a member of department

Under the guidance and direction of the Head of Department, to:

- plan and prepare courses and lessons
- teach the pupils in assigned groups/classes, including the setting, marking, assessing and recording of work carried out by pupils in school and elsewhere
- write reports and profiles as required, including the National Record of Achievement
- communicate with parents/carers re pupils' progress
- participate in arrangements for professional development
- prepare courses of study, teaching materials and training programmes
- maintain positive behaviour among pupils and safeguard their health and safety, both in school and in authorised school activities elsewhere
- participate in meetings relating to curriculum, administration or organisation
- adhere to the school's policy and practice re. cover
- participate in public and internal examination arrangements
- register the attendance of pupils following school guidance
- be responsible for maintaining learning environments with regard to health and safety, good order, appearance and display
- follow the procedures outlined in the Staff Handbook

3. As a member of a House or Year team

(Coaches and Tutors or attached staff)

Under the Guidance and direction of the Head of House (Years 7 – 11) or Head of Year (6th form), to:

- get to know the pupils well
- get to know families well through regular contact, sharing successes and participating in Meet Your Coach / Tutor days.
- plan sessions, reading through guidance notes in advance
- develop skills in facilitating a coaching circle
- promote high standards of work, behaviour, attendance and punctuality from members of the Coaching / Tutor Group
- keep an accurate and up-to-date register following school guidance re. attendance and punctuality
- write reports as required
- prepare initial drafts for references, testimonials and reports to outside agencies, as appropriate
- teach the CPSHE programme as required
- attend assemblies with the group and supervise their arrival, behaviour and departure
- participate in Head of House / Head of Year meetings

Head of MFL – Selection Criteria

Please address these criteria in your application form and interview

1. Qualified teacher.
2. Evidence of highly effective teaching and learning practice, including innovative curriculum development.
3. A thorough knowledge of current curriculum developments, particularly those relating to the delivery of MFL.
4. A commitment to CPD and collaborative working.
5. The ability to communicate both orally, and in writing, as required with reference to the job description.
6. Evidence of the ability to lead and manage both teaching and support staff.
7. An excellent record of attendance and punctuality.
8. Commitment to the protection and safeguarding of children and young people.

Modern Foreign Languages at Morpeth School

The Modern Foreign Languages Department is at the core of Morpeth's rich and ambitious curriculum. The department is committed to ensuring that all of our students not only achieve academic success but also develop a love of languages. Our success in meeting this aim is evidenced by our excellent GCSE exam results in Year 9 which place us at ALPs 2 and 3 and in the top 25% of schools nationally.

We are a strong, stable department and pride ourselves on our shared resources and culture of collective working. We know that students enjoy languages lessons because of the emphasis we place on oracy, active group work and collaborative learning. As part of our commitment to ensuring that the study of a language is not limited to the classroom, we host a variety of extra-curricular opportunities to further ignite our pupils' passion for the subject and give them ample opportunity to apply the language they're learning in real life contexts. As a department, we are committed to mixed ability teaching and an inclusive experience for all.

In Year 7 pupils are taught French or Spanish. In Year 8, they can choose French, Spanish or Bengali, or take the opportunity to study two languages. By year 9, typically 80% of the cohort select a language as one of their GCSE options and achieve impressive results in the summer of year 9. We currently offer French at A level and aspire to offer Spanish in the future.

We are committed to mixed ability teaching and recognise that to do this effectively, the curriculum has to be planned carefully. The department work collaboratively to plan and resource an engaging and rigorous curriculum. We seek opportunities to share best practice and develop pedagogical practice so that our pupils have a quality learning experience and make exceptional progress.

The department offers many extra-curricular opportunities to our pupils. In the past, Year 8 pupils have seen productions by a Spanish and French Theatre Company and attended the Cine-Minis seminar at the BFI. After their exams, KS4 pupils visit our local primary schools to teach groups of Year 5 or 6 pupils. Undergraduate students also deliver language-related workshops to our Year 9 students. KS5 have had the opportunity to attend lectures at the Institut Français. In addition, pupils are able to take advantage of local amenities and go for crêpes at the crêperie or try tapas and paella. We would like to further develop the extra-curricular experiences we offer our pupils at all key stages.

We are incredibly proud of our department and all that it achieves for our pupils, the school and the community we serve.