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ILKLEY GRAMMAR SCHOOL

AN ACADEMY TRUST



**Teacher of MFL
(Spanish & French)**

January 2018

TEACHER OF MFL (Spanish and French)

Thank you for requesting details for the post of teacher of MFL – Spanish and French. This is an exciting opportunity for someone to join a popular and ambitious curriculum area where standards and levels of student engagement are high. The post is required for **September 2018**.

The successful candidate will have high expectations and an unwavering commitment to all students maximising their potential through outstanding learning, teaching and support. He/she will also be expected to contribute to working collaboratively in MFL, as well as to enhancing our provision for enrichment and intervention.

This is an incredibly exciting time in the school's development. In 2013 the school rolled out iPads to all students in KS3 with the aim of personalising learning and preparing our students for life and work in the 21st Century. From September 2016, our commitment to digital technology has meant all students now have an iPad as part of their school equipment. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need, and invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our 2017 'A' Level and GCSE results were outstanding and on many levels were the highest in the school's history: 42.4% of all A-level entries were at A/A* and 76.7% at A*-B; at GCSE over 36% of entries were at the highest grades A/A* or 7-9 contributing to a positive Progress 8 score of +.31. This success was also recognised in The Sunday Times Schools Guide 2018 with Ilkley Grammar School named as the top ranked comprehensive school in the north of England.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

Staff wellbeing is also extremely important to the school and we have recently introduced a number of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

If you are inspired by this opportunity and have the qualities to contribute to our high quality provision, then we would be delighted to hear from you.

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain how your experiences, qualities and skills make you suitable for the post

Closing date for applications is 8am on Friday 26th January 2018
Interviews will be held: Week commencing 29th January 2018

If you do not receive an invitation to interview by 5pm on Wednesday 31st January we regret you will have been unsuccessful on this occasion; may we take this opportunity to wish you every success in your future career.

Helen Williams
Headteacher

Generic Job Description

Subject Teacher

Responsible to: Curriculum Leader: MFL

Overall responsibilities: To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

Summary of core duties:

□ Planning

- To have secure knowledge and understanding of the subject, syllabuses and schemes of work to allow for confident teaching
- To plan challenging, structured lessons, within the context of the school's Learning and Teaching Policy
- To personalise learning to meet the needs of all students, as individuals and as particular student cohorts (most able, SEN, disadvantaged etc.) so students are supported, stretched and challenged appropriately
- To know and implement the information for students on the SEN Register so their needs are met
- To take literacy and numeracy issues into account when planning learning sequences
- To support the development and revision of schemes of work, as well as collaboratively planning and resourcing lessons in line with curriculum guidelines
- To contribute to the Curriculum Area and Department Improvement Plans, and their implementation

□ Teaching and Learning

- To set learning outcomes and success criteria so you are clear about what students will learn, not just do
- To employ a variety of strategies to motivate and engage students, including the effective use of e-learning, effective questioning, and a variety of groupings within the classroom context.
- To develop and use the iPad to secure best progress
- To deliver collaboratively planned lessons, adapting them as appropriate to meet the individual needs of students
- To set regular, quality homework that encourages and consolidates independent learning
- To work closely with Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

□ Assessment for Learning

- To employ a range of AfL opportunities including the use of cooperative learning structures and ensure effective feedback
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To ensure regular and consistently high quality marking and feedback so students know how to improve as well as insisting upon high engagement in DIRT time and pride in their work
- To use data for action, intervention and future planning
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

□ Personal Best

- To promote and manage learning behaviours effectively so students display a thirst for knowledge and a love of learning
- To promote and support student progress and wellbeing
- To establish fair, respectful, trusting, supportive and constructive relationships
- To have high expectations
- To implement the Personal Best system consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies (see Tutor Role)
- To be familiar with health and safety requirements

- To know and follow the school Child Protection and Safeguarding guidelines
 - To register students in form periods and every taught lesson
 - To follow the Bradford Code of Conduct for Staff Working with Young Learners (see separate section in Handbook)
 - To communicate and consult with parents as required
- ❑ **Enrichment**
- To commit to the MFL programme of extra-curricular and enrichment opportunities and visits (such as the longstanding Coutances and Madrid exchanges)
 - To contribute to other enrichment opportunities across school – within year groups, in Learning Communities, in other visits at home and abroad
- ❑ **Continuing Professional Development**
- To fulfil the statutory Appraisal expectations
 - To participate fully in CPD opportunities to develop practice further, share learning and be creative
 - To commit to the school's CPD programme
 - To contribute, as appropriate, to the selection, appointment and induction of new staff, including ITT students and NQTs
- ❑ **Quality Assurance**
- To contribute to the school's self-evaluation procedures, including graded lesson observations, and other QA activities
- ❑ **Professional Standards**
- To meet the IGS Learning Standards and DfE National Teachers' and Personal and Professional Standards
 - To contribute actively to the ethos, values and aspirations of the school
 - To attend relevant school and parent meetings, and appropriate school events
 - To ensure high standards of written English
 - To meet deadlines and model the highest professional standards in all aspects of school work
 - To cover for absent colleagues as necessary in an emergency and within the workforce agreement

VARIATION IN ROLE

Due to the structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Updated January 2018

ILKLEY GRAMMAR SCHOOL MFL CURRICULUM AREA PROFILE

The Modern Languages team currently consists of 6 full-time (one of whom is an Assistant Head Teacher and has a reduced timetable in languages) and 2 part-time staff, plus two language assistants. Our aim is to make language learning a dynamic, interactive and positive experience for all students, whatever their ability. We work extremely hard and set high standards and are fortunate to teach many very able students. Our exam results are year on year higher than the national average, especially for good and outstanding progress. Attainment is also very high. In 2017 over 85% of Year 9 students achieved the equivalent of Grade 4 or above; at GCSE, over 90.1% of students achieved A*-C in Spanish (with an exceptional 40% A/A*). In French GCSE 92.7% achieved A*-C (46.3% A/A*). Both subjects had 100% pass rates at A-level in both French and Spanish. There were some exceptional individual performances and a particularly outstanding ALPS score 3 for A2 French and Spanish. We are also very pleased that in both languages two of our students have gained places at Oxbridge this year.

At present, all students in Years 7 & 8 study either Spanish or French (which is split evenly across a 10 form entry) with an option to continue with one and choose to study the second language in Year 9. Modern Languages are optional but encouraged in Key Stage 4 and around 60% of our present Years 10 and 11 have opted to study a language to GCSE. We have a higher than national number of students also opting to study languages at post 16 and have a long tradition of successful Oxbridge applications by MFL students as cited above. We are, however, committed to bringing out the best in all our students and are not complacent about our considerable successes. There is a strong focus to see things improve even further.

We use 'Studio' for French, 'Viva' for Spanish KS3 and KS4 and Oxford University Press AQA approved text books plus Kerboodle in Years 12 and 13. We follow the AQA specifications at GCSE and AQA at A Level.

All teachers have their own room on one corridor. This has allowed us to make greater use of ICT. We have all the usual audiovisual equipment: a digital projector in every room, staff each have their own laptop and there is one interactive whiteboard. We are also fortunate to be an iPad school which allows us to access current and relevant foreign languages materials on a day to day basis; this is used extensively throughout language learning and we pride ourselves on creating innovative lessons that allow for use of iPads, but also cater for many other learning styles. Students here are polite and very willing to learn; they all wish to achieve their personal best in all that they do, academically and personally. As a department we actively promote a thirst for knowledge and a genuine love of language learning. Language learning is popular and thoroughly enjoyed by students at IGS.

We have a reputation for teamwork, energy and innovation. We plan collaboratively through each key stage and schedules are drawn up by the Curriculum Leader to aid staff in their planning. Due to this proficient team work we are aiming towards more succinct experiences and consistency across the MFL department and ensure that our work balance is fair and reasonable. The majority of our lessons across KS3 and KS4 are collaboratively planned and our ethos as a team is to continue to tweak these lessons in order to ensure the learning experience, engagement and enjoyment of our students is current and relevant. The MFL team are not afraid to go above and beyond their job description to ensure the success of our students is at the core of what we do. Ofsted complimented us not only on our teaching but also our high quality marking at GCSE and A level, as well as on our very good relationships with students. We run an annual Language Festival, work experience in Europe and our French Exchange is a record breaking 72 years old. We also run a successful Spanish Exchange to Madrid which is now in its 13th year.

There is some flexibility in this post but candidates must be able to teach both Spanish and French, and at least one language to A-level.

Kevin Kehoe: Curriculum Leader MFL. January 2018

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Teacher of MFL (Spanish and French)

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Honours Degree in related specialism	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	D	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Successful experience of teaching Spanish/French to GCSE	E	Application form and selection process
<input type="checkbox"/> Successful experience of teaching A-level in at least one of the languages: Spanish and/or French	E	
<input type="checkbox"/> Successful experience of delivering a differentiated curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful knowledge of how to plan and run a school trip	D	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Understanding and use of good teaching practices	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies such as iPads	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	Application and selection process
<input type="checkbox"/> Understands, and puts into practice, the features of an outstanding lesson	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others with willingness to work within a collaborative team.	E	
<input type="checkbox"/> Able to engage, inspire and motivate students	E	
<input type="checkbox"/> Knowledge and experience of the demands of the new specifications at GCSE and A-Level	D	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	

<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	
Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/>		
Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective!	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	

Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name **Signature**.....

Line Manager:

Print Name **Signature**.....

Date: