



Head of Modern Foreign Languages

Wren Academy Finchley

Closing Date: 22 January 2021

Start Date: 1 September 2021



Do justice, love kindness, walk humbly with your God: Micah 6v8



**Wren
Finchley**

Contents

- Executive Principal's Letter
- Advertisement
- Academy Information
- Job Description
- Person Specification
- Selection Process Details



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**Wren
Finchley**

Wren Academy Finchley

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Executive Principal: Gavin Smith

Primary Headteacher: Louisa Taylor

December 2020

Dear Colleague

Wren Academy – Head of Modern Foreign Languages

Thank you for your interest in this post at Wren Academy.

The information given in the documentation here and more general information elsewhere on our website should give you a clear understanding of the Academy. However, if you wish to find out more, please contact Maria Bigg on 020 8492 6000. A visit in advance of an application is possible but not obligatory.

If you decide to apply, please follow this guidance carefully. Your completed application form, together with a supporting statement of not more than two sides of A4 using 12 point must be submitted. Applications will be considered as they are received. You may send your application in hard copy to the address above or by e-mail to wrenhr@wrenacademy.org.

Finally, thank you for taking on the demanding and time consuming task of preparing your application for this role. I look forward to meeting you if you are selected for interview.

Yours sincerely

**Gavin Smith
Executive Principal**

Wren Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



**Wren
Finchley**

Head of Modern Foreign Languages (French Specialist)

TLR £5,855 plus Wren Allowance

Required for September 2021

Due to the internal promotion of the current post holder, the opportunity has arisen, to lead a talented, highly motivated and supportive team of teachers who have contributed to securing the Academy's outstanding OFSTED status, exceptional examination success and a thriving sixth form.

Located in the London Borough of Barnet, Wren Academy is sponsored by the Church of England and Berkhamsted School. The Academy has developed a strong reputation for outstanding teaching and learning, as demonstrated by our Progress 8 figure, which places us in the top 100 schools nationally. We are an all-through school with an established Sixth Form and a primary which opened in 2015. The engaging curriculum, and state of the art buildings have contributed to the Academy's notable success.

The Academy is a forward-thinking establishment and welcomes colleagues who are enthusiastic and ready to help create powerful and effective learning experiences for all students. The MFL department is a thriving part of the Wren community and offers French and Spanish to A level. The curriculum is innovative and focused on developing students' lifelong love of languages, as well as achieving outstanding examination success.

Wren is a MAT and plans are well advanced to build new schools which will provide exciting professional development opportunities for the successful candidate.

We wish to appoint a colleague to this post who has:

- Outstanding teaching and interpersonal skills
- A strong MFL background with ability to teach French subject to GCSE and A Level essential
- Evidence of ambition and a commitment to continuing professional development
- An innovative approach to teaching languages, rooted in the latest research.
- the desire to maximise the performance of all students and ensure the very best progress for all

Closing date: Noon, 22 January 2021 but applications will be considered as they are received.

Interviews will take place the week commencing 25 January 2021

For an application pack please see our website: www.wrenacademy.org/recruitment

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Academy Information 2020/2021

Wren Academy Finchley opened in September 2008 as a new school sponsored by the London Diocese of the Church of England and Berkhamsted School. We have come a long way since the school opened to its first Year 7 in 2008 and are now an all through school with over 1500 students aged between four and 18. The school has continued to grow as we opened our Sixth form in 2013 and have taken on new primary cohorts since 2015. The Academy is proud of its successes; we have been given three 'Outstanding' Ofsted judgements and achieved exceptional GCSE and A Level results. We have also established a national reputation for excellence in teaching and learning, developing an approach that focuses consistently on enabling young people to be effective learners.

Our Sixth Form has grown in popularity since opening to our first Year 12 students in 2013. It has rapidly established a reputation for academic excellence, great study support and a rich and varied extra-curricular programme. Furthermore, we have proved our ability to help students achieve their ambitions by gaining access to the best university courses and employment opportunities.

In September 2020, Wren Academies Trust opened Wren Academy Enfield with the first cohort of Year 7 students. The Wren Academy Enfield will then grow each year to become a six form entry 11-18 school. The development of a second Academy will lead to further collaboration and innovation. It is also expected that the further growth of the Trust will result in opportunities for continued Professional Development and career progression.

The Trust has established a national reputation for excellence in teaching and learning at Wren Academy Finchley, developing an approach that focuses on enabling young people to be effective learners. It is planned that Wren Academy Enfield will take the same approach resulting in similar success and achievements. The learning framework of the Academy is based on the 6 Rs which encourages students to be:

- Resilient
- Relational
- Redemptive
- Reflective
- Resourceful
- Reverent

All learning is supported using digital tablet which are an expected item of equipment for each student. The use of this technology enhances learning within the classroom and at home.

The Academy has high academic standards coupled with a strong emphasis on developing students' social, cultural and learning skills. Our learning culture embraces all aspects of life at Wren, not just the lessons. Students are happy and make exceptional progress at the Academy as evidenced by the following:

- Three outstanding Ofsted outcomes (the last being outstanding in every category in 2018)
- Two Outstanding SIAMs judgements
- A national reputation for the innovative teaching and learning
- Top 2% of Progress 8 scores in the country (+0.98 - 2018)
- Highest non-selective school Attainment 8 score in Barnet (61.88 - 2019)
- GCSE Grades: 28% 9-8 (A*), 78% 9-5 (A*- B)
- Over-subscribed Sixth Form with excellent destinations for all students (including Oxbridge)
- A Level grades: 10% A*, 83% A*-C

We were also delighted with the university and employment destinations our students are achieving. Most Wren Finchley sixth form students move on to the university of their choice with increasingly high numbers going to Russell Group institutions, with Oxford, Cambridge, Durham, Imperial and the UCL amongst our destinations. Wren students regularly win places on the most competitive courses, including Medicine, Dentistry and Law. Students also gained places at highly sought-after creative arts institutions such as Central St Martins as well as prestigious apprenticeships with companies such as Deloitte and Jaguar.

Wren is a comprehensive school, which welcomes students of all academic abilities and maximises their potential. We are also a vibrant and culturally diverse community.

Our curriculum is innovative, challenging and engaging. There is an extended school day with lessons of varying lengths, single sex teaching in core subjects and an extensive timetable of enrichment activities. Each half term we have a focus day on which the usual timetable gives way to in depth study of a range of issues. To further support learning and social development, we have a house system and there are vertical tutor groups for students Years 7-10.

Inspired by Sir Christopher's Wren our specialism is Design and the Built Environment. Key skills associated with our specialism, like planning and creativity, impact across all subjects. We work closely with a range of public and private sector partners in delivering the specialism and in ensuring it enhances but never dominates our curriculum.

We have developed students' learning skills and attitudes through our immersion in the philosophy of character education. Year on year we have recruited a talented and committed staff who share the ambition of creating a uniquely successful school. Colleagues are encouraged to innovate and to develop new ways of teaching and embedding the habits of successful learners to supplement the teaching of subject knowledge and skills. We now have over 96 teaching staff and 65 student services colleagues.

We have a campus, which is architecturally innovative and visually impressive with a high emphasis being placed on environmental sustainability. The buildings provide for a wide range of teaching and learning approaches with larger, flexible learning areas and smaller group rooms alongside more traditional classrooms. The working environment for all staff is of a high quality.

All teachers joining Wren receive a high quality professional development experience. We hope that simply by working at the Academy, teachers will become better practitioners and that much of the best professional development will be found in working with Wren colleagues. However, we explicitly prioritise CPD with an innovative CPD programme which provides three hours of CPD per week. Within this structure is an increasing focus on engaging with the latest educational research, with many colleagues undertaking small scale research projects related to their practice. Therefore, we are looking to recruit teachers who are currently good or outstanding and who have the desire to develop further. We want to appoint colleagues who possess real curiosity about the ways in which children learn most effectively and who are always seeking to extend their practice into new areas and learning activities. It is important that Wren teachers are ambitious both for themselves and for their students. Many of our teachers have achieved career advancement within the Academy whilst others have moved on to promotion elsewhere.

At Wren you will be given time to plan and evaluate your lessons. You will be part of a learning dialogue with colleagues for which time is set aside. Most importantly of all, you will be working with young people who are talented and enthusiastic about their learning. We believe that observing other teachers at work and having them observe you is a professional entitlement. It is an expectation that all Wren teachers will be confident and open in seeing lesson observation as a key element of how we learn as professionals.

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Other benefits of teaching at Wren:

- Children of colleagues working at Wren for over two years are given priority for a place in Reception or Year 7
- An exceptionally talented and mutually supportive staff team
- Talented, courteous and ambitious students
- Excellent professional development opportunities including support for programmes of further study and planned career development
- A pleasant and attractive working environment
- Free refreshments and lunchtime allowance
- A lower student contact ratio than the norm
- Timetabled professional development time during the school day
- Planning and evaluation time during the school day
- Financial allowance for leading enrichment activities

Further details on the curriculum, structure and ethos of the Academy are available on our website, www.wrenacademy.org.

Gavin Smith
Executive Principal

Modern Foreign Language Department Information

The MFL department at Wren Academy Finchley provides a dynamic, innovative and supportive environment where engaging and varied lessons enable students to realise their potential. Students use language with confidence and enjoy learning about other cultures. There are currently five full-time members and one part-time member of the languages department, with some staff also teaching in other subject areas and many in middle or senior leadership positions across the school. This makes for a breadth of expertise across school areas and a high profile among students and staff. All members of the department are dedicated to ensuring the best possible learning for all of our students. We also train teachers through SCITT training or PGCE routes, demonstrating the MFL department's dedication to sharing expertise, upskilling existing staff and sharing best practice. We are now seeking a new Head of MFL to lead the department from September 2021 and continue to build on the team's successes.

At Wren Academy Finchley, students study French in Years 7-9, with some also opting to additionally study Spanish in Year 9. From Year 10 onwards, 75% of each student cohort studies a language to GCSE, with most of those students continuing to study French, and those who added Spanish in Year 9 opting for Spanish or French, or both. Good numbers of students also opt to continue French and Spanish at A-level, where we have a consortium with our neighbouring institution, The Compton School. This partnership is now in its third year and is going from strength to strength, with teaching for languages A-levels in Spanish and French shared across both schools.

As an all-through school, there are links between the secondary and primary phase, with MFL department staff teaching French to all Wren primary students from reception onwards. Consequently, students in the primary get 30-45 minutes of French every week, delivered by subject experts from the MFL department in the secondary phase. Good foundations have been built for curriculum development and implementation and, in 2022, the first cohort of Year 7 students will transition into the secondary from our primary phase. We are keen to capitalise on this prior knowledge and build on excellence in languages achievement in the secondary as a result. This is a terrific opportunity for the new Head of MFL to deliver and shape this exciting development in Wren Academy Finchley's educational offer.

The MFL department at Wren Academy Finchley is committed to delivering high quality language learning, which challenges and engages students. Our schemes of learning and lesson plans enable students to think in a number of ways, in line with the school policy on the Wren Academy ethos and the 6Rs. These schemes are regularly reviewed to ensure students are prepared for the requirements of their respective exam specifications. Lessons are tailored to individual needs; whilst the content is accessible for all students (with effective differentiation), we are also conscious of the need to stretch the most able. MFL teachers at Wren Academy have high expectations of all students. The approach in the department is collaborative, with all members of the team sharing resources and team planning, and the new Head of Department will be expected to contribute to the ongoing development of resources and the culture of the team.

Languages are highly valued within the Wren Academy Finchley curriculum and this is reflected in our students' achievement. Our results are excellent for the large cohorts of students at GCSE in a comprehensive context. At GCSE, 81% of 132 students achieved 9-4 in French (27% 9-7), with 100% of 21 students achieving 9-4 in Spanish (57% 9-7). Results have improved year on year since the new specification was launched and rigorous intervention techniques are used to identify and rectify underachievement. At A-level, our students achieve excellent results (80% A*-A in French, 80% A-B in Spanish), with a student recently taking up a place to study French with Russian at Pembroke College, Cambridge, and another securing an interview for Spanish with German at Clare College, Cambridge this

year. The consortium with The Compton School continues to bolster our numbers of students at A-level and ensure healthy class sizes.

We are keen to exploit the technology at our disposal to maximise language learning progress. At Wren Academy Finchley, all students from Years 7 to 11 will have their own tablets from September 2021, and we use these both in and outside of lessons to enhance the learning experiences of our students. We currently subscribe to Pearson's 'Studio' (French) and 'Viva' (Spanish) resources in KS3 and KS4, with Kerboodle our resource of choice for French and Spanish A-level. In addition, we use our Exampro subscription to prepare students for exams, as well as the many free applications and resources to gamify vocabulary learning, such as Quizlet. At both GCSE and A-level, we currently follow the AQA specification.

All students are regularly assessed in line with the Academy assessment calendar and outcomes are moderated to ensure accurate and consistent summative data. Support is provided through the line management process and regular planning and evaluation meetings to ensure all members of staff are confident in their judgements. This is one of many professional development opportunities available at Wren and the MFL department is dedicated to quality CPD.

In conclusion, the MFL department runs a rich curriculum from reception to A-level and its team is dedicated to exceptional progress and achievement for all our students. The opportunity to lead this dynamic MFL department in its continued mission to 'guard against insularity' is one which spans both the secondary and primary phases of Wren Academy Finchley.

Dr Claire Bisdorff
Head of MFL
Wren Academy Finchley
December 2020

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WREN ACADEMIES TRUST

Wren Academy Finchley

Job Description – Head of Department

Heads of Department are key leaders within the Academy and their role carries significant leadership and management responsibilities. It is essential that they give active support to the vision and ethos of Wren Academy. Their areas of responsibility include teaching and learning, vision for the department, strategic planning, monitoring and evaluation, behaviour for learning, resources, the learning environment, Performance Management, addressing underachievement, quality of reports and contribution to whole school assemblies.

This job description is in addition to the national standards expected of all who have attained Qualified Teacher Status.

Job Purpose

The primary purpose of the Head of Department is to ensure that the standard of teaching and learning in all subject areas within their department is of the highest quality for all students so that they are able to achieve to the best of their ability.

Key Tasks

To create a curriculum that inspires students to become effective lifelong learners by:

1. Ensuring high standards of teaching and learning for all students throughout the department.
2. Developing a curriculum vision and plan.
3. Creating Schemes of Learning which enable all students to become effective learners.
4. Producing a strategic three year plan to deliver the faculty vision which is supported by an annual action plan.
5. Completing an annual self-review of the department carried out in support of the Faculty SEF, including an analysis and commentary of student academic performance. The conclusions of the report should then be used to modify the strategic plan.
6. Contributing to discussions on course selection and implementation.
7. Playing a full role in the delivery of the Academy's enrichment curriculum and Focus Days.
8. Collaborating effectively with partner primary schools to ensure a smooth transition for new students.
9. Monitoring and evaluating the quality of learning including planning, lesson delivery, teacher feedback, assessment, differentiation and classroom management.
10. Being an advocate and enthusiastic user of the Academy's information technology systems.

To ensure that all members of staff within the department are motivated and supported to perform at their best by:

1. Communicating a clear department vision which encourages ownership, team spirit and commitment from the faculty members.
2. Line managing and professionally developing staff in such a way that they perform at their best.
3. Meeting regularly with their line manager and keeping her/him informed of developments within the department.
4. Ensuring that all members of staff in the department go through the Performance Management cycle in the manner specified in the Academy policy.

To provide a secure and safe learning environment for all students so that they develop into self-confident and self-motivated learners by:

1. Being active in providing for the care of student wellbeing.
2. Contributing to assemblies in a way which support the Academy ethos.
3. Maintaining the highest standards of student behaviour so that all students are able to learn effectively.
4. Providing a proactive presence around the school embodying the Academy's high expectations to students and staff.
5. Ensuring productive communication with parents so that they remain well informed about their children's progress and achievements as well as any incidents of poor behaviour.

To set challenging targets for all students and staff, and provide the support, guidance and accountability framework necessary to achieve these targets by:

1. Devising and implementing department student assessment systems which enable student underachievement to be identified and acted upon at an early stage.
2. Coordinating effective intervention strategies which support students so that they make the progress that is expected of them.
3. Identifying excellent practice within the department and coordinating the sharing of practice through a planned and systematic timetable of observations, collaborative planning and team teaching.

WREN ACADEMIES TRUST

Wren Academy Finchley

Person Specification – Head of Department

Professional Skills and Experience

1. Possess a good degree and QTS.
2. Be an excellent teacher with the ability to inspire students to become effective, self-directed learners.
3. Have the skills and experience necessary to achieve outstanding examination results.
4. Possess a thorough understanding of the requirements and opportunities of the secondary curriculum.
5. Have experience of teaching a range of year groups including examination classes.
6. Show evidence of having developed the learning capacity of students.
7. Be able to support and role model on delivery of school ethos and policies.
8. Show evidence of continued professional development.
9. Have relevant experience of working in comprehensive and multicultural environments.
10. Possess strong leadership and management skills.
11. Have sound technical understanding of school leadership issues.
12. Have the capability to lead others in successful school innovation.
13. Demonstrate the ability to set up and operate effective self-evaluation systems.

People, Relationships and Communications

1. Be committed to maintaining a distinctive and inclusive Christian vision in the Academy.
2. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
3. Have qualities which earn the trust and respect of students, staff, parents and governors.
4. Demonstrate the inspiration to motivate and the ability to build on the strengths and expertise of each staff member.
5. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
6. Possess excellent written and verbal communication skills.
7. Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the Academy.
8. Be able to build constructive working relationships with local schools and colleges, employers and the local authority.
9. Appreciate the balance between the academic, social and emotional development of young people, needed to create an outstanding school.
10. Embody our vision and values every day work and practice, particularly those of justice, kindness and humility.

Selection Process Details

Application deadline

Completed application forms must be received by noon 22 January 2021, but applications will be considered as they are received.

Completing your application

Candidates are asked to read the details carefully, especially the Job Description and Person Specification. Please ensure your application fulfils all the criteria in the Person Specification and you present evidence of this. Please complete all the standard information required on the application form. Failure to provide information requested may lead to your application being rejected.

Please email your completed application and supporting statement to wrenhr@wrenacademy.org. CV's will not be accepted.

Selection process

The selection process may have a combination of tasks, activities, lesson observations and interview. Further details will be provided to the candidates shortlisted for interview.

References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.