



Teacher of MFL
RECRUITMENT PACK
Horizon Community College

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We are very confident that the college will go from strength to strength.

Character and Culture at Horizon CC



Nick Bowen—Executive Principal

At Horizon Community College we have a challenging ambition of raising achievement to a level that would put us in the top 10% of schools in the country. We have a vision for redressing the imbalance, re-shuffling the pack and give the young people of Barnsley a better hand – a better deal – breaking ‘vicious circles’ of underachievement and low aspirations and transforming the lives of every young person.

We want young people to leave the college well qualified and with a unique skill set that will enable them to stand out from the crowd. We want young people to be in possession of a passport of leadership and employability skills that will enable them to pursue exciting careers, attend prestigious universities, complete dynamic apprenticeships and play leading roles in regenerating this area.



Claire Huddart—Principal

The expectation that ‘We are Positive Role Models’ focuses on developing character and skill set of all students. This is underpinned by the College core values which help to prepare every student for a lifetime of success. We offer a quality of education that is tailored to the needs of and meets our ambition for each individual student. We expect every learner to be challenged in every lesson, every day – and to challenge themselves. This is coupled with a high-quality programme of Careers Education to ensure that every student is ‘school ready, work ready and life ready’.

Successful education is also about working in close partnership with our families and the wider community to ensure our students succeed in each School year so that every student is prepared for the next appropriate phase of their education. We work together to empower our students to believe that anything and everything is possible.

We heavily invest in the growth and development of our entire workforce, so they are prepared for the next phase of their careers. We promote ‘one team’ working hard to support each other. The ethos of staff development is reinforced by an offer of continuing professional development designed to respond to strategic priorities.

We are focused on developing students and staff at every level. We strive to embed a culture of hard work, opportunity and aspiration to enable every student and every adult in the College to simply “be the best, that they can be”.

To get a further insight into life at Horizon, [click here](#) for our latest College video.



We are very confident that the college will go from strength to strength.

STRATEGIC PRIORITIES 2019-20

QUALITY OF EDUCATION

'Challenging every
learner, in every
lesson, every day'

CURRICULUM

To establish that the **overarching curriculum and age-related expectations** are effective in supporting student progress.

For all subjects to establish the **intent** (ambition, coherence and principles) that underline their curriculum.

TEACHING AND LEARNING

To further develop pedagogy, so as to drive effective **challenge and support**, with a particular focus on Year 7.

To drive a whole college home-learning strategy, developing a culture of **independent learning** and improving the **ability of students to retrieve** the key knowledge required for success in all subject areas.

To embed a model of **developmental training and coaching for classroom staff** which drives the quality of teaching and learning, creates a culture of collaboration and holds people to account for the quality of their classroom practice.

ASSESSMENT & PROGRESS

To drive the progress of all students through the effective response to data with a focus on **disadvantaged, boys, high ability** and students **accessing inclusion**.

To ensure **formative and summative assessment** supports student progress.

BEHAVIOUR AND ATTITUDES

'We are positive
role models'

To develop the **character** and the skill set of all students through the College **core values** enabling them to become **positive role models** who are fully prepared for a lifetime of success.

To **reduce fixed term exclusions** – ensure support and interventions are appropriate and effective.

To further **improve attendance and punctuality** for all groups of students, in particular SEND and disadvantaged cohorts.

CAREERS & ENTERPRISE

'Work ready,
life ready'

To provide a planned programme of inclusive **careers education and skills development** for all students from Y7 to Y11.

To partner academic teams to link **curriculum learning to careers** to drive the ambition to learn and succeed.

To continue to improve the Careers offer at Horizon to ensure that all students are equipped with an in-depth knowledge of their **post 16 options and routes into work**.



CORE VALUES

At Horizon Community College

| | | | | |
|---|--|---|---|--|
| PRIDE Wear full College uniform at all times Take pride in all you do and actively look to improve your work | ORGANISATION Bring correct equipment to every lesson Organise your time and complete homework to the best of your ability | ENGAGEMENT Be focussed and attentive in lessons act on advice and feedback Seek to discover new things & be prepared to take risks | QUESTIONING Contribute in every lesson Ask questions to deepen your knowledge and understanding | RESPECT Follow staff instructions the first time & every time Be honest and polite to others |
| KINDNESS Be considerate and supportive of others Treat others as you would expect to be treated | TEAMWORK Engage with cooperative learning Take on an active role within the team, readily sharing ideas and information | TOLERANCE Value others regardless of sexuality, race, faith gender or disability Accept the quirks of others | INDEPENDENCE Demonstrate dedication & commitment Be self-disciplined and evidence self-direction | RESILIENCE Persevere and recognise it is alright to make a mistake Respond well to constructive criticism |

“Raising aspirations for all through quality, excellence and innovation”

Child Safeguarding Policy

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A Disclosure and Barring Service (DBS) check will be undertaken for the successful applicant.

The College pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works for Horizon who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please visit:

<http://www.horizoncc.co.uk/safeguarding/>

Teacher of MFL

Location: Horizon Community College, Barnsley

Salary: MPS / UPS

Type: Permanent

Closing Date: Monday 20 January 2020 at 12 noon

To Start: Easter or September 2020

This is a very exciting time to join our MFL department, who are focused on achieving the best possible outcomes for every child. Underpinning this is the development of a curriculum which builds on skills developed at KS2 while supporting the growing demands of the revised GCSE specification.

There is an excellent mix of experience and talent within a team of staff who are passionate about their subject, enthusiastic about innovation, collaborative in their working practices and committed to raising standards. At Horizon, a MFL teacher must be someone with a fierce love of their subject, who is talented, motivated and can inspire students to achieve their full potential. A particular benefit for staff that are new to the profession is the individually tailored support they will receive within the department from MFL colleagues with designated mentoring responsibilities. As part of this dynamic and successful team, you must therefore be committed to achieving the highest standards and possess the creativity to maximise the use of our state-of-the-art resources and facilities.

Horizon also offers the successful candidate a whole-hearted commitment to professional learning that places individual development at the heart of its ethos. The College provides an excellent in-house training programme of Continuing Professional Development for NQTs, RQTs and beyond, enabling staff to benefit from excellent opportunities to enhance their practice and realise their career potential.

This College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A disclosure and barring services check will be undertaken for the successful applicant.

Horizon Community College reserve the right to close this advert prior to the closing date above.

Job Description

Job Description

BARNSLEY

Metropolitan Borough Council

| | |
|--|-----------------|
| DIRECTORATE/DEPARTMENT: Children, Young People and Families | |
| SERVICE AREA: Horizon Community College | SECTION: |

| | |
|---|-----------------------|
| JOB TITLE: Teacher of Modern Foreign Languages | |
| JOB REFERENCE NO: | GRADE: MPS/UPS |

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|------------------------|-----------------------------|
| RESPONSIBLE TO: | Subject Leader - MFL |
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|------------------------------|-----------------|
| EMPLOYEE SUPERVISION: | None |
| DATE AGREED: | BY WHOM: |

Purpose of Post:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and ensure delivery of high quality teaching and learning for which the teacher is accountable.

Duties and Responsibilities:

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

1. Planning, Development and Co-ordination

- ◇ To set challenging teaching and learning objectives which are relevant to all pupils' in their classes
- ◇ To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess pupils learning.
- ◇ To select and prepare resources, and plan for their safe and effective organisation, taking into account pupils' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- ◇ To contribute to teaching teams, meetings and events.
- ◇ To plan for the deployment of any support staff who are contributing to pupils' learning.
- ◇ To plan opportunities for pupils to learn in out of school contexts.
- ◇ To produce long and short term planning in accordance with College policy and procedures and within acquired deadlines.
- ◇ To implement and review the subject development plan in conjunction with line manager.

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- ◇ To develop and audit schemes of work and other documentation related to the use of MFL within the College and to support cross curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- ◇ To develop strategies for the use of MFL to promote new teaching methods and improve learning throughout the College and monitor their effectiveness in raising standards of teaching and learning.
- ◇ To lead or contribute to professional development activities as part of the planned programme for the College and to promote the sharing of good practice.
- ◇ To manage the resources available for MFL and make recommendations in order to maintain and develop curriculum provision.

2. Monitoring and assessment

- ◇ To make appropriate use of the College monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- ◇ To use monitoring and assessment information to improve planning and teaching.
- ◇ To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn.
- ◇ To involve pupils in reflecting on, evaluating and improving their performance and progress.
- ◇ To assess pupil progress accurately against appropriate standards.
- ◇ To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- ◇ To identify the levels of attainment for pupils learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- ◇ To record pupils' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- ◇ To report on pupils' attainment to parents, carers, other professionals and pupils as appropriate.

2. Teaching and class management

- ◇ To have high expectations of pupils and build successful relationships centred on teaching and learning.
- ◇ To establish a purposeful learning environment where diversity is valued and where pupils feel safe, secure and confident.
- ◇ To teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils' in their age range.
- ◇ To teach clearly structured lessons or sequences of work which interest and motivate pupils, making learning objectives clear, employ interactive teaching methods and collaborative group work.
- ◇ To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- ◇ To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements in boys and girls and different cultural and ethnic groups to help them make good progress.
- ◇ To organise and manage teaching and learning time effectively.
- ◇ To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- ◇ To set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate pupils' behaviour

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constructively and promote self-control and independence.

- ◇ To use ICT effectively in delivery of teaching and learning.
- ◇ To take responsibility for teaching a class or classes over a sustained and substantial period of time
- ◇ To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.
- ◇ To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.
- ◇ To recognise and respond effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with school policy and procedures.
- ◇ To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection reporting all concerns to an appropriate person.
- ◇ To attend and participate in regular meetings.
- ◇ To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

3. Specific duties relating to this post

1. The application of national, Local Authority, whole-school and departmental policies relating to the teaching of Modern Foreign Languages.
2. The duties of a form teacher if required.

4. The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Leadership Team.
5. This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Leadership Team as required. Trade union representation will be welcomed in any such discussions.

The College 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.

Date Job Description Revised:

By whom:

Person Specification

EMPLOYEE SPECIFICATION

The Council 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.

When filling in the application form, please demonstrate with clear, concise examples how you meet the requirements of the post. You will be assessed in relation to the *Essential and Minor* criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applicants for the post then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act (DDA), we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA, we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

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| Post Title: Teacher of Modern Foreign Languages | School: Horizon Community College | Grade: MPS/UPS |
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| Criteria No | Attributes | Criteria | How Identified (either Application Form or Interview) | Rank (Essential/Minor) |
|-------------|---|--|---|------------------------|
| | Relevant Experience | Experience of teaching modern foreign languages at secondary level, including French and Spanish | Application form/Letter | Essential |
| | | Experience of teaching French and/or Spanish at Key Stage 4 | Application form/letter | Essential |
| | Education and Training Attainments | Teaching qualification | Application form/Qualification certificate | Essential |
| | | Degree in a relevant subject | Application form/Qualification certificate | Essential |
| | | Evidence of training in use of up-to-date ICT | Application form/letter | Essential |
| | | Commitment to further professional development | Application form/letter | Essential |
| | General and Special Knowledge | Recent developments in courses and syllabuses in MFL | Application form/letter | Essential |

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| | | Assessment practices and requirements in MFL | Application form/letter | Essential |
| | | Application of ICT to the teaching of MFL | Application form/letter | Essential |
| | | A good knowledge of the Secondary National Strategy in relation to the teaching of MFL | Application form/letter | Essential |
| | | Demonstrate knowledge and understanding of current educational developments | Application form/letter | Essential |
| | Skills and Abilities | Ability to teach French and Spanish at Key Stage 3 | Application form/letter | Essential |
| | | Ability to teach French and/or Spanish at Key Stage 4 | Application form/letter | Essential |
| | | Demonstrate a clear educational philosophy in sympathy with the school's aims and values | Application form/letter | Essential |
| | | Demonstrate an ability to interpret national and LA initiatives in a way appropriate to the school | Application form/letter | Essential |
| | | Demonstrate a determination to secure the highest quality of educational experience for all pupils | Application form/letter | Essential |
| | | Demonstrate a clear understanding of and commitment to equal opportunities (gender, race, class and special needs) | Application form/letter | Essential |
| | | Demonstrate a knowledge and ability to use ICT systems | Application form/letter | Essential |
| | | Demonstrate commitment to inclusion | Application form/letter | Essential |
| | | Ability to develop and maintain appropriate and efficient administrative systems | Application form/letter | Essential |
| | | Ability to set realistic targets | Application form/letter | Essential |

Person Specification

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| | | Ability to exercise judgement and make decisions | Application form/letter | Essential |
| | | Ability to work with and within a team | Application form/letter | Essential |
| | | Ability to communicate clearly and liaise effectively | Application form/letter | Essential |
| | | Ability to engage young people in learning and assess their progress | Application form/letter | Essential |
| | | Ability to use Information Technology | Application form/letter | Essential |
| | | Ability to form and maintain appropriate relationships with children and young people | Application form/letter | Essential |
| | Additional Factors | | | |

In compiling this, please refer to the Section 'Review Job Description and Employee Specification' in the Recruitment and Selection Code of Practice.

Further Information



Should you wish to discuss the role further please contact us on 01226 704230.

Please read the [Guidance Notes for Applicants](#) before completing an application form.

This is an exciting and rewarding role and we look forward to receiving your application.

The Application Process

The candidates selected for interview will be informed after shortlisting and full details of the interview process will be provided.

