



St Wilfrid's
Church of England Academy

Teacher of French

CANDIDATE INFORMATION



Dear Applicant,

I am delighted that you have expressed an interest in working at St Wilfrid's Church of England Academy.

As an Academy, we seek to embrace new methodologies whilst maintaining a balance with traditional practice, to bring about examination success. All students at KS3 and KS4 have a 1:1 mobile device. This is an example of our commitment to use modern technology to maximise learning. Recent development of the site has enhanced the resources available to staff and students, which includes an Immersive classroom space and an iMac suite.

We are seeking to appoint a highly effective French specialist to work within the MFL Learning Area. Whatever your current position, we will provide tailored CPD to challenge, grow, equip and prepare you for the next phase of your career. You must be passionate about French and a team player at heart. You must be focused, resilient and good-humoured, and have experience of teaching and learning at Key Stages 3 and 4. You should also possess excellent communication skills and a thirst to see all of our learners succeed.

If you were to be successful in your application, you would be joining an Academy which strives for excellence. We benefit from purpose-built accommodation with excellent facilities. All in all, it is a wonderful place to work and learn. Visitors to St Wilfrid's comment on the calm and purposeful environment, the friendly nature of our students and the welcome extended by our staff.

We are looking for a high-calibre, enthusiastic and outstanding French teacher who wishes to be part of the success story of St Wilfrid's. You would be joining a forward thinking Academy with an excellent team of staff, who along with fantastic students, inspire each other and all who come to visit. We aim to raise aspirations, realise potential and further the culture of developing well-rounded successful teachers and young people.

A recruitment and retention allowance is available for a suitably qualified applicant.

The closing date for applications is noon on Friday 26th January 2018.

If you are interested in moving the Academy forward and are committed to making the learning tomorrow better than it is today, I would warmly encourage you to apply. If you require any further information regarding this post, or would like to visit the Academy in action, please contact Mrs C Holt, PA to the Principal, via cholt@saintwilfrids.com who will arrange this. Please submit the Teaching Staff application form, which can be downloaded from the Academy website, along with a letter of application of not more than two A4 sides detailing how your experiences to date qualify you for the post and how you see the role developing.

I look forward to receiving your application.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'C Huddleston'.

Miss C Huddleston
Principal



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The Christian ethos at the Academy helps give us a sense of security and moral guidance that we can carry through for the rest of our life.

Olivia - Year 13

Key facts and statistics

Type of school	Mark 2 Academy Converter
Age range	11-18
Location	Blackburn, Lancashire
Denomination	Church of England Diocese of Blackburn
Co-education or single sex	Mixed
Number of students	1432
Absence days (2015/16)	7.4%
Number of staff	109 Teaching 80 Support
% of PP students	24.4%
% of students with Statement or School Action Plus	8.44%
% of students with SEN	10.13%
% of students with EAL	13%
GCSE Results 2017	
English % 4 - 9	87.01%
Maths % 4 - 9	79.65%
English and Maths % 4 - 9	75.4%
Progress 8 Score (provisional)	+0.09
Attainment 8 Score (provisional)	50.22
Sixth Form Data 2017	
A*-E Pass Rate	100%
A*-B Pass Rate	60.1%
L3VA Score	+0.12



Learning Area: Modern Foreign Languages

The Modern Foreign Language Learning Area is a small Learning Area which is made up of experienced teaching staff.

All members of the Learning Team have gone through the LEAP programme and are excellent experienced practitioners. Modern Foreign Languages is a popular option at GCSE, however, as an Academy we would like more students to opt for this subject. In line with national trends, recruitment at KS5 over the past few years has been in decline. This is something we are keen to improve.

Staff	3 specialist teachers + Learning Area Co-ordinator							
Structure	Learning Area Coordinator is supported by the Second in Department							
Examination courses for KS4	Year 9 AQA GCSE French (Currently 3 GCSE Classes, 83 students) Year 9 AQA GCSE German (Currently 2 GCSE Class, 49 students) Year 10 AQA GCSE French (Currently 2 GCSE Classes, 35 students) Year 10 AQA GCSE German (Currently 1 GCSE Classes, 8 students) Year 11 AQA GCSE French (Currently 2 GCSE Classes, 26 students) Year 11 AQA GCSE German (Currently 2 GCSE Class, 16 students)							
Examination courses for KS5	Year 13 WJEC German (Currently 2 students)							
GCSE examination results	French	A*-A	A*-C	A*-G	German	A*-A	A*-C	A*-G
	2015	22%	82%	100%	2015	32%	92%	100%
	2016	35%	85%	100%	2016	10%	81%	100%
	2017	23%	96%	100%	2017	10%	90%	100%
A level examination results	French	A/B	A*-E		German	A/B	A*-E	
	2015	100%	100%		2015	-	-	
	2016	100%	100%		2016	58%	100%	
	2017	-	-		2017	50%	100%	
Accommodation	All lessons at KS3 and 4 are taught in specialist rooms and teaching staff have a room base for the majority of their lessons. KS5 lessons are sometimes delivered in smaller sixth form classrooms. All rooms have full connectivity, to facilitate the use of 1:1 devices and Apple TV.							
Timetable structure	Lessons are taught on a weekly timetable. KS3 - Year 7 - Two periods. Year 8 - Three periods. KS4 - Year 9 Two periods. Year 10/11 - Three periods. KS5 - Five periods. Lessons are 1 hour long (except Tuesdays 50-55 minutes)							
Enrichment	German exchange French visit International day of Language Film club Drop in GCSE clinics							



Job Title:
Teacher of French

Reporting to:
Learning Area Coordinator

Salary:
MPR/UPR

Contract:
Full Time. A recruitment and retention allowance is available for a suitably qualified applicant.

Main Purpose:

To impact positively on student achievement and attainment through planning and developing high quality lessons, using a variety of approaches to continually enhance teaching and learning.

1 Key Responsibilities

1.1 To plan teaching to achieve at least good progress in students' learning

1.2 To set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well focused teaching and the development of positive and productive relationships

1.3 To use a variety of teaching methods and resources, including 1:1 devices, which sustain the momentum of students work and keeps all students engaged

1.4 To use assessment information to inform planning and maximise progress

1.5 To mark and monitor students work providing constructive feedback and setting appropriate targets to maximise progress

1.6 To contribute to the development and evaluation of Schemes of Learning

1.7 To be familiar with the statutory assessment and reporting requirements and be able to communicate effectively with parents

1.8 To evaluate their own teaching critically and so improve their own effectiveness

1.9 To attend and contribute fully to meetings and parents' evenings as required

1.10 To carry out the roles and responsibilities of a Form Tutor

1.11 To contribute to the wider life of the Academy and uphold the Mission Statement of the Academy



2 Wider Responsibilities

2.1 To support the Academy House System

2.2 To provide pastoral support for students to the best standard possible

2.3 To contribute where possible to Academy events and extra-curricular activities

2.4 To actively support and promote the Christian ethos of the Academy

2.5 To actively promote the Academy within the community

2.6 To be aware of and adhere to policies and procedures relating to Safeguarding, Child Protection, Health and Safety, Confidentiality and Data Protection, reporting all concerns to the appropriate persons

2.7 To fully participate in the Academy's Appraisal programme

2.8 To undertake any other duties and responsibilities as required that are covered by the general scope of the post

2.9 To undertake any other reasonable duties at the request of the Principal

3 Developing Oneself and Working with Others

3.1 Evaluate one's own teaching critically and use this to improve effectiveness

3.2 Treat people fairly, equitably, with dignity and respect, to create and maintain a positive culture within the Academy

3.3 Develop and maintain a culture of high expectations for self all and take appropriate action when performance is unsatisfactory

3.4 Review one's own practice, set personal targets and take responsibility for one's own personal development

3.5 Manage one's own workload and that of others to allow an appropriate work/life balance

4 Securing Accountability

4.1 Fulfil commitments arising from contractual accountability to the governing body

5 Strengthening Community

5.1 Create and maintain effective partnerships with parents and carers to support and improve students' academic achievement, in addition to their spiritual, moral, social and cultural development



This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed at management's discretion in the future. The appointment is subject to the current conditions of employment in the current School Teacher's Pay and Conditions.

Person Specification

This person specification lists the requirements that are necessary to do this job and how these will be assessed (Application - A, Interview - I and References - R).

In the application and supporting statement, the applicant should state clearly how they meet the requirements being assessed by APPLICATION. The panel will reach a decision on whether or not to short-list the applicant based on the information that is provided in BOTH the form and the statement.

CRITERIA	ESSENTIAL / DESIRABLE	A / I / R
QUALIFICATIONS AND TRAINING		
5 good GCSEs (or equivalent) including English and Mathematics	E	A
A-Levels or equivalent	E	A
Degree or equivalent	E	A
QTS Status	E	A
An ability to pass a DBS check (non-negotiable)	E	A
EXPERIENCE		
Be an excellent teacher demonstrating enthusiasm and a commitment to education	E	I
Have experience of teaching French up to GCSE standard	E	A / I
Have experience of building and sustaining effective relationships with colleagues	E	A / I
Have experience of teaching in an 11-18 environment	E	A / I
SKILLS AND ATTRIBUTES		
Have an excellent understanding of the National Curriculum requirements for French	E	A / I
Have strong analytical and problem-solving skills	E	I
Have excellent communication and interpersonal skills	E	I
Have a clear understanding of safeguarding procedures	E	A / I / R
Have an ability to motivate young people	E	A / I / R
Have demonstrably high professional standards	E	A / I / R
Have effective communication skills, both written and verbal	E	A / I / R
Have the ability to research innovative practice	D	A / I
Have good IT skills	D	A / I / R
Have an excellent understanding of the new MFL specifications	D	A / I
PERSONAL QUALITIES		
Be passionate about French	E	A / I
Be able to actively support and promote the Christian Ethos of the Academy	E	A / I / R
Be a team player used to working collaboratively	E	I / R
Be a resilient and reflective individual	E	I / R
Be willing to undergo training as necessary	E	A / I
Possess a good sense of humour	E	I
Be able to lead by example and demonstrate professional values, securing the ethos of the Academy	E	A / I / R
Have energy, tenacity and the ability to work under pressure	E	I

Prepared on: 8/1/2018

By: CH / KC