

## MFL Teacher (0.6 FTE)

Based at Beacon Business Innovation Hub - IG4 5LP

Salary: INS 1- UPS

£21,582.00- £45,766.00 FTE (£12,949.20- £27,459.60 at pro-rated value)

Required: September 2022

Staff enjoy working at the School. They care deeply for the students and proudly work as a team. (*Ofsted 2019*)

We are seeking to appoint a dynamic and inspirational teacher who is ambitious and have a real passion for their subject. The Beacon Business Innovation Hub is an Alternative Provision Free school that opened in September 2014 with a unique, creative curriculum for 14 – 19 year olds with a wide range of support needs. We are co-located at the heart of the Beacon Campus. We have approximately 70 learners on site and provide them with aspirational work related, occupational pathways and progression routes tailored to suit the individual student.

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.

Enhanced DBS (with list checks) is required for this post.

The below documents must be read prior to applying for this role and will be factored into interviews:

[Keeping Children Safe in Education](#)

[BMAT – Safeguarding and Child Protection Policy](#)

Further information and an application form can be found at <https://nelta.co.uk/vacancies/>

Please forward your electronic applications to [recruitment@beaconacademytrust.co.uk](mailto:recruitment@beaconacademytrust.co.uk)

Please note we reserve the right to close or extend this position depending on application numbers, therefore we would urge candidates to submit an application as soon as possible.



### Role Description

This Recruitment Pack should be read alongside the range of professional duties of teachers as set out in the contract of employment, Teachers' Standards and BMAT Policies and Procedures.

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Teachers must meet all of the requirements in the [Teachers Standards](#) document.

- 1 A teacher must set high expectations which inspire, motivate and challenge pupils
- 2 Promote good progress and outcomes by pupils
- 3 Demonstrate good subject and curriculum knowledge
- 4 Plan and teach well-structured lessons
- 5 Adapt teaching to respond to the strengths and needs of all pupils
- 6 Make accurate and productive use of assessment
- 7 Manage behaviour effectively to ensure a good and safe learning environment
- 8 Fulfil wider professional responsibilities
- 9 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- 10 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- 11 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### Other Duties and Responsibilities

The above mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change.

The post holder may be required to carry out such other duties as requested by management that are broadly within the level of the post.



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| Person Specification  | Essential (E)<br>Desirable (D) | App<br>Fm                           | Intvw                               | Ref                                 |
|---|--------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <b>Teaching Qualifications and Experience</b>   |                                |                                     |                                     |                                     |
| Qualified Teacher Status  | E                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Degree  | E                              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Demonstrates successful practice as a teacher in a secondary school, qualified or as a trainee  | E                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Professional Experience and Practice</b>   |                                |                                     |                                     |                                     |
| Commitment to improving practice through appropriate professional development   | E                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Reflective practitioner   | E                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Demonstrate an understanding and proactive approach to safeguarding equal opportunities, health and safety and other policies and practices   | E                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Act upon advice and feedback and demonstrate ability to coach and mentor  | E                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Ability and Skills</b>   |                                |                                     |                                     |                                     |
| Demonstrate ability to work well in collaboration with others   | E                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil   | E                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Communicate effectively with children, colleagues, stakeholders etc   | E                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Effective time management and organisation skills   | E                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Personal Attributes</b>  |                                |                                     |                                     |                                     |
| Personal impact and presence  | E                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Adaptability to changing circumstances and new ideas  | E                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vigour and perseverance   | E                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Enthusiasm, resilience, reliability and integrity   | E                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p>BMAT is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.</p> <p>Enhanced DBS Disclosure is required for this post.</p> |                                |                                     |                                     |                                     |

