



Head of Modern Foreign Languages

The Stockwood Park Academy have a brilliant opportunity for a Head of MFL to join our successful foreign languages department. We are looking for an experienced, passionate and innovative MFL leader who will maintain and build upon the standards already achieved in **French and Spanish**. The Head of MFL will be responsible for the day-to-day management of the department and teaching and learning responsibility across the academy. This position will include liaison with the Senior Leadership Team and development of the curriculum in the department. With the opportunity to facilitate and lead foreign language and exchange trips and running language cultural clubs and events would also be wonderful for the department.

At our academy, we are proud of the unrivalled education experience offered and you will certainly benefit from forward-thinking and supportive leadership, an encouraging and enthusiastic staff body and enterprising students. The Stockwood Park Academy has state of the art facilities, fit for all your teaching needs. Our facilities include sporting and performance equipment which the whole school body are able to enjoy.

At The Stockwood Park Academy, we offer a school that will genuinely invest, support and develop you to become an outstanding practitioner and enable you to keep climbing the career ladder. If you are ambitious about excelling in your career and taking on additional responsibilities, we will give you the opportunities that you crave.

Key Duties

- Be accountable for the learning and achievement of all students
- Be accountable for the vision of the subject team
- Motivate subject staff (teaching and support) and lead a highly effective team through personal example and thoughtful delegation and deployment
- Adhere to the Academy's rigorous procedures for recording, monitoring, analyzing and acting upon a range of data
- Be well informed and up to date with national developments, curriculum innovation and resources for learning.

The successful candidate will have

- Ability to teach both French and Spanish an advantage
- Secondary teaching experience across both KS3, KS4 and KS5 is desirable
- An outstanding, research-informed practitioner with a proven record of raising attainment for students
- A confident and competent user of data, able to empower others in its use to support outstanding pedagogy
- Able to inspire and challenge every student enabling them to make excellent progress
- Able to communicate and enthuse staff and implement ideas
- Experience of a large multicultural school

Job Specifics

Start date	September 2021
Salary	MPS / UPS & TLR 2b & RR - £25,714 - £48,393 (dependent on experience)
Job Role	Permanent, Full-time

Recruitment Timeline

22 nd March 2021	Position is advertised
12th April 2021	Closing date for applications
w/c 12 th March 2021	Shortlisting and contact with candidates - references will be requested
w/c 19 th March 2021	Interviews

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.



Why work for Stockwood Park Academy?

- £30 million state of the art building with well-equipped classrooms
- You'll be working alongside a collaborative, forward thinking Principal and Senior Leadership Team who are here to support and develop you
- Unparalleled CPD opportunities with free courses every Thursday catered to your developmental needs
- Excellent opportunities to develop and grow in a successful and expanding Academy
- All teaching staff receive a laptop to use whilst in employment
- Freshly brewed coffee for staff on arrival to the academy every morning
- Employee of the month scheme winning shopping vouchers
- Fantastic staff benefits that make a difference to your work life balance

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on <https://www.thesharedlearningtrust.org.uk/current-vacancies5/845.html>

We look forward to hearing from you!

If you have any questions about the role or would like to visit the Academy, please contact HR Recruitment, Jay Powell on 01582 211226 or j.powell@thesharedlearningtrust.org.uk

If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack with particular reference to the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual Trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

Safeguarding

'We believe in the safeguarding and welfare of children and expect all staff to share this view'.

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department for Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.



Welcome to The Shared Learning Trust

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust, as Principal of The Stockwood Park Academy in 2009. Since then, the trust has grown from strength to strength employing some 500 fantastic staff members who serve over 3,700 children within our communities. It is my privilege to be CEO of our family of schools and work with each Principal or Head of School to ensure the best possible education in their own Academy.



Our ethos is simple, to build a collaborative partnership of academies and schools that will provide exceptional educational provision, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged to experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

Cathy Barr, CEO

We recruit people for attitude and train for skills

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to clearly articulate our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who

- are excited by their role and by the prospect of working with young people, even those who are less motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes,

Cathy



About The Shared Learning Trust

- The Vale Academy, Dunstable 2-11
- The Rushmere Park Academy, Leighton Buzzard 4-9
- The Linden Academy, Luton 4-11
- The Chalk Hills Academy, Luton 11-18
- **The Stockwood Park Academy, Luton 11-18**

We also offer a fantastic **Sixth Form** provision for students aged between 16-19, and this is based at both The Stockwood and The Chalk Hills Academy. Including in our Sixth Form provision is our Football Academy Pathway and **brand-new Cricket Academy Pathway**.

Our Academies are supported in their work by our **Teaching Trust, based at The Chalk Hills Academy**. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoelaces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

Vision & Values ‘Strive, Achieve, Believe’

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve more than they ever thought possible. At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people. Our commitment to this vision can be demonstrated by our behaviours:

Strive we will,

- provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.
- continue to work together to **share** innovative practice and to provide a wealth of opportunities for all pupils and staff
- have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets.
- focus on the development of all of our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

Achieve we will,

- aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative.
- share strong Trust approaches to our key issues, for example, teaching, assessment, attendance and curriculum development.
- offer an interesting yet challenging curriculum in each of our academies.
- by our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all.
- continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence.
- place emphasis on collaboration with partners *outside of our Trust* to maximise opportunities for all **in** our Trust.



Believe, we will,

- enable all of our learners to develop and flourish, through close working and regular communication with our families and local community,
- care for our families beyond the school day, supporting the development of high self-esteem and belief.
- ensure that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- promote can-do attitudes and resilience across the Trust that develop belief and high expectation.

CPD and Training – We invest in you!

All five Academies at The Shared Learning Trust are a part of our Teaching Trust, which is based at The Chalk Hills Academy. We aim to offer exceptional teacher training and high-quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualification for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As Chalk Hills Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.



Welcome to The Stockwood Park Academy



Louise Lee, Executive Principal



Mumin Humayn, Head of School

Dear Applicant,

It is a privilege and an honour to serve The Chalk Hills and The Stockwood Park Academy as Executive Principal.

Our students are extremely motivated and have an exceptional desire to achieve and behave impeccably.

Our staff are highly qualified and work tirelessly in the pursuit of world class progress for all of our students.

The facilities at The Stockwood Park Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

Learning is clearly at the heart of all we do.

***'It is the supreme art of the teacher to awaken joy in creative expression and knowledge.'* - Albert Einstein**

I am delighted to extend a warm welcome to you.

Best wishes,

Louise Lee & Mumin Humayun



About The Stockwood Park Academy

Providing the very best education for all our students is the simple goal for The Stockwood Park Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.





Teacher Testimonials

I was appointed as the Senior Head of Year in November 2019. As a Pastoral Team we work hard to meet the varied needs of our students, firstly via the Tutors who are our 'face' of pastoral care. Our Heads of Year work closely to guide and support the Tutor teams, whilst maintaining an over view via liaison with Teachers, Faculty Leads, SEN, careers teams and our School Nurse. This robust approach ensures we support student's attendance, medical and learning needs, all with the aim to motivate and enthuse TSPA students to be their very best. Our pastoral care is firmly centred on encouragement and providing the stepping stones required to make progress, both academically and in terms of the student character. We want TSPA students to believe that they can realistically improve their academic outcomes and create pathways to a very successful future. For students who require greater support, we have a dedicated team of Pastoral Support Officers. The PSO team deliver Behaviour Modification sessions to help students make positive choices and manage their emotions and feelings healthily. Where a student requires more specific support, the PSO team work closely with attendance, safeguarding and refer to our in house Mentor and Conflict Resolution Manager as well as external organisations. Our pastoral systems have ensured that we have supported many struggling young people to return to the classroom to actively learn. We work daily to support basic physical needs, emotional needs the mental health needs of our TSPA students, resulting in them improving their engagement within the classroom.

- Leigh-Anne Hussain, Senior Head of Year, Pastoral Care

I've been fortunate to develop throughout my career at the Stockwood Park Academy. Since joining as an NQT History teacher, I have led teams as Head of History, Head of Humanities and been a member of our internal Teaching & Learning Team. Most recently, I have had the honour of being responsible for the development of teaching across the academy as Assistant Principal. We strive for every lesson to make a difference and recognise the importance of keeping abreast with the latest educational research and evidence to inform our teaching. We have worked hard to develop a common language across the school when discussing teaching and learning and believe that the teacher is the expert in the classroom so we put our faith in our colleagues to deliver in ways that will benefit our students the most. We support colleagues with a range of high quality internal and external professional development opportunities whilst seeking the best ways to further improve what we do best; teaching students so they can master the subject knowledge and skills that we care so passionately about.

- Joel Toomer, Assistant Principal

My experience as an NQT at Stockwood Park academy has been incredible. The standout reason has been the excellent support and training supplied as part of my NQT induction by the Teaching and Learning team who have drawn on an immense wealth of collective experience and cutting edge research to create CPD sessions that have and will aided my development as a teacher and will do for many years to come. Supporting this has been the unfaltering support from my NQT mentor who knows the school so well is on hand at all times to offer support and advice. My favourite aspect of being a teacher at Stockwood Park has been the friendly, positive atmosphere that is created by staff and students alike, and there is never a dull day. The incredible expertise of both teaching and non-teaching staff is complemented by the rich, exciting curriculums designed by passionate educators, who are simply seeking to give the best possible education to the charming and respectful students who make every day a pleasurable experience. There are a wide variety of backgrounds and experiences to listen to and learn from, and sometimes I find the students teach me.

- Toby Charter, NQT



Job Description

Title	Head of Modern Foreign Languages
Salary	MPS/UPS + TLR 2b
Responsible to	Assistant Principal

VISION AND PURPOSE

1. To play an active role in the development of the emerging competency based curriculum providing specific curriculum expertise and guidance and leading on delivery of key aspects as they relate to subject area.
2. Be accountable for the learning and achievement of all students following programmes within the subject area whether these are within the context of the competency based curriculum or within the more general curriculum framework.
3. To liaise with Subject Team Leader colleagues at The Shared Learning Trust to support strategic development, share good practice and plan collaborative activities.
4. To ensure that the Shared Learning Trust is always presented positively within and beyond the Academy.

ACCOUNTABLE FOR

1. The vision for the subject team and the high aspirations for the achievement of every student in our Academy.
2. The Subject Action Plan based upon the academy-wide quality assurance procedures and collated in the Subject Self Evaluation Form.
3. Motivation to subject staff (teaching and support) and the creation of a highly effective team, particularly through their personal example, clearly led departmental meetings and thoughtful delegation and deployment.
4. Adherence to the Academy's rigorous procedures for recording, monitoring, analysing and acting upon a range of data including student attendance, punctuality, referrals and academic records from all subject areas to:
 - Track student overall attainment and achievement on a regular basis;
 - Evaluate the quality and appropriateness of students' overall negotiated individual learning plans;
 - Identify when intervention is necessary (e.g. when underachievement is identified, additional challenge is required and/or links needed to outside agencies); and
 - Linking this data to performance management through whole-class value-added analyses.
5. Undertake action based upon the rigorous analysis of external examination data from Key Stages 2 and 3 (if available), GCSE, GCE and vocational courses.
6. To be well informed and up to date with national developments, curriculum innovation and resources for learning in subjects covered by this post.
7. To discharge responsibilities for health, safety, welfare and safeguarding as laid down in national legislation and Trust policies.
8. Provide high quality mentoring and coaching to the subject team regarding learning and teaching and curriculum planning and delivery, particularly those new to teaching
9. Exemplify good discipline and orderly conduct within the subject area through partnership working with Learning Team Leaders and all members of the Learning Support Team.
10. Establish good curriculum links to primary schools, work based providers in the local community, and higher education colleges to ensure that the work of the subject curriculum develops within the broader context of lifelong learning.
11. Demonstrate leadership to ensure high quality subject teaching schemes are based on personalised learning principles. Ensure the personalised learning principles are in place for the start of each academic year having been revised to reflect new developments / requirements of examining boards and new developments in information learning technologies such as the Learning Gateway.
12. Ensure that work is always set for classes when a member of the subject team is absent.
13. Provide sound financial management within the departmental budgets that have been set.
14. Collaboration with their Head of Faculty and Assistant Principal regarding
 - The arrangements for the performance management and professional development of all members of their subject team; and
 - The Academy's arrangements for quality assurance and internal verification.
15. Undertaking any other professional duties which are reasonably delegated to her/him by the Principal or Board of Directors.

This statement is in addition to, and in amplification of, the duties and responsibilities laid down in the National Teachers Conditions of Service.



PERFORMANCE MANAGEMENT

Participating in the academy's arrangements for performance management, professional development and the academy's arrangements for quality assurance and internal verification.

Person Specification- Head of MFL

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable criteria</u> .		
Attributes	Essential	Desirable
Experience	<p>Demonstrable impact on raising achievement.</p> <p>Some experience of managing the work of others.</p> <p>Experience of using performance data to inform target setting and planning.</p>	<p>Working with children with English as an Additional Language.</p> <p>The recruitment of staff.</p> <p>Demonstrable experience of using performance management and performance data to inform target setting, planning and policy.</p>
Skills/Abilities	<p>Able to communicate with a variety of stakeholders (e.g. governors, colleagues, parents, the community, external agencies).</p> <p>Able to lead, coach and mentor others, persuading and influencing those resistant to the management of change.</p> <p>Able to use IT to support both the curriculum and work organisation.</p> <p>Able to work as part of, and contribute to, a whole-school, multi-disciplinary team.</p> <p>Able to monitor and evaluate teaching, learning and school policy.</p> <p>Able to identify the necessary resources which ensure high quality teaching and learning.</p> <p>Able to assess the needs of individuals to inform the targeting of individual needs.</p> <p>Able to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly.</p>	<p>Subject/department school self-evaluation.</p> <p>Ability to lead on a whole school project or initiative.</p>



Competencies	<p>Able to demonstrate the appropriate motivation to work with young people</p> <p>Able to form appropriate relationships with young people</p> <p>Emotional resilience in working with challenging behaviours</p> <p>Appropriate attitudes to the use of authority and maintaining discipline</p>	
Equality Issues	<p>Demonstrable commitment to inclusive teaching and learning.</p> <p>Awareness of the effects of discrimination on pupils, parents, colleagues and policy.</p>	
Specialist Knowledge	<p>Subject/KS knowledge</p>	
Education and Training	<p>Qualified Teacher Status</p> <p>Evidence of ongoing cpd.</p>	<p>Training in personnel issues and procedures.</p>

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.