



Uckfield Community Technology College

Briefing Booklet for:

**Appointment of
Deputy Curriculum Leader of
Modern Foreign Languages
(MPS/UPS) plus TLR2A**

March 2017

Downsview Crescent
Uckfield
East Sussex
TN22 3DJ
Direct Tel: 01825-764844 Ext 1101

Principal: Hugh Hennebry BSc NPQH

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Additional documentation included in this pack (*if requested by post*):

- Letter from Hugh Hennebry (*Principal*)
- Teacher Application Form (*East Sussex County Council TSI*)
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Additional documentation available from the College website:

- Sixth Form Prospectus
- 11-16 Prospectus

Please note that if you are using a satellite navigation system to travel to the College please use the Postcode TN22 1TG as unfortunately the College Postcode will take you to a pedestrian only access at the south of the College campus.

Principal: Hugh Hennebry BSc NPQH
Downsview Crescent
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Direct Tel: 01825 764844 Ext 1232
e-mail: hr@uctc.org.uk
Website: www.uctc.org.uk



Uckfield Community Technology College

Required for: September 2017

Deputy Curriculum Leader of Modern Foreign Languages Spanish Specialist and French MPS/UPS plus TLR2A (currently £2,639)

We require an inspirational professional who is relentless in the pursuit of the highest standards of student progress and an innovative driver of outstanding teaching and learning. The post-holder will be responsible for KS4 Languages.

Uckfield Community Technology College (UCTC) is a highly successful and popular College in the heart of rural Sussex yet within commuting distance of Brighton, Eastbourne and the South Coast. UCTC is an excellent working environment characterised by happy, well-motivated students and innovative and enthusiastic teachers.

For further information and a full application pack, please telephone our Human Resources Team on extension 1232 quoting reference DCLMFL/03/17 or visit our website: www.uctc.org.uk. An electronic application can be returned by e-mail to the address above (an electronic receipt will be issued).

Applications should be returned to the College as soon as possible or at the latest by 10am on Wednesday 19th April 2017. Interviews will take place as soon as possible after that date.

East Sussex County Council is an authority committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.





hvh/tf

March 2017

Dear Applicant

Post of Deputy Curriculum Leader of Modern Foreign Languages (MPS/UPS)

Thank you for your interest in this post. I believe what makes a good school is its ethos. Our ethos of high expectations and putting students at the heart of everything we do enables our students to fulfil their potential. Our College motto is 'Realising Potential' and we constantly strive to inspire and support every child to learn and develop as mature, wise, fully rounded individuals. This motto is not very different from many schools but what I believe makes our college stand-out is that we get our students to think about why fulfilling one's potential is important. Our aim is for every student to achieve that particular kind of happiness you get when you strive for and make progress towards your goals. We encourage our students to feel that sense of personal fulfilment that leads to true, deep happiness. So, I trust that you will find this is a happy college community, not in any superficial way but a group of staff, students and parents working hard and leading fulfilling lives.

At Uckfield, we are passionate about the quality of Teaching and Learning. We regard ourselves as Teaching and Learning 'Activists'. Being an Activist at UCTC is all about sharing good practice and being enthusiastic about developing pedagogy and practice. Activism has many forms here e.g. talking about teaching and learning, sharing ideas through Schemes of Learning, sharing resources, peer lesson observations with someone you have chosen to work with, teaching and learning communities etc. I feel sure that you will identify UCTC as an energetic and successful place in which you could make a positive impact on the life chances of our students, working with like-minded staff whilst also developing your own professional skills.

The staff here, both teaching and non-teaching, are excellent. They are utterly professional and deeply caring people who have a strong moral purpose to make a difference to young people. Students in lessons are ready and eager to work. It is no surprise that results are so good. Both personally and professionally, I am very proud of the work they do. While we are a 'students first' college and students are what we are here for, our greatest asset is our dedicated staff who strive and frequently go beyond the 'call of duty' to develop and maintain the very special environment that is UCTC.

Please visit our website: www.uctc.org.uk, where you will be able to access and download information that will give you a deeper insight into the wide range of activities in the College.

Our students in Years 7 to 11 all have their own Chromebooks to support their learning. Sixth Form students also have their own one-to-one computing devices. All teachers are currently issued with a free Chromebook to support teaching, learning and assessment. This is in addition to all classrooms having a computer and either a projector, interactive

whiteboard or interactive LCD screen, along with all department offices, the staff room and the staff teaching and learning room having computers. It is expected that staff having a Chromebook will continue in the next academic year although we cannot guarantee the continuation of this forever. As school funding reduces over the next few years, these may not be continually replaced.

To enhance teaching and learning, as a college we use shared Google Docs and a variety of tools, e.g. Classroom for homework and Moodle for our VLE.

If after finding out more about UCTC you decide to apply for the post, then I look forward to receiving your application form. Please leave the relevant experience and other information section on page 5 blank and attach to your form a separate letter of no more than 2 sides of A4 amplifying what skills you will bring to the college and why you believe you are the right person for this post.

Applications will be processed in line with the dates provided and I will write to successful and unsuccessful candidates as soon as possible to inform you of your progress.

If there are specific parts of the application you would like to clarify, or if there is particular information you require, then please telephone me at the College. I can be contacted via 01825 764844, extension 1101.

All teachers at the college are attached to Year teams either as Tutors or mentor support. I have attached the job specification for that role to this document.

In conclusion, I make no excuses for sounding so very proud of the enthusiasm, hard work and support of staff, students, parents and governors. UCTC is very much a team and I believe, fundamentally, a very happy and successful one. I very much hope that you would like to join our team and I look forward to meeting shortlisted candidates at interview.

Yours sincerely

A handwritten signature in black ink, appearing to read 'H. Hennebry', written in a cursive style.

Hugh Hennebry
Principal

Uckfield Community Technology College

Deputy Curriculum Leader of Modern Foreign Languages

	Person Specification	Essential	Desirable
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Good Honours Graduate • Evidence of relevant further professional development 	 ✓ ✓	 ✓
Subject	<ul style="list-style-type: none"> • Specialist subject area – MFL 	✓	
Experience	<ul style="list-style-type: none"> • Leadership experience • Use of strategies to have successfully raised student achievement 	 ✓	 ✓
Personal	<ul style="list-style-type: none"> • Outstanding classroom teacher • High quality interpersonal skills • Team player • Flexible • Proactive and able to make decisions • Ambitious, personally and for the College • Positive ‘can do’ attitude • An educational vision focused on students • Excellent range of communication skills; listening as well as speaking, presenting, writing 	 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	

Uckfield Community Technology College



Job Profile

Job Title	Deputy Curriculum Leader of Modern Foreign Languages
Salary Grading	TLR2a
Line Manager	Curriculum Leader of Modern Foreign Languages
Date	September 2017
Job Purpose	<ul style="list-style-type: none"> ▪ To develop and co-ordinate a team of people focusing on this area in order to raise standards of student attainment and achievement. ▪ To carry out the professional duties of a teacher as circumstances may require and in accordance with the College's policies under the direction of the Principal. ▪ To play a full part in the life of the College and its community, to support its mission and ethos of realising potential and to be a role model for staff and students.
Job Dimensions	<ul style="list-style-type: none"> ▪ Students: accountable for the oversight of learning of all students ▪ Staff: where appropriate, accountable for the direct line management/ co-ordinating the work of teaching staff and other relevant personnel within the department. ▪ Resources: developing targeted learning resources to support the diverse make-up of the student body. Accountable for raising purchase orders in response to teaching and learning needs and the physical learning environment.

Key Accountabilities

<p>Strategic Direction and Development: Lead, develop and implement learning policies, plans, targets and practices to ensure contribution to whole College improvement.</p>	<ul style="list-style-type: none"> ▪ develop and implement policies and practices which reflect the College's commitment to high achievement and effective teaching and learning. ▪ develop and implement policies and practices which reflect the College's commitment to the five outcomes for children within the Every Child Matters framework. ▪ contribute to developments across the subject area which identify clear targets, timescales and success criteria for the Curriculum Area Development Plan. ▪ to monitor and evaluate progress against the Curriculum Area Development Plan including the quality of teaching and learning; ▪ where appropriate to lead the development of syllabus choice and schemes of work taking account of College and National trends ▪ ensure the maintenance and availability of accurate and up to date information about the Curriculum area. ▪ to analyse departmental and college data to ensure that student performance targets are in line with whole College targets; ▪ create a positive atmosphere for learning for all students across the Curriculum area including the management of behaviour. ▪ to contribute to the development of College policy; ▪ to act as a Champion for your Curriculum area and contribute to
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	<p>whole College issues;</p> <ul style="list-style-type: none"> ▪ to implement College policies and procedures eg Equal Opportunities, Health and Safety, SEN, Literacy, Numeracy and ICT across the curriculum area. ▪ to ensure provision for safeguarding and promoting the welfare of students across the subject area in lessons and other activities.
<p>Leading and Managing Staff: provide the necessary support, challenge, intervention and information to sustain motivation and secure improvement in teaching and learning</p>	<ul style="list-style-type: none"> ▪ to contribute to achieving a shared vision and common purpose in Curriculum area and to secure commitment from all staff in the department ▪ to be a positive role model for your team/department; ▪ develop team-working strategies if appropriate; ▪ advise on INSET provision that meets the training needs of the team. ▪ use coaching and mentoring strategies as appropriate to support staff development. ▪ line management of colleagues to include Performance Management where appropriate. ▪ if relevant to provide advice on threshold, upper pay spine and other professional development opportunities. ▪ to be aware of the welfare and wellbeing of staff in the Curriculum Area
<p>Teaching and Learning: secure and sustain effective teaching, evaluate the quality of teaching and standards of students' achievements and set targets for improvement to ensure high standards across all key stages and external assessments.</p>	<ul style="list-style-type: none"> ▪ pedagogy and methodology - to draw upon best practice in teaching and learning and share across the team eg learning styles and thinking skills; ▪ to develop the use of lesson observations to improve practice i.e. part of College self-evaluation and review and internal procedures; ▪ in collaboration to ensure marking and assessment across the Curriculum area is in line with College policies (including AFL policy) and meet exam board criteria. ▪ reporting on student progress; ▪ to implement where relevant, educational enhancements (booster classes, trips and visits) ▪ to establish and develop the process of target setting across the Curriculum area in line with curriculum practice and work towards their achievement ▪ co-ordinate praise, rewards and good news/publicity about student participation and achievement ▪ monitor student progress and implement intervention strategies
<p>Deployment of Resources: identify and monitor appropriate resources to ensure that they are used efficiently, effectively and safely</p>	<ul style="list-style-type: none"> ▪ if applicable manage the teaching and learning budget of the Curriculum area to ensure Best Value for Money; ▪ to assist in ensuring the Curriculum area's teaching commitments are effectively and efficiently timetabled and roomed; ▪ to assist with the deployment of resources to maximise student learning; ▪ to assist with overseeing the use of accommodation and resources to create a positive learning environment ▪ to assist with the co-ordination of the organisation and maintenance of equipment and stock; ▪ to implement College policies, procedures and risk assessments with regard to Health and Safety eg COSHH; ▪ oversee the effective, efficient deployment of student teachers to

	<p>ensure subject and pastoral continuity</p> <ul style="list-style-type: none"> ▪ make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the Curriculum area with the cover supervisor/relevant staff. ▪ if required to be responsible for the efficient and effective deployment of the Curriculum area's technician/support staff; ▪ to participate in the selection of staff new to the College and/or to teaching and to ensure effective induction; ▪ to set up review procedures to support staff promoted to new posts within the Curriculum area.
Communication	<ul style="list-style-type: none"> ○ to communicate and consult with parents and Governors where appropriate ○ to contribute to the corporate life of the college and represent the Curriculum area through effective participation in meetings eg Curriculum Leaders; Leadership Team and Key Stage discussions; ○ to liaise with external agencies as appropriate ○ to chair meetings as appropriate ○ to take responsibility for Curriculum area in marketing and liaison activities such as Open Evenings, Parents Evenings, and events with other schools. ○ to represent the wider Curriculum area as and when required.
Curriculum Development	<ul style="list-style-type: none"> ○ to assist with leading on and evaluating Curriculum development and provision (syllabuses/schemes of work) across the subject area in order to ensure appropriate challenge and success for every student ○ to keep up to date with National developments in the curriculum area and teaching practice and methodology. ○ to actively monitor and respond to Curriculum development and initiatives at National, Regional and local levels.
Quality Assurance	<ul style="list-style-type: none"> ○ to ensure the effective implementation of High Reliability protocols across the Curriculum area ○ to assist with the evaluation of the practice within the department and reporting and evaluate on examination performance in line with the College self-evaluation process; ○ developing the use of Student Voice across the Curriculum area

Refer to the current 'Conditions of Employment for Teachers other than Head Teachers' from School Teachers' Pay and Conditions Document from the DfE

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually.



Role of Form Tutor

Line Manager: Director of Year

Professional Duties

1. To act as the first point of contact between home and college and to advise and guide parents and students on a day to day basis.
2. To get to know the students in the tutor group and strive to be aware of backgrounds as these will affect the student's performance in college.
3. To establish a positive relationship between tutor and the student so that the tutor is aware of both danger signs and indications that the group and individuals are functioning well.
4. To encourage each student to take a full part in college activities.
5. To be a source of information about the college and to interpret college policy to the students as it affects them.
6. To maintain high standards of college uniform with all students in the group.
7. To liaise with senior pastoral staff about students in difficulty or trouble.
8. To complete the form register and to do so in a well-controlled manner so that the information recorded is accurate and in accordance with the notes in the staff guide.
9. To check (using Google Classroom) and encourage students to:
 - (i) complete homework that is set; and
 - (ii) hand homework in on time.
10. To ensure that all absences are covered by letters or telephone calls from parents. Directors of Year should be notified when a Form Tutor is unable to obtain a satisfactory reason for absence either from the students or from contact with the parents directly.
11. To monitor students' academic progress through profiles/reports and data/progress analyses. To make a meaningful and appropriate comment on social and academic progress made as required by the style of the report.
12. To co-ordinate appropriate intervention strategies to support students' academic and social progress.
13. To deliver the set tutor programme during Personal Development Time and PSHCE.



Modern Foreign Languages Departmental Structure and Organisation 2016/2017

Staff

The Department has three full-time colleagues and four part-time colleagues:

Chantal Habouzit	Curriculum Leader	French/German
Ruth Huxford	Deputy Curriculum Leader	Spanish/French
Mandy O'Toole	Teacher	Spanish/ French
Mairi Michell	Teacher (on Maternity Leave)	French/Spanish
Marianne Fox	Teacher	French/ Spanish
Francoise Holland	Teacher (Maternity Cover)	French/Spanish
Janet Cole	Supply Teacher	German/ French/ Italian
Cathryn Nyren	Learning Assistant/Teacher	French

Accommodation

The Department is housed in a purpose built, state of the art suite of rooms, comprising 6 classrooms and a departmental office. Each classroom is fitted with an interactive white board and audio visual technology. The department is also developing a resource bank of subject specific software.

Resources

- There are French, German and Spanish dictionaries available in all teaching rooms.

Language Provision

- Year 7 Students are taught in sets and study two periods per week of either French or Spanish as their NC language.
Text-books are Expo 1 or Mira 1. Resources are available on Moodle and are constantly updated and differentiated by language teachers.
Academically More Able students are offered the opportunity to study Mandarin after school.
French and Spanish support classes are offered after school.
- Year 8 Students continue to study their language for two periods per week. Academically More Able students are offered the opportunity to study Mandarin. Text books are Expo 2 and Mira 2. Resources are available on Moodle and are constantly updated and differentiated by language teachers.
Academically More Able students are offered the opportunity to study Mandarin after school.
French and Spanish support classes are offered after school.
- Year 9 Students continue to study their language for two periods per week. Textbooks are Expo 3 and Mira 3.
Academically More Able students are offered the opportunity to study Mandarin.
Resources are available on Moodle and are constantly updated and differentiated by language teachers.
French and Spanish support classes are offered after school.
- Year 10 & Year 11 French and Spanish are offered at GCSE. Pupils are set according to ability where possible. Almost all pupils study at least one foreign language. Pupils have three hours of language per week in Year 10 and two hours of language per week in Year 11.
Students follow the AQA syllabus.
Students have their own personal account in order to be able to access the online Kerboodle resources.
Resources are shared on Moodle and are constantly updated and differentiated by language teachers.
- Year 12 French, German and Spanish are offered. Students have four periods per week with at least two teachers and follow a topic-based curriculum using a variety of resources. Students have their own personal account in order to be able to access the online Kerboodle resources.
Resources are shared on Moodle and are constantly updated and differentiated by language teachers.
Students follow the AQA syllabus.
Main text books are A Level Year 1 and AS Oxford University Press for French, German and Spanish.
- Year 13 French, German and Spanish are offered. Students have four periods per week with at least two teachers and follow a topic-based curriculum using a variety of resources. Students have their own personal account in order to be able to access the online Kerboodle resources.
Students follow the AQA syllabus.
Main text books are A2 AQA Nelson Thornes for French, German and Spanish.

Public Examinations

Year 10/11 Students are prepared for the AQA GCSE in French or Spanish.

For GCSE, students are assessed by terminal exams at the end of Year 11 in listening, speaking, reading and writing and each skill is worth 25% of the final GCSE.

KS4 support sessions are offered after school.

Year 12 Students are prepared for the A Level Year 1 and AS examination.

Year 13 Students are prepared for the AQA A2 examination; two units are taken in the summer term.

Additional Information

Pleasure in the use of a foreign language for practical purposes and success in learning are the two principal aims of the Department; the continuing development of a communicative methodology, which respects both these ideas, has a high place on the Department's agenda.

Departmental meetings are scheduled at regular intervals; they are lively and constructive; our aim is to work together towards moving the Department forward and raising its status within the College.

We run a variety of trips throughout the year, a Festival of Languages in September to celebrate the European Day of Languages and an Assembly to raise the profile of languages throughout the college.

Last year's GCSE exam results were above the national average in French, German and Spanish. In Summer 2016 results were 73% A*-C in French, 97% A*-C in German and 94% A*-C in Spanish.