



**ASSISTANT DIRECTOR OF TEACHING AND LEARNING:  
COMMUNICATE FACULTY (HEAD OF MFL)**

**APPLICATION PACK**



**Anthony Gell**  
— School —

Care Aspire Achieve

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Thank you for your interest in the position of **Assistant Director of Teaching and Learning: Communicate Faculty (Head of MFL)** at Anthony Gell School. Please find included in the application pack, some information about the school, a job description and a person specification. I hope the information contained within this pack will help you to discover more about what makes Anthony Gell School a special place to work and learn, and enable you to gain more of an insight into the post being advertised.

We are seeking to appoint a full-time Assistant Faculty Director who can teach two languages to GCSE level and at least one of these languages to A level. We are looking for someone who is talented and enthusiastic, will inspire and motivate our students, and add to the leadership of the Communicate Faculty team.

Anthony Gell students consistently achieve examination results which places our school as one of the highest performing schools in Derbyshire, but life at AGS is much more than academic provision. We work hard to create an environment in which every young person is provided with a range of opportunities whilst being cared for and supported. We are proud to have a truly comprehensive intake, and our fully inclusive approach guides all that we do.

Our students demonstrate a pride in their school and work hard to help us achieve our shared aims. We invest time in getting to know every young person and try to adapt our approach to meet their needs. We care about what we do, we encourage everyone to be aspirational and we recognise and celebrate each other's achievements.

The breadth of our curriculum and diversity of enrichment opportunities helps all students to develop their wide range of skills and attributes. We believe it important to give everyone the chance to develop the skills and knowledge necessary to become self-motivated, independent and confident learners; with the social awareness to make a difference and to care about ourselves, others and the environment.

Our school has grown significantly in recent years, but remains a smaller than average secondary school at the heart of the community we serve. Our student roll is currently just under 800 students including those in Sixth Form.

If you would like any further information before you apply, please contact Jamie Flint, (Director of Teaching and Learning for the Communicate Faculty) via his email address.

Thank you for showing an interest in this role and becoming part of an excellent team of staff at AGS. If you think this sounds like a school you would love to work in, we look forward to receiving your application.

The closing date for applications is 11.59pm on **30<sup>th</sup> April 2025** and we plan to conduct interviews for this post during week commencing **12<sup>th</sup> May 2025**.

Anthony Gell School is committed to the safety and welfare of all its students. The person appointed must share this commitment and will be subject to a DBS check, qualifications check and identity check as well as satisfactory references.



## Background Information

Anthony Gell School is a very successful, fully inclusive, 11-18 Comprehensive school situated in the Derbyshire Dales within the market town of Wirksworth. The school takes its name from a 16th Century benefactor who helped to first establish the school in 1576. The school benefits from the support of the Anthony Gell Foundation and occupies a generous plot close to the centre of the town.

Our school is within easy reach of the major centres of Derby and Chesterfield, as well as the beautiful Peak District National Park.

Anthony Gell School is able to provide opportunities for academic excellence in a caring and supportive environment; this forms the essence of the identity of the school.

As well as serving Wirksworth and the villages nearby, Anthony Gell School attracts a growing number of students from further afield; with approximately one third of our intake coming to us from outside of our catchment area. The school is oversubscribed, with more families wanting to join us than we have places for. There is a waiting list for admission into most year groups.

Anthony Gell is a school at the heart of the community, with many families maintaining close links to the school for several generations. The staff body is made up of a blend of youth and experience. Students and staff share a sense of pride in their school which is reflected in an atmosphere of mutual respect and understanding for each other, the school environment, and the wider community.

In 2023, AGS formally joined the other schools within the Embark Federation. Embark is a Multi-Academy Trust (MAT), of Derbyshire schools. The Trust's core beliefs of Family, Integrity, Teamwork and Success closely match those of Anthony Gell School. Our membership of Embark has helped our school to continue to grow and develop via outstanding partnerships and collaboration.

Visitors are warmly welcomed to experience first-hand the unique ethos of the school. If you would like to arrange a visit, please do not hesitate to contact Fran Calladine, PA to the Headteacher, via her email address [fcalladine@anthonygell.co.uk](mailto:fcalladine@anthonygell.co.uk)

More information about our school can be found by visiting [www.anthonygell.co.uk](http://www.anthonygell.co.uk)



## **Modern Foreign Languages (MFL) as part of our Communicate Faculty**

As part of a well-established faculty structure at AGS, our Communicate Faculty includes English, Media Studies, British Sign Language (BSL) and Modern Foreign Languages (MFL). The leadership structure within the faculty consists of a Director plus two Assistant Directors of Teaching and Learning. One of the Assistant Directors specialises in Modern Foreign Languages.

Languages at Anthony Gell School is characterised by a positive, friendly atmosphere. Historically we have offered French, German and Spanish as our MFLs. Spanish was successfully launched in September 2022 and our first Spanish GCSE cohort will be examined this summer. While we have not had German in our curriculum recently, we would be open to this returning.

We work collaboratively and creatively. We share resources and teach very similar curriculum units to better enable entitlement for students, continuity and progression. Consequently, a new member of the faculty team would be well supported and encouraged to contribute new ideas.

We have two dedicated, well-equipped teaching rooms that have large screen 4K ultra high definition televisions and a class set of laptops for dedicated use in languages. All teachers are provided with a laptop that is used to teach in any classroom across the school. In addition, there is a faculty staff base/teacher work area for staff meetings, planning and marking. As an Office 365 school we utilise a school intranet to share information, OneDrive, to store resources digitally, and use Teams to assist our teaching and help with communication.

During Key Stage 3, students are taught in mixed ability groups in years 7 and 8, whereas in year 9 we use a forward setting approach in order to prepare our students to embark on their GCSE courses.

### **Key Stage 3**

All children in year 7 are taught in mixed ability class groups with the Modern Foreign Language currently alternating between French and Spanish each year. We strive to foster an interest in and understanding of other cultures in the world. Students are encouraged to express themselves in another language and to understand and respond to its speakers, both in speech and in writing. They are encouraged to use the target language spontaneously in the classroom and are taught to read authentic texts, to transcribe and translate.

Students are assessed in the four skills of Listening, Reading, Speaking and Writing on a termly basis. Vocabulary tests are given fortnightly to encourage students to memorise words and phrases covered.

The majority of students then pick up the other language in Year 8 and are placed into second language sets based on their achievement in Year 7. We have recently introduced a BSL curriculum and almost all of the students who do not pick up a second MFL in Y8 and Y9 will study British Sign Language as their second language.

#### **Key Stage 4**

We currently offer the AQA GCSE French and Spanish qualification, where every student is examined in each of the four skills: Listening, Speaking, Reading and Writing. Students may be entered for either Foundation or Higher Tier but they must enter at the same tier for all four skills. There is no coursework element within this course - the writing component now takes the form of a final exam. During the course, students develop the four skills they have already encountered in language learning. The emphasis is on the practical, the useful and the interesting. Students are not judged on whether they get every single word correct but on whether they understand and communicate effectively. Students currently use a variety of resources, including the Nelson Thornes GCSE course book. We also supplement this by authentic material - leaflets and brochures from the country, TV programmes and recordings and selectively use material from other course books and the Internet. Students are encouraged to use their ICT skills where relevant.

#### **Key Stage 5**

We currently offer the AQA A Level French qualifications where students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including francophone music and cinema, as well as learning about political engagement and who wields political power in the French-speaking world. Students also explore the influence of the past on present-day French speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences that have shaped them. Students will study texts and film and have the opportunity to carry out independent research on an area of their choice.

Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

Our future offer at Key Stage 5 will be shaped by the specialisms of the successful candidate.

Anthony Gell School has maintained a strong offer of MFL during times when other schools narrowed their curriculum. Our provision of MFL is supported by existing, well-established links with other countries and partner schools. Student outcomes in MFL have been good historically and very good in recent years. We are proud of the part MFL plays in our broad and balanced curriculum.

## Job Description

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

<b>Job title</b>	<b>Assistant Director of Teaching And Learning – Communicate Faculty</b>
<b>Reporting to</b>	Director of Teaching and Learning (DTL) – Communicate Faculty, through the school's line management structure
<b>Job Purpose</b>	<ul style="list-style-type: none"> <li>a. Under the direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.</li> <li>b. To assist the DTL in raising standards of student attainment and achievement within the Communicate Faculty and to monitor and support student progress.</li> <li>c. To be accountable for student progress and development within identified subject(s)/curriculum area(s) within the Communicate Faculty.</li> <li>d. To develop and enhance the teaching practice of others.</li> <li>e. To support the DTL to ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the Communicate Faculty, in accordance with the aims of the school and the curricular policies.</li> <li>f. To be accountable for leading, managing and developing the Communicate Faculty in the absence of the DTL.</li> <li>g. To assist the DTL in effectively managing and advising on the deployment of teaching/support staff, financial and physical resources within the Communicate Faculty.</li> <li>h. To contribute to developing the quality of learning for students within the Communicate Faculty.</li> <li>i. To contribute to the development of the Communicate Faculty by being aware of the current and future developments in areas of specific responsibility.</li> </ul>
<b>Key responsibilities</b>	<p><b>TEACHING</b></p> <p>To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.</p> <p><b>OPERATIONAL/ STRATEGIC PLANNING</b></p> <ul style="list-style-type: none"> <li>a. To contribute to the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the Communicate Faculty.</li> <li>b. To assist in the day-to-day management, control and operation of course provision with the Communicate Faculty, including effective deployment of staff and physical resources as directed by the DTL.</li> <li>c. To actively monitor and follow up student progress under the direction of the DTL.</li> <li>d. To implement school policies and procedures, e.g. Equal Opps, Health and Safety.</li> <li>e. To work with the DTL to formulate aims, objectives and strategic plans for the Communicate Faculty which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.</li> <li>f. To contribute in the leadership and management of the business planning function of the Communicate Faculty, and to ensure that the planning activities of the Communicate</li> </ul>



Faculty reflect the needs of students within the subject area(s), School Development Plan /Departmental Development Plan and the aims and objectives of the school.

- g. To link with other staff to ensure that the work in the curriculum area fully reflects the school's distinctive ethos and mission.
- h. To advise and assist the DTL to better ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Communicate Faculty are in-line with national requirements and are updated where necessary. Liaising with the school's Health and Safety Manager and/or Business Manager as required.

#### **CURRICULUM PROVISION**

- a. To work closely with the DTL to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan and School Self Evaluation Form.
- b. To be accountable for the development and delivery of specified subject(s)/curriculum area(s) which are included in the Communicate Faculty.

#### **CURRICULUM DEVELOPMENT**

- a. To contribute to curriculum development within the Communicate Faculty.
- b. To keep up to date with national developments in the subjects/curriculum areas within the Communicate Faculty.
- c. To assist the DTL by actively monitoring and suggesting responses to curriculum development and initiatives at national, regional and local levels.
- d. To maintain accreditation with the relevant examination and validating bodies within the areas of the Communicate Faculty for which you have specific responsibility.
- e. To be responsible for the development of Key Skills in the areas for which you have responsibility for within the Communicate Faculty.
- f. Work alongside the DTL to help ensure that the development of the subject area(s) within the Communicate Faculty are in line with national developments.

#### **ADDITIONAL RESPONSIBILITIES**

- a. To demonstrate a high profile around the Communicate Faculty and help maintain a calm and purposeful learning environment.

#### **STAFFING**

- a. To work with DTL to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- b. To continue own professional development as agreed with DTL.
- c. To be responsible for the efficient and effective deployment of the Communicate faculty teaching staff and technicians/support staff (if appropriate) in the specific subject(s)/curriculum area(s) for which specific responsibility exists.
- d. To undertake Performance Management Review(s) as part of the school's Appraisal system and to act as reviewer for colleague(s).
- e. To assist the DTL to make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the Communicate Faculty, liaising with the relevant staff to secure appropriate cover within the Communicate Faculty.
- f. To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- g. To promote teamwork and to motivate staff to ensure effective working relations.
- h. To participate in the school's ITT programme.
- i. To assist the DTL in the day-to-day management of staff within the Communicate Faculty and act as a positive role model upholding all school expectations.



#### **QUALITY ASSURANCE**

- a. To contribute to the effective operation of quality assurance systems.
- b. To support the process of the setting of targets within the Communicate Faculty and to work towards their achievement.
- c. To help establish common standards of practice within the Communicate Faculty and develop the effectiveness of teaching and learning styles within specific subject area(s) within the Communicate Faculty.
- d. To contribute to the school procedures for monitoring the quality of teaching and learning.
- e. To implement school quality procedures and assist the DTL to ensure adherence to those within the Communicate Faculty.
- f. To monitor and evaluate specific curriculum area(s) within the Communicate Faculty in line with agreed school procedures including evaluation against quality standards and performance criteria.
- g. To seek/implement modification and improvement where required.
- h. To assist the DTL so that the Communicate Faculty's quality assurance procedures meet the requirements of school's Self Evaluation Form and the School Improvement Plan.
- i. To contribute to the production, monitoring and implementation of the Communicate Faculty Self-Evaluation Form and the Communicate Faculty Development Plan in line with whole school priorities. Ensuring specific needs of subjects/curriculum areas within the Communicate Faculty feature within the development plans.

#### **MANAGEMENT INFORMATION**

- a. To maintain accurate and up-to-date information, particularly concerning specific subject(s)/curriculum area(s) within the Communicate Faculty on the management information system (e.g. Arbor).
- b. To support the DTL by making effective use of available data which will include analysing and evaluating performance data provided.
- c. To identify issues arising from data, systems and reports and advise the DTL accordingly. Take appropriate action in agreement with the DTL; setting deadlines where necessary, reviewing progress on the action taken and reporting back to the DTL.
- d. To assist the DTL by taking a prominent role in the production of reports within the quality assurance cycle for the Communicate Faculty, and help manage the level of accuracy/quality of these reports.
- e. To produce reports on examination performance, including the use of value-added data and other performance measures.
- f. In conjunction with the DTL, co-manage the Communicate Faculty's collection of data.
- g. To provide the DTL with relevant information relating to the Communicate Faculty's performance and development.

#### **COMMUNICATIONS & LIAISON**

- a. To ensure that all members the curriculum area(s) for which you have responsibility for within the Communicate Faculty are familiar with its aims and objectives.
- b. To ensure effective communication/consultation as appropriate with the parents/carers of students.
- c. To assist the DTL by liaising with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
- d. To represent the Communicate Faculty's views and interests.



**MANAGEMENT OF RESOURCES**

- a. To assist the DTL in the management of the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including assisting the DTL in deploying the Communicate Faculty budget, organising and maintaining equipment and stock, and keeping appropriate records.
- b. To work with the DTL in order to advise on the effective and efficient time-tabling and rooming of lessons within the Communicate Faculty.

**PASTORAL SUPPORT**

- a. To help the DTL to monitor and support the overall progress and development of students within the Communicate Faculty.
- b. To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- c. To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- d. To contribute to PSHCE, citizenship and enterprise according to school policy.
- e. To ensure the Behaviour Management system is implemented in the Communicate Faculty so that effective learning can take place.

**SCHOOL ETHOS**

- a. To play a full part in the life of the school community including enrichment activities, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
- b. Comply with the school's health and safety policy and undertake risk assessments as appropriate.

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

**SIGNATURES**

- a. This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.
- b. The remuneration for this role is TLR (2.1)

Signed: \_\_\_\_\_ Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Headteacher) Date: \_\_\_\_\_



**Anthony Gell**  
— School —

**All employees have the responsibility to:**

- Be aware and comply with policies and procedures relating to Safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Participate in training and other learning activities as required
- Participate in the school's Performance Management (Appraisal) process
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To represent the school at events as appropriate
- To support and promote the school ethos
- Ensure any documentation produced is to a high standard and is in line with the brand style
- To undertake any other duties and responsibilities as required that are covered by the general scope of the post
- To undertake any other reasonable duties at the request of the Headteacher

## Person Specification for Assistant DTL – Communicate

<p><b>Education and Qualifications</b></p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Recent participation in a range of relevant in-service training</li> <li>• Ability to build an expertise in and teach MFL</li> <li>• Passion for and interest in languages and cultures</li> </ul>	<p><b>Assessed by (if appropriate)</b></p> <p>A, I, T, R</p>
<p><b>Experience</b></p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• At least 2 years teaching</li> <li>• Leading and managing effective strategies to raise attainment/student progress in one or more of the subject areas identified within the Communicate Faculty</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Leading and managing staff</li> <li>• Leading and managing enrichment activities</li> </ul>	<p>A, I, T, DT, R</p>
<p><b>Special Aptitudes</b></p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Committed to inclusive education</li> <li>• Highly skilled teacher who has facilitated excellent student progress</li> <li>• Good understanding of Child Protection procedures</li> <li>• Good understanding of Equal Opportunities</li> <li>• Excellent understanding of Careers Education and associated issues including statutory guidance</li> <li>• Good understanding of SEND and expertise in inclusive practice</li> <li>• Able to analyse and interpret data and demonstrate successful experience of active and regular engagement with school data management systems</li> <li>• Able to liaise effectively with parents/carers</li> <li>• Able to support and implement effective behaviour for learning strategies</li> <li>• Able to manage finance and resources under the direction of a manager</li> <li>• Able to meet deadlines and work under pressure</li> <li>• Demonstrates a positive attitude and outwardly optimistic</li> <li>• Demonstrates a professional approach at all times</li> <li>• Demonstrates a 'can do' attitude</li> <li>• Drive, energy and the capacity for hard work</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Application of ICT to teaching, learning and management</li> <li>• Awareness of current local and national initiatives and legislation</li> </ul>	<p>A, I, T, DT, R</p>



<b>Interpersonal Skills</b>	<b>Essential</b> <ul style="list-style-type: none"><li>• Sets professional standards and displays a sense of integrity in all that is done and show commitments to continuing professional development</li><li>• Excellent attendance</li><li>• Excellent punctuality</li><li>• Able to inspire children and young people</li><li>• Team worker with leadership attributes</li><li>• Excellent communication skills</li><li>• An ability to inspire others</li><li>• Self-motivated</li><li>• Creative thinker</li><li>• Reflective practitioner</li><li>• A resilient practitioner</li><li>• Integrity</li><li>• Reliability</li><li>• Positive attitude</li><li>• Resilience</li><li>• Sense of humour</li><li>• Effective time management</li></ul>	<b>A, I, T, R</b>
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These provide an indication of what may be included in the appointment process. Appointments may be made without all of these being included.

**A** = Application  
**I** = Interview  
**T** = Teaching  
**DT** = Data Task  
**R** = Reference