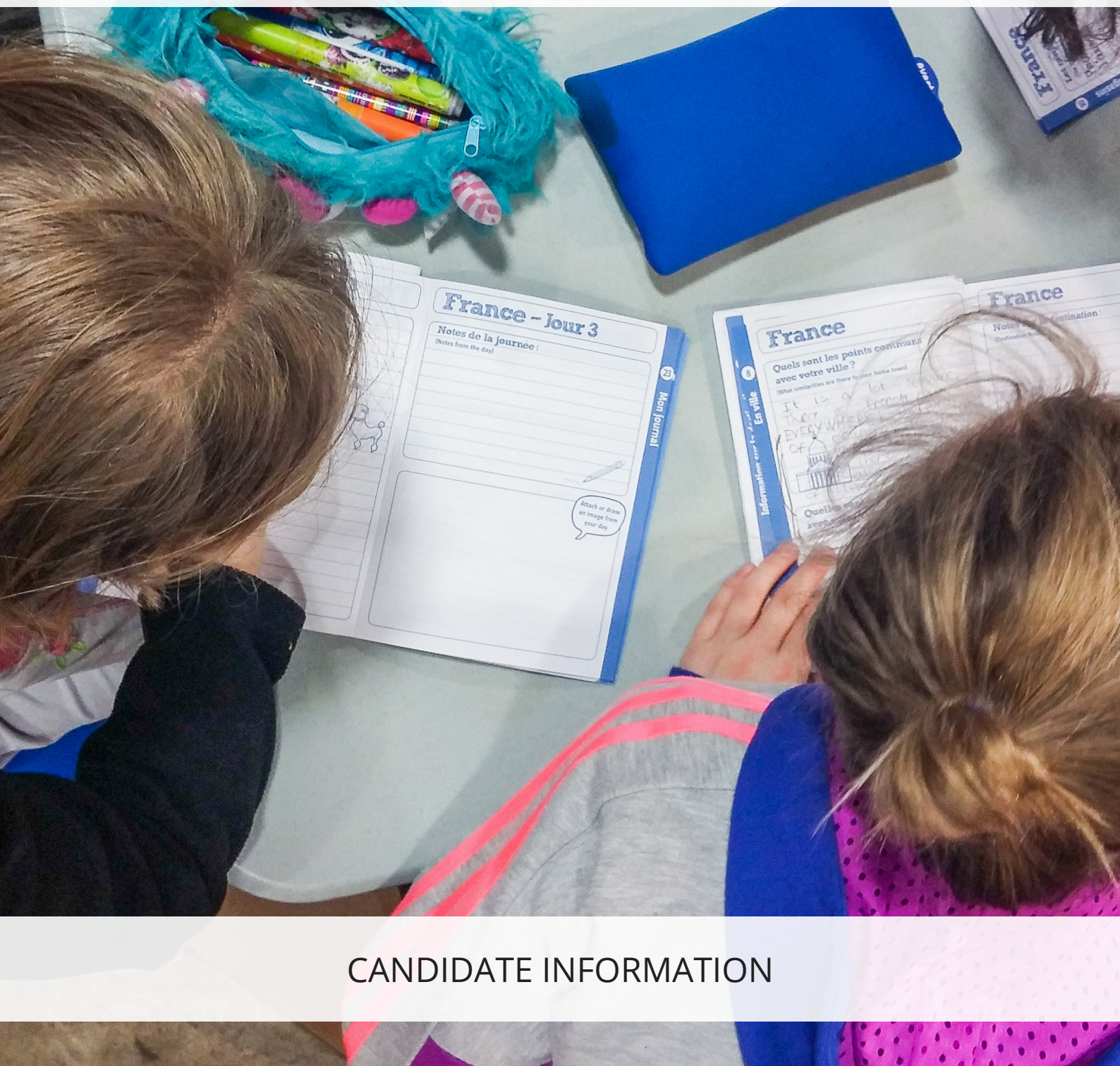




**St Wilfrid's**  
Church of England Academy

**Second in MFL (German + French)**



**CANDIDATE INFORMATION**





Dear Applicant,

I am delighted that you have expressed an interest in working at St Wilfrid's Church of England Academy. We are seeking to appoint an inspirational and highly effective linguist as second in charge in the department, to support the Learning Area by developing pedagogy and fostering a love of languages across the Academy. The specific role will be determined according to the individual strengths of the appointed candidate. However, it will predominantly focus on a strand or particular key stage in order to improve progress and coordinate the work of colleagues. The successful candidate will be a team player, who will instil a passion for MFL through high quality learning and teaching and have proven success in teaching and learning at Key Stages 3 and 4.

You may currently be in a position where you wish to undertake an initial leadership role, or be looking to gain experience of leadership within an 11-18 Academy, which offers excellent A level provision. Whatever your current position, we will provide extensive tailored CPD to challenge, grow, equip and prepare you for the next phase of your career.

As an Academy, we seek to embrace new methodologies whilst maintaining a balance with traditional practice to bring about examination success. All students have a 1:1 mobile device, an example of our commitment to use modern technology to maximise learning. As an MFL teacher, this creates many opportunities to 'flip learning' along with making use of a range of apps and digital learning resources to facilitate learning beyond the parameters of the classroom, specifically relating to developing speaking and listening skills.

The closing date for applications is noon on Tuesday 17th October 2017.

If you are interested in moving the Academy forward and are committed to making the learning tomorrow better than it is today, I welcome your application. If you require any further information regarding this post, or would like to visit the Academy and see it in action, please contact C Holt, PA to the Principal, via [cholt@saintwilfrids.com](mailto: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, which appears to read 'C Huddleston'.

Miss C Huddleston  
Principal





“ 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%
<b>GCSE Results 2016*</b>	
English % A*- C	82%
Maths % A*- C	74%
Progress 8 Score	-0.05
Attainment 8 Score	52.77 (C+)
<b>3 Levels of progress (2016)*</b>	
English	82%
Mathematics	68%
<b>Sixth Form Data 2016*</b>	
3 A levels A*-E	99%
3 A*-B	55%
L3VA Score	+0.12

\*2017 Data to be ratified and calculated against national data.  
Please contact the Academy for further details.





## 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.

<b>Staff</b>	3 specialist teachers + Learning Area Co-ordinator							
<b>Structure</b>	Learning Area Coordinator is supported by the Second in Department							
<b>Examination courses for KS4</b>	Year 9 AQA GCSE French (Currently 3 GCSE Classes, 71 students) Year 9 AQA GCSE German (Currently 1 GCSE Class, 23 students) Year 10 AQA GCSE French (Currently 3 GCSE Classes, 61 students) Year 10 AQA GCSE German (Currently 2 GCSE Classes, 38 students) Year 11 AQA GCSE French (Currently 3 GCSE Classes, 52 students) Year 11 AQA GCSE German (Currently 1 GCSE Class, 21 students)							
<b>Examination courses for KS5</b>	Year 13 WJEC German (Currently 2 students)							
<b>GCSE examination results</b>	French	A*-A	A*-C	A*-G	German	A*-A	A*-C	A*-G
	2014	78%	100%	100%	2014	18%	83%	100%
	2015	22%	82%	100%	2015	32%	92%	100%
	2016	35%	85%	100%	2016	10%	81%	100%
<b>A level examination results</b>	French	A/B	A*-E		German	A/B	A*-E	
	2014	-	-		2014	0%	100%	
	2015	100%	100%		2015	-	-	
	2016	100%	100%		2016	58%	100%	
<b>Accommodation</b>	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.							
<b>Timetable structure</b>	<b>Lessons are taught on a weekly timetable.</b> <b>KS3</b> - Year 7 - Two periods. Year 8 - Three periods. <b>KS4</b> - Year 9 Two periods. Year 10/11 - Three periods. <b>KS5</b> - Five periods. Lessons are 1 hour long (except Tuesdays 50-55 minutes)							
<b>Enrichment</b>	German exchange French visit International day of Language Film club Drop in GCSE clinics							



**Job Title:**

Second in MFL (German + French)

**Reporting to:**

Learning Area Coordinator

**Salary:**

TLR 2A (Plus a recruitment and retention allowance for an experienced candidate)

**Contract:**

Full Time

**Main Purpose:**

To support the Learning Area Coordinator to lead the Modern Foreign Languages Learning Area and ensure the best possible outcomes for all the students in the Academy.

## 1 Leading the Team

1.1 Work with the Learning Area Coordinator for MFL, ensuring the team shares the vision for the Learning Area, supporting them in turning that vision into reality

1.2 Motivate and work with others to foster and promote the distinct Christian ethos of the Academy

## 2 Leading, Learning and Teaching

2.1 Be passionate about learning and the teaching of French and German

2.2 Assist in monitoring, evaluating and reviewing classroom practice and leading improvement strategies that ensure teaching instils an enthusiasm and passion for MFL

2.3 Take a strategic role in the development of pedagogy within the Learning Area



2.4 Establish creative, responsive and effective approaches to learning and teaching through the use of technology

2.5 Proactively foster a culture and ethos of challenge and support, where all students achieve success and are engaged in their own learning



2.6 Use assessment information to inform planning and maximise progress. Actively monitor specific student cohorts and follow up progress ensuring timely and effective intervention is achieved

2.7 Assist in monitoring marking across the Learning Area, ensuring students are provided with constructive feedback and are set appropriate targets to maximise progress

2.8 Develop and evaluate, along with appropriate colleagues, schemes of learning and units of work, designed to meet the needs of all students

## 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 oneself and for others 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 Assisting in Managing the

### Learning Area

- 4.1 Contribute to the production and implementation of clear, evidence-based improvement plans and policies
- 4.2 Contribute to regular Learning Area meetings for briefing, consultation, sharing of good practice and training
- 4.3 Assist with the monitoring and evaluation of the range, quality and use of resources within the Learning Area to improve the education for all students

## 5 Securing Accountability

- 5.1 Fulfil commitments arising from contractual accountability to the governing body
- 5.2 To actively promote the Academy within the community
- 5.3 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

## 6 Wider Responsibilities

- 6.1 Create and maintain effective partnerships with parents and carers, to support and improve students' achievement alongside their personal and spiritual development

## 7 Strengthening Community

- 7.1 To support the Academy House System
- 7.2 To provide pastoral support for students to the best standard possible
- 7.3 To contribute where possible to Academy events and extra-curricular activities
- 7.4 To fully participate in the Academy's Appraisal programme
- 7.5 To undertake any other duties and responsibilities as required that are covered by the general scope of the post
- 7.6 To undertake any other reasonable duties at the request of the Principal.

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*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 Teachers' 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
<b>QUALIFICATIONS AND TRAINING</b>		
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
Further qualifications demonstrating leadership development, such as NCTL-accredited courses	D	A
<b>EXPERIENCE</b>		
Be an excellent teacher demonstrating enthusiasm and a commitment to education	E	A / I / R
Have experience of building and sustaining effective relationships with colleagues	E	A / I / R
Have experience of teaching German and French up to GCSE standard with successful outcomes	E	A / I / R
Have knowledge of and commitment to the implementation of the safeguarding agenda	E	A / I / R
Have experience of leading strategies with impact to improve the progress of students	D	A / I / R
Have experience of enriching the learning opportunities of students beyond the classroom	D	A / I / R
Have experience of teaching A-Level German and French with successful outcomes	D	A / I / R
<b>SKILLS AND ATTRIBUTES</b>		
Demonstrate a clear understanding of the principles and practice of effective teaching specifically relating to MFL	E	A / I / R
Use data effectively to make timely interventions that have a long-term impact	E	A / I / R
Have the ability to hold honest, supportive and challenging conversations	E	A / I / R
Have knowledge and experience of recent relevant pedagogical developments	E	A / I / R
Have an excellent understanding of appropriate assessment processes	E	A / I / R
Have an understanding of National Policy and curriculum changes with specific reference to changes in MFL	E	A / I / R
Have an ability to motivate young people	E	A / I / R
Have excellent interpersonal and communication skills	E	A / I / R
Have demonstrably high professional standards	E	A / I / R
Be able to work collaboratively with colleagues within the MFL Learning Area to ensure all students within the Academy receive outstanding teaching	E	A / I / R

Have a willingness to contribute and lead the CPD of colleagues	E	A / I / R
Have an understanding of data such as RAISE or L3VA (KS5 data) and the ability to analyse data	D	A / I / R
Have the ability to research innovative practice	D	A / I / R
Have the ability to network with other schools and education providers	D	A / I / R
<b>PERSONAL QUALITIES</b>		
Be passionate about MFL	E	A / I / R
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	A / I / R
Have high expectations	E	A / I / R
Have a willingness to make a commitment to support the success of colleagues	E	A / I / R
Be a resilient and reflective individual	E	A / I / R
Be willing to undergo training as necessary	E	A / I / R
Possess a good sense of humour	E	A / I / R
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	A / I / R

Prepared on: 03/10/2017

By: CH / KC / XCH