Northern Education Trust

KEARSLEY Academy

**Outcomes Focused, Child Centred**



# Teacher of Modern Foreign Languages (MFL) Recruitment Pack

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# Welcome from the Chief Executive

## On behalf of the Northern Education Trust Board, welcome to the Northern Education Trust.

We are unswerving in our commitment to ensure that the outcomes our young people secure prepare them fully for life beyond school. Our Academies are happy and thriving communities where children both achieve and feel safe and cared for. As an inclusive Trust we strive to help young people overcome any barrier to learning.

We are a caring employer and invest heavily in professional development, allowing our staff opportunities to take the next steps in their career. We hope you find our website holds all the information you need to believe that whether you are a parent or prospective employee, your next steps should be taken with us.

# Welcome from the Principal

## Welcome to Kearsley Academy

Thank you for taking the time to look through our recruitment pack for a teacher of modern foreign languages (MFL) at Kearsley Academy. I'd like to take this opportunity to explain the role, the candidate we are looking for, and why Kearsley Academy is an aspirational and inspirational work place.

Kearsley Academy has undergone a fantastic transformation over the last four years, and strong, stable senior leadership has resulted in an Academy that truly is 'Outcomes Focused, Child Centred'.

From the moment our day begins, our staff are highly visible, greeting students at the gates and front door, engaging our students with 'intervention by interaction' (retrieval practice questions on their core syllabus) to ensure that high expectations are in place the moment students enter our Academy. Students' behaviour is good at Kearsley Academy, and our highly visible Senior Leadership Team and pastoral team are supporting on corridors and classrooms at all times. Our expectations are high and students are not permitted to waste any time – we use timed phased learning for all we do with random name generators and we have a team of highly skilled non-teaching pastoral leaders to ensure that classroom time is spent learning, and not talking about uniform standards, jewellery, make up, behaviour or anything else that 'just gets in the way'.

Our focus on outcomes is unparalleled, as we understand that life chances are paramount. Our outcomes for our 2019 cohort are far above national average, and students from previous cohorts are embarking on aspirational course, such as a degree in Physics at Oxford University!

We are looking for a teacher to join our team to work within our excellent modern foreign languages department and ensure our aspirational curriculum of MFL is delivered to an outstanding level, achieving outstanding outcomes.

If you feel you are ready to embark on a new role in an Academy where hearing rounds of applause of commonplace, children and staff are happy, supported and fulfilled, with a collegiate spirit of working together to ensure the highest possible standards in all that we do, then please put in your application. I feel that Kearsley Academy is a unique opportunity, and very hard to not instantly fall in love with. I encourage you to put in your application and be inspired!

If you wish to have an informal conversation with me, or wish to book in for a tour, please do get in touch. I'd be more than happy to offer this. Please be aware that due to Covid-19 restrictions, our informal tours will take place outside of Academy hours.

Mrs Kim McKee

Principal, Kearsley Academy

# Introduction to Kearsley Academy

## Context of the Academy

Kearsley Academy has made significant improvements since joining Northern Education Trust (NET) in 2010. This is borne out by year on year improved results and builds upon the strengths identified in the inspection in February 2019. Outcomes in years 7 to 11 have seen rapid and sustained improvement – the Academy has been named as the 16th most improved school nationally over the years 2017 – 2019 for the dramatic rise in outcomes in English and mathematics 4+. There is an unrelenting focus and drive on improving outcomes. The Academy's vision of being 'Outcomes focused, child centred' is fully integrated into all aspects of Academy Life.

Kearsley Academy has received numerous local and national accolades in recent years, including:

- Top twenty Most Improved School Nationally (2017 - 2018 and 2018 - 2019)
- Bolton Secondary School of the Year Award (2019)
- Bolton Secondary School Student of the Year Award (2020)
- National Award Winners: Outstanding Progress (Secondary) Award (2020-2021)
- Featured on BBC National News for our view on GCSE announcement (2020-2021)

Kearsley Academy is a smaller than average 11 – 16 school. There are 683 students currently on roll, but this is rapidly growing with an increase from 96 students leaving year 11 in 2020 to 140 students joining the Academy in year 7 the same year. Students' ability on entry is in line with national average. The Academy has higher than average number of Ever 6 FSM students at 43% of the outgoing year 11 students. Across the Academy as a whole 35% are Ever 6 FSM, the current national average is 27.7%. The Academy is in quintile 3 (average) for deprivation. As the Academy population has grown, the number of students living in areas of income deprived families has decreased, although the academy continues to serve children from extremely deprived households within the local area. Students are predominantly white British, although the makeup of diversity within the Academy is changing rapidly. Bolton Local Authority now experiences a large number of International New Arrivals to the local area and the number of EAL students is increasing in turn (12% compared to 17% nationally). SEND support students are in line with the national average at 11.4% (national average is 10.8%). The Academy is above the National Average in terms of percentage of students who require an EHC plan at 3% of students (the National Average is 1.7%).

# Northern Education Trust

## Our Vision

We constantly focus on standards as we understand outcomes are paramount. Our decision making is driven entirely by what is best for children. By doing this we enhance the life chances of the children and young people in our care.

## The 10 values which underpin our vision:

1. We care passionately about the education and welfare of young people
2. We believe that all young people, irrespective of background or ability will be successful in our Trust
3. We are not and will never be selective. We believe that local schools are for all children
4. We are always inclusive. Our mechanisms to support the most vulnerable child to succeed and overcome barriers to learning are a key aspect of our work
5. Our approach to education recognises that outcomes are paramount and also allows children to gain experiences and values which prepare them fully for life in modern Britain. This includes workplace skills and appropriate advice for future progression
6. We have high expectations of behaviour
7. We adopt the local authority admissions protocol and work closely with them
8. We would always wish to act in such a way that has a positive effect on a neighbouring school or community. We care passionately about children in all schools, not just our own
9. That all employees act with integrity and embrace the value that 'we are the Trust'
10. We work regionally and nationally to develop approaches to MAT improvement that influence the wider school-led system

# Northern Education Trust

## NORTHERN Model for School Improvement

**N**o Exceptions and no excuses / Aspiration & compliance / The 80/20 model

**O**utstanding leadership / Outcomes focused / Vision and values – with integrity

**R**elentless focus on standards / RAG and STEPS

**T**eaching and learning / Quality in the classroom

**H**igh expectations / Behaviour policy, staff performance

**E**nrichment / Curriculum and beyond

**R**ecruitment, retention and staff development

**N**etwork development and system leadership

# The Application Process

The Trust seeks highly motivated and professional individuals to work for us. You must have a passion and commitment to improving the life chances of our students. Vacant posts are advertised on our website and a Trust application form must be submitted for these posts.

We are committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. All posts are subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and well-being of our students.

On receiving the applications for the post, once the closing date has passed the applications are reviewed and shortlisting takes place.

Successful candidates will then be contacted to attend for an interview. Dependent on the position applied for will determine this process. For teaching applicants there will be a requirement to be observed teaching a lesson and then interviewed by a panel of three academy staff.

Non-teaching applicants will be required to complete a task and then interviewed by a panel of three academy staff.

After interview the successful candidate will be contacted, start date confirmed and a conditional offer letter sent out, subject to our safer recruitment practice.

# Where to Find Us




## Directions to Kearsley Academy

From the M60, either direction exit at junction 15, take the M61 exit to Preston/Wigan/Bolton. Keep right at the fork to stay on M61, follow signs for A666. Take the A6053/A666 exit towards Farnworth/Kearsley. At the roundabout, take the 3rd exit onto Bolton Rd/A666. Exit the roundabout onto Bolton Rd/A666. Go straight through the traffic lights then take the first right onto Pilkington Rd. At the end turn right onto Springfield Rd. Entry to Kearsley Academy is the second turning on the right, for access press the buzzer for reception.

From the M61, exit at junction 3, take the A6053/A666 exit to Farnworth/Kearsley. At the roundabout, take the 3rd exit onto Bolton Rd/A666. Exit the roundabout onto Bolton Rd/A666. Go straight through the traffic lights then take the first right onto Pilkington Rd. At the end turn right onto Springfield Rd. Entry to Kearsley Academy is the second turning on the right, for access press the buzzer for reception.

From Bolton via St Peter's Way A666, take the exit signposted for Kearsley/Preston/M61. At the roundabout take the 1st exit onto Bolton Rd/A666. Exit the roundabout onto Bolton Rd/A666. Go straight through the traffic lights then take the first right onto Pilkington Rd. At the end turn right onto Springfield Rd. Entry to Kearsley Academy is the second turning on the right, for access press the buzzer for reception.

## Contact Details

Kearsley Academy
Springfield Road
Kearsley
BL4 8HY

**Phone:** 01204 332555
**Email:** kearsley.enquiries@northerneducationtrust.org
**Web:** https://ka.northerneducationtrust.org

# Job Advert

Contract type: Full Time
Salary: MPS/UPS
Contract term: Permanent
Suitable for NQTs: Yes

JOB ADVERT – Teacher of Modern Foreign Languages (Spanish and/or German)
Required for September 2021

Are you ready to transform student outcomes in our MFL department, our current curriculum teaches both Spanish and German?

Northern Education Trust - Kearsley Academy would like to present you with a truly exceptional opportunity to play a key role in shaping the provision of secondary education and lifelong learning prospects within our ambitious and thriving academy.

We are seeking to appoint a highly motivated, energetic, dynamic and ambitious practitioner.

Kearsley Academy is an inclusive school. We strive to provide an educational experience which focuses upon academic success, enjoyment and participation and engenders a sense of community and belonging.

We are a rapidly growing school, with a genuinely inspirational and aspirational culture and in recent years we have won numerous local and national awards:

- Top twenty Most Improved School Nationally (2017-2018 and 2018-2019)
- Bolton Secondary School of the Year Award (2019)
- Bolton Secondary School Student of the Year Award (2019)
- National Award Winners: Outstanding Progress (Secondary) Award (2020-2021)
- Featured on BBC National News for our view on GCSE announcement (2020-2021)

Kearsley Academy is part of Northern Education Trust, a nationally recognised and trusted multi academy trust with vast experience of school improvement.

The successful candidate will:

- Be an outstanding teacher with the drive and capacity to really thrive in this role and to become a truly outstanding leader.
- Have a clear vision of how to improve standards in MFL.
- Be able to lead, motivate and inspire students and colleagues.
- Be resilient, hard-working, solution focused and whole heartedly committed to transforming student outcomes.

What you can expect from us:

- Excellent opportunities for your professional development with access to a specifically tailored CPD package. You will receive the highest standard of induction and CPD support.
- Friendly and supportive colleagues who go the extra mile in a well-resourced department.
- Students with a thirst for learning and success.

Further details are available from Amy Platt, PA to Principal via a.platt@northerneducationtrust.org

To apply for this post candidates should submit a covering letter of no more than one side of A4, font size 12, normal margins. The letter should outline their experience to date and their suitability for the post. Completed applications should be sent to a.platt@northerneducationtrust.org

Please note that we do not accept CV's - applicants must submit a Northern Education Trust application form.

Closing date: 19th April 2021 at noon

Interviews: to be confirmed

*The Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. All posts are subject to enhanced disclose and barring service checks. We expect all adults to share our commitment to safeguarding and the health and wellbeing of our pupils.*

# Job Description

| | | | |
|---|---|---|---|
| **Job Title:** | Teacher | | |
| **Base:** | Academy | | |
| **Reports to:** | Principal | **Grade:** | MPS - UPS |
| **Service responsibility:** | | **Salary:** | £25,714 - £41,604<br>(FTE, Salary to be pro rata) |
| **Additional:** | Some travel may be required across NET sites. | **Term:** | |

The generic teachers' job description applies to all teachers regardless the stage of their career. As a teachers' career progresses they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they are working.

NET expects all teachers to demonstrate that their practice is consistent with the Teaching Standards.

## Responsibilities

The duties outlined in this job description may be modified by the Principal or Governors, with your agreement, to reflect or anticipate changes in the job commensurate with the salary and will be reviewed annually as part of the Appraisal process

The appointment of a Teacher is subject to the current conditions of employment for teachers contained in:

- The School Teachers' Pay and Conditions Document (STCPD);
- the required Standards for Qualified Teacher status;
- other current and relevant legislation.

## Teachers Role

### 1. Set High Expectations Which Inspire, Motivate and Challenge Pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

### 2 Promote Good Progress and Outcomes by Pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

- encourage pupils to take a responsible and conscientious attitude to their own work and study

3 Demonstrate Good Subject and Curriculum Knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4 Plan and Teach Well-Structured Lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area/s

5 Adapt Teaching to Respond to the Strengths and Needs of all Pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6 Make Accurate and Productive use of Assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7 Manage Behaviour Effectively to Ensure a Good and Safe Learning Environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

## 8 Fulfil Wider Professional Responsibilities

- make a positive contribution to the wider life and ethos of the Academy
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents/carers in regard to pupils' achievements and well-being

## Personal & Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have appropriate and professional regard for the ethos, policies and practices of the Academy, maintain high standards in their own attendance and punctuality

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

NET expects that all teachers are role models to students and promote the professional image of the Academy at all times in their behaviour, conduct and dress code

## GDPR

1. To adhere to GDPR and Data Protection Regulations, whilst maintaining confidentiality

## GENERAL

1. To participate in wider Academy meetings and working groups as required

2. Following Academy policies and procedures especially those relating to Child Protection and health; safety, security, confidentiality and data protection, reporting all concerns to an appropriate person

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

NET is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

Signed: …… Date: …….

# Person Specification

| Post: Teacher | | | Assessed by: | |
|---|---|---|---|---|
| No | Categories | Essential / Desirable | App Form | Interview / Task |
| QUALIFICATIONS | | | | |
| 1 | A honours degree | E | ✓ | |
| 2 | A teaching qualification together with Qualified Teacher Status (QTS) | E | ✓ | |
| EXPERIENCE | | | | |
| 3 | Experience of teaching, learning and assessment to at least KS3/4, preferably KS5 | E | ✓ | ✓ |
| 4 | A good understanding of curriculum developments in English | E | ✓ | ✓ |
| ABILITIES, SKILLS AND KNOWLEDGE | | | | |
| 5 | Able to use a range of teaching and learning strategies | E | ✓ | ✓ |
| 6 | Commitment to high standards in all aspects of the academy's work | E | ✓ | ✓ |
| 7 | An understanding of how Assessment for Learning can improve student performance and how to embed this within your department | E | ✓ | ✓ |
| 8 | Confidence in the use of standard computer packages and how these can be used to enhance student learning | E | ✓ | ✓ |
| 9 | Able to use student level data to raise standards | E | ✓ | ✓ |
| 10 | Enthusiasm for your subject | E | ✓ | ✓ |
| 11 | Creative problem solving together with willingness to take on and develop and try new approaches and ideas | E | ✓ | ✓ |
| 12 | Ability to relate to students in a pleasant and sympathetic manner and to recognise potential safeguarding issues | E | ✓ | ✓ |
| 13 | Able to communicate both orally and in writing to students and their parents | E | ✓ | ✓ |
| PERSONAL QUALITIES | | | | |
| 14 | Pleasant and friendly manner | E | ✓ | ✓ |

| Post: Teacher | | | Assessed by: | |
|---|---|---|---|---|
| No | Categories | Essential / Desirable | App Form | Interview / Task |
| 15 | Polite and punctual | E | ✓ | ✓ |
| 16 | Reliable | E | ✓ | ✓ |
| 17 | A commitment to working as part of the whole Academy team and supporting the vision and aims of the Academy. | E | ✓ | ✓ |

NET is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

**Chief Executive: Mr R Tarn**
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Ryton
NE40 3AH

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