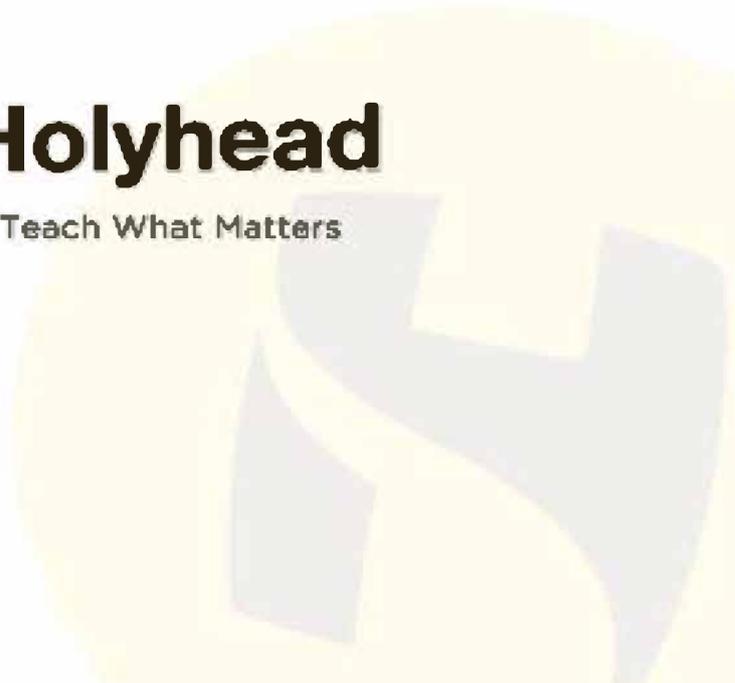




Holyhead

Teach What Matters



Candidate Pack





Holyhead
Teach What Matters



**Central Region
Schools Trust**

Founded by the RSA



Post: Lead Practitioner Modern Foreign Languages

**Pay range: Lead Practitioner Scale from LP1
(commensurate with experience)**

Start date: September 2025

FT/PT (Part-Time applicants at 0.8 are welcome to apply)

Closing date: Monday 19th May

Interview: Thursday 22nd May or Friday 23rd May

Are you a passionate individual with a commitment to making a difference?

If you think being a part of a school can be so much more, something that can enrich lives and build better futures for those who might not believe that's an option, then this is a place for you to work.

A bit about us:

- Holyhead School is an oversubscribed 11-19 Academy in Handsworth with nearly 1300 students on roll.
- The school was designated 'Good' by Ofsted following a successful inspection in February 2020.
- We are a member of the Central Region Schools Trust.
- Find out more about us from our website - www.holyheadschool.org.uk

At Holyhead, we are privileged to work in a diverse and vibrant community. Our shared purpose and passion for serving the community and promoting social justice mean we are making a positive impact on students' life chances and aspirations. Our students are entitled to a first-rate, inclusive and context-specific education, one which provides them with the knowledge and skills to achieve their best possible outcomes. We promote and prioritise excellence, adults equipping students with the characteristics that are necessary for success in a rapidly changing society.

What we are looking for...

An inspiring and enthusiastic teacher with a passion for their subject and teaching & learning who is looking to enhance their own professional development. This post would suit colleagues who are ready to take the next step and collaborate with teams to deliver high quality languages education and experiences to our students, whilst working as part of a wider group of staff focused on teacher education and wider school improvement.

The key aspects of the role are covered in the Job Description and Person Specification within the candidate pack.

What we can offer

- Excellent students and staff who will enthuse and inspire the successful candidate
- The opportunity to be part of an innovative, progressive and successful school
- A friendly and supportive working environment
- A commitment to staff wellbeing
- Access to a range of internal and external training programmes to support CPD
- A comprehensive induction programme and the opportunity to engage in further professional development (including ECT programmes)
- A comprehensive pension scheme and staff benefits such as a 24/7 Employee Assistance programme and the Cycle to work scheme.

More information

Please read the job description and person specification for further information about the role. We always welcome informal visits to come and meet us or to discuss the post in more detail over the phone. These opportunities can be arranged by contacting our HR Administrator, Aleema Ahmed via email at alahmed@holyhead.crst.org.uk or by phone on 0121 523 1960.

You should ensure your application form and supporting statement address all elements of the person specification. We will only consider candidates who meet the vast majority of the essential criteria outlined in the person specification.

Holyhead School and Central Region Schools Trust are committed to safeguarding and promoting the welfare of children and young people and as such expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and completion of an Enhanced DBS will be required by the successful candidate.

Please note: Applications are only accepted on the official CRST job application form, will be assessed upon receipt and *we reserve the right to interview* and appoint prior to the *closing* date.

Welcome to Holyhead



It gives me great pride to welcome you to Holyhead School, a proud member of Central Region Schools Trust serving the community of Handsworth. I hope that you feel we are the right place to develop your career in the future.

Our learning community and partnerships exemplify everything you would want to see from a visible commitment to the distinctive CRST culture defined by our people, places and processes. Beyond that, you will find dedicated professionals who care deeply about high quality service and great pedagogy but above all, care passionately about improving the lives of the young people we serve.

Holyhead is a forward-looking, energetic school where staff strive to support our students' futures. Our decisions are evidence-based and rooted in integrity, and we communicate honestly, driven by moral values. As part of The Central Region Schools Trust, we are passionate about achieving social justice.

We cherish and enhance the unique spirit of Holyhead daily, fostering a culture of respect, responsibility, and excellence. High expectations and positive communication with parents and carers are key to raising achievement and aspirations.

Our staff are integral to both the school and the Handsworth community, showing care through their actions. Our students are vibrant and inquisitive, valuing strong relationships with staff. We celebrate success by valuing the courage to improve, taking responsibility for our actions, and challenging ourselves. Growth comes from our willingness to learn from mistakes.

Our broad, inclusive curriculum reflects our diversity and emphasizes literacy, and oracy, aiming to provide equity of opportunity. It seeks to develop expert knowledge and critical thinking, encouraging students to communicate their learning and ideas, whilst also building empathy with the experiences of others through seeking to understand differing perspectives.



We prepare students for success in a competitive world, with high destinations figures for university, apprenticeships, and employment. Above all, we take pride in developing confident, resilient children who will, and do contribute positively to society.

This mission is shared by all who work here, driven by our collective energy and passion.

Dave Knox
Principal

Welcome to Holyhead



5 reasons why Holyhead could be your next destination



Every school will tell you that they are a special place to work, so it's important to read on to see what the justification is for such a statement. As the Principal at Holyhead, I'm not necessarily going to be the most objective author in theory, but what I might lack in that respect, I'd hope to make up for in terms of my experience of this school and community having worked here for over 20 years, all the way from a novice NQT to the person who greets you here and now!

Reason 1: Do you share our values?

If you work here, you are passionate about social justice and will see yourself as part of not only the school community you work in, but the one that it serves in Handsworth. You show your care for the wellbeing and futures of the young people you work with here through your words and actions every day, as well as through your commitment to excellence by wanting to be the very best you can be in your role, taking every opportunity we will commit to give you to develop professionally and personally.

Decision making is informed by evidence and research, and is rooted in integrity. We communicate with honesty and do things because we believe it is morally right. We expect everyone to treat each other with respect, not only in the way that we communicate, but importantly in a way where we don't see a hierarchy of ideas. When you work here and can see problems, you will be encouraged to contribute ideas and solutions and we will listen when you've got them.

Reason 2: Recruitment and Retention!

Many of our staff have been here for a long time, and/or like myself, they started their teaching careers at Holyhead. To say that no one ever chooses to leave would be manifestly false and ridiculous, but in a profession where opportunities are widely available and many choose to leave the job completely within their first few years, then there must be something about Holyhead that keeps people here for so long.

Reason 3: A school community starts with the staff

We would describe ourselves as a friendly and welcoming school, but you'd expect that wouldn't you? The school is a genuine community though, one which in the words of John Tomsett "is remarkably strong... where students and staff feel part of something very special".

We have an active series of Staff Forums informed initially by Teacher Tapp School Surveys to ensure that staff voice is taken into account with all aspects of policy and practice, and we continue to rebuild the social connections that make a workplace more than just a place where we work, after the challenges of the COVID years. If you have a willingness to get involved and join in, you will find many others like you!

Reason 4: A culture where we all want to learn and get better

Creating the conditions for improvement is fundamentally important to improve the outcomes of the young people at Holyhead and keep developing our staff. We've heavily invested in teacher development through high-quality CPD, both in-house and with partners like Ambition, InnerDrive Academy, and Talk the Talk. We've also developed an established programme of non-judgmental instructional coaching for lasting improvements. Building a culture where mistakes are seen as learning opportunities and encouraging teachers to take responsibility for their practice through Teaching Walkthrus continues to be key.



5 reasons why Holyhead could be your next destination



We want you to want to grow when you come to work with us, and that will include opportunities such as access to National Professional Qualifications alongside a range of other courses, including through the Central Region Schools Trust, and subject knowledge enhancement through our membership of the Princes Teaching Institute.

Reason 5: What about the students?

I'll leave this to John Tomsett again as the objective observer of our school:

"The greatest strength of the school is its students, who are an incredibly convincing manifestation of the cultural norms associated with CRST. They are respectful, considerate, happy, hard-working, accepting, engaging, and just generally delightful!"

Our students are also full of character, they are vibrant, inquisitive, occasionally lively and most importantly, they value the relationships they build with teachers at the school.



It would be entirely disingenuous to say they are all angels, schools after all are a microcosm of society, but students at Holyhead form a bond with members of staff at the school, such is the emphasis we place on relationships. This doesn't mean we accept or excuse poor behaviour or manners, but we look to build opportunities for our young people to grow from the mistakes they make, whilst celebrating their successes with them at every chance we get.

Our students build relationships and trust with teachers who are firm and fair, and show through their deeds and words that they genuinely care. A sense of humour goes a long way, but an ability to explain yourself and demonstrate your love for your subject will take you further!

Could we be the right place for you?

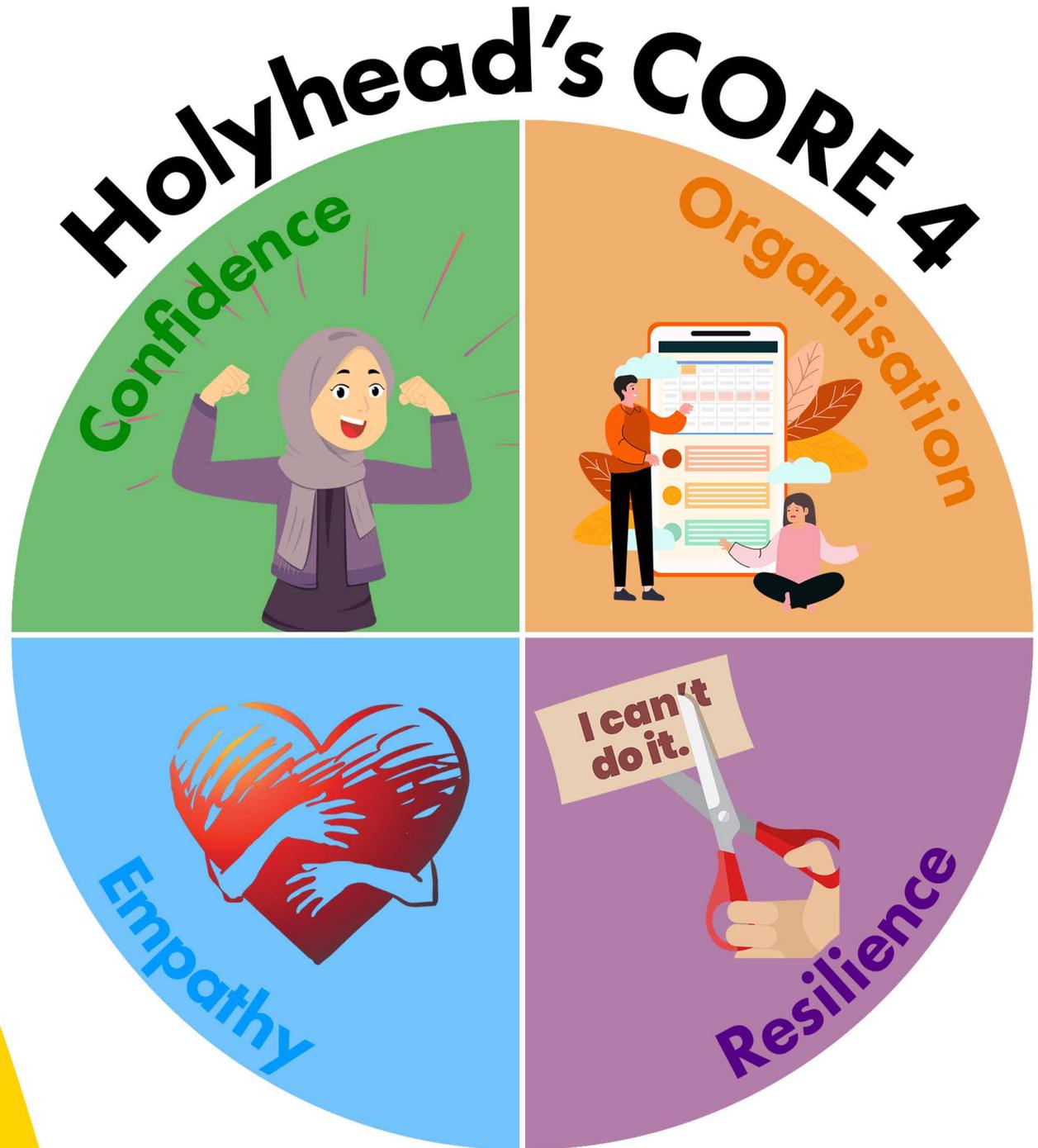
The context of the community we serve is such that the majority of our students are at an educational disadvantage when they come to us, be that through below average reading ages, significantly above national average Pupil Premium rates, or having English as an additional language. When we talk about having a passion for social justice, it comes through the determination to do everything we can to improve the life chances of all of our students, regardless of their starting point.

It's not easy, and it does require a level of emotional investment as well as the willingness to go the (somewhat cliched) 'above and beyond', but it is made possible by making workload reduction part of our commitment to staff, and by a genuine team ethos where we work together and treat each other like a work 'family'.

Teaching isn't a profession for the faint hearted, but I can honestly say that teaching at Holyhead is for the wholehearted and the kind hearted. It's a rewarding place to work in many ways. By all means read our Ofsted reports and look at our website, but if you think this might be the place for you then come and visit us first. We are open and honest, and we want to continually get better to do more for the young people of Handsworth. If you are that way inclined and this sounds like it might be right for you then get in touch and we hope to hear from you soon.

At Holyhead, we work to enhance the character attributes of our young people in many ways, but the most important attributes we have prioritised are our *CORE 4*.

Building these characteristics is an essential responsibility of all adults at Holyhead, whether that be through deliberate decisions in our curriculum and approach to behaviour, or through the nature of the day to day interactions we have with students.





Holyhead

Teach What Matters

Our Vision

Holyhead serves and represents Handsworth and should be its premier school. A culture built on graft, intelligence and a sense of purpose leads our highly committed staff to make a lasting difference to the community.

We tackle barriers and build aspirations, believing every student deserves the best education and can achieve greatness as agents of change in our community and beyond. We celebrate diversity and to develop global citizens rooted in Handsworth.

Aligned with Central Region Schools Trust's mission to promote social justice, our work to 'Teach What Matters' must lead to the highest outcomes for all students, both academically and socially.

At Holyhead we pull **together**, we learn **together** and we achieve **together**.

Our Mission

Inspiring futures and opening doors in the heart of Handsworth

Our Values

RESPECT

Respect for self, others and the school environment are key to our relationships, and a shared sense of pride in our school.

RESPONSIBILITY

Accepting ownership for our decision making, actions and learning is key to our growth and success.

EXCELLENCE

Striving to be our best will help ensure the most positive outcomes for all.

COURAGE

We must always seek to show courage, knowing that mistakes are a fundamental part of learning or to always do the right thing in spite of external pressures.

Post Title and Grade	Lead Practitioner - Modern Foreign Languages (French with Spanish) Lead Practitioner Scale from LP1 (commensurate with experience) Full-Time / Part-Time candidates at 0.8
Reporting to	Director of Learning - MFL
Liaising with	Senior Leadership, MFL Faculty members, Lead Teacher Educator, Lead Practitioners, Heads of Year, Parents and Carers, Teaching and Associate Staff
Job Purpose	
<ul style="list-style-type: none"> ● To support the Director of Learning for MFL in providing leadership and direction for Teaching and Learning priorities within the faculty and ensure that it is managed and organised to meet the aims and objectives of the school. ● To be responsible for securing high standards of teaching and learning through curriculum development and continual pedagogical innovation, resulting in student performance matching or exceeding school expectations. ● To keep up to date with national developments in the subject areas including teaching methodologies. ● To ensure that all young people make at least expected progress and that ambitious targets for student performance are met. ● To play a role in the implementation of school policy and practice and to be responsible, like all other staff, for safeguarding and promoting the welfare of students. 	
Teacher Education	
<ul style="list-style-type: none"> ● To play a key role in supporting the Director of Learning in MFL in implementing the Faculty WalkThru Clusters based around literacy, the principles of cognitive science, climate for learning and high expectations for all. ● To support teachers to develop pedagogical knowledge and skills, including via lesson observation and feedback, team teaching and collaborative planning. ● To contribute to the development of Instructional Coaching as part of a wider team of Teacher Educators and Lead Practitioners across the school to inspire and coach colleagues, while modelling best practice. ● To contribute to the design and delivery of whole school professional development. ● To play a role in delivering our in-school professional learning programme to support teachers. ● To support the development of professional learning communities across a range of educational aspects. ● To support in Quality Assurance activities gathering evidence for effective self-evaluation. ● To keep abreast of national changes in curriculum policy and national developments within teaching methodologies. 	
Curriculum Management	
<ul style="list-style-type: none"> ● Ensure effective curriculum coverage, sequencing, continuity and progression in the subject areas for all students by all members of the faculty. ● Ensure that teachers are clear about the end points of teaching modules and how lesson sequencing will support knowledge acquisition. ● Ensure that teachers are clear about the learning objectives of lessons and through the provision of resources, providing guidance on appropriate teaching and learning methods when appropriate. ● When necessary, adapt the curriculum in response to assessments so that it meets the needs of students and support staff in its effective implementation. 	

- Follow faculty policies for assessing, recording and reporting on student achievement in designated year groups using feedback to set targets for further improvement within the faculty.
- Establish high expectations and ensure that clear targets are set for student achievement including for those with special educational needs, pupil premium status and the most able.
- Establish a partnership with parents to involve them in their child's learning and develop links with the local community and relevant organisations to support the faculty's curriculum intent and implementation.
- Instigate, monitor and evaluate intervention strategies where appropriate.
- Develop and manage high quality, effective transitions between key stages including between KS2 and KS3.
- Identify and nurture opportunities for students to engage beyond the taught curriculum through extra-curricular activities and educational visits.

People Management and Communication

- To work proactively with the Director of Learning for MFL, and the Lead Teacher Educator to create open, valuable working relationships that thrive on using the knowledge and expertise of individuals and groups to produce optimal outcomes.
- Help to identify and respond to the professional learning needs of staff and provide coaching and support to colleagues who require it.
- Provide training and support for new staff and trainee teachers
- Help staff to achieve constructive working relationships with students and colleagues based on clear expectations.
- Encourage staff to discuss developing ideas in their subject and foster an atmosphere of discovery to enhance their perception of the subject.
- Communicate effectively with members of the faculty through formal and informal meetings and briefings.
- Communicate with parents and carers as appropriate.

Developing and maintaining strong community links

- To develop initiatives to outreach to the community.
- To assist the Director of Learning to create and implement ways of actively involving parents and carers in the learning process.
- To network with secondary schools in the Trust and wider with a view to share best practice.
- To facilitate a broad range of activities in conjunction with staff, students and the wider community so as to deepen and broaden learners' experiences in MFL.

Accountability Key Performance Indicators

- To ensure that all teaching within the faculty is consistently good or better.
- To meet aspirational targets in relation to student performance at Level 2 and Level 3 courses.
- To monitor the progress of other staff in the faculty and put systems in place (Teaching and Learning based training and support) to ensure performance grades within the faculty are of a high standard.

Safeguarding

- Ensure that all students have a safe environment in which they can learn, reporting any concern about the environment to a member of the site team or if appropriate to one of the Designated Safeguarding Leaders.
- To be aware of systems which support safeguarding and following the procedures as highlighted in the Safeguarding Policy.
- To identify children who may benefit from early help as soon as possible and discuss this with one of the Designated Safeguarding Leaders.
- To always consider what is in the best interests of the child.
- To protect 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.
- To take action to enable all children to have the best outcomes.

Other duties

- To continue personal development as agreed
- To engage actively in the Performance Management review process
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task to be undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to adhere to CRST's agreed Code of Conduct.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- This job description is current at the date shown but in consultation with the post- holder may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

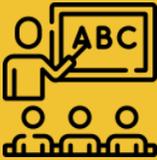
Variation in the role

Given the dynamic nature of the role and structure of the MFL faculty, it must be accepted that as the Faculty's work develops and changes, there will be a need for adjustments to the roles and responsibilities of the post. The duties specified above are therefore not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.



Holyhead School Person Specification

Post: Lead Practitioner in Modern Foreign Languages

Area	Essential	Desirable	To evidence via...
Qualifications 	<ul style="list-style-type: none"> ★ Honours degree in an MFL subject (French) ★ PGCE / Qualified Teacher Status ★ Qualified to teach in the UK ★ Recent relevant in-service training 	<ul style="list-style-type: none"> ★ Evidence of further educational professional development within teaching and learning, MFL and leadership 	→ Application form
Experience 	<ul style="list-style-type: none"> ★ Successful and varied teaching experience in the secondary sector across KS3 and KS4 MFL ★ Evidence of achieving excellent student outcomes ★ Experience of facilitating CPD ★ Experience of monitoring student progress to demonstrate impact ★ Experience of leading, coaching and mentoring of teachers 	<ul style="list-style-type: none"> ★ Successful and varied teaching experience in the secondary sector across KS3-5 ★ Ability to teach Spanish at KS3/4 ★ Experience of leading on whole school initiatives 	→ Letter/ Interview
Teaching and Learning 	<ul style="list-style-type: none"> ★ An understanding of high-quality teaching and learning strategies in MFL ★ Ability to drive consistently high standards of teaching across the department ★ Ability to model and share best practice with colleagues, including through team teaching, coaching, and CPD ★ Experience of using assessment for learning strategies to inform teaching and support progress 	<ul style="list-style-type: none"> ★ Ability to contribute to whole-school leadership and policy development ★ Experience of leading cross-curricular initiatives 	→ Letter/Interview
Knowledge 	<ul style="list-style-type: none"> ★ A sound understanding of the MFL KS4 curriculum, including current exam specifications and assessment frameworks ★ Awareness of how to support diverse learners, including those with SEND, EAL, and high prior attainment ★ Good knowledge of formative and summative assessment practices 	<ul style="list-style-type: none"> ★ Experience of teaching KS5 subjects and knowledge of the assessment frameworks 	→ Interview

<p>Attitudes and Values</p> 	<ul style="list-style-type: none"> ★ A growth mindset and a commitment to continuous improvement, both personally and across the faculty ★ High expectations for student achievement, behaviour, and engagement ★ Enthusiasm for building positive relationships with students, staff, parents, and external partners ★ A commitment to professional integrity, resilience, and leading by example 		<p>→ Interview</p>
<p>Personal Qualities and Attributes</p> 	<p>You demonstrate the following characteristics:</p> <ul style="list-style-type: none"> ★ Dynamic and energetic ★ Proactive ★ Patience ★ Initiative and determination ★ A deep sense of integrity ★ Reliable and consistent ★ Adaptable and resilient ★ Optimistic, has vision and creativity ★ Sensitivity and empathetic ★ Sense of humour 		<p>→ Letter/Interview</p>



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