



GENERAL BACKGROUND INFORMATION

Walton High opened in 1999 with 120 Year 8 students. Since then the school has grown significantly and now has over 2,000 students on roll, including 300+ Post 16. The school has an excellent reputation and is consistently oversubscribed.

In November 2016, Walton High expanded onto a second campus that is two and half miles away from the Walnut Tree Campus at Brooklands. The Brooklands campus opened with 270 students across Years 7 – 9 and now has 636 students in Years 7 – 11 growing to 1,500 students, including 300 Post-16, by 2022.

When both campuses are at capacity, Walton High is one of the largest secondary schools in the country ensuring excellent opportunities for career progression.

A single system of governance, organisation, leadership and management operates across both campuses.

In 2011 the Governors of Walton High founded Milton Keynes Education Trust with the following aims:

Milton Keynes Education Trust Statement of Aims

The educational aims and objectives of Milton Keynes Education Trust (MKET) are based on our commitment to securing social justice through high quality education that promotes inclusion and embraces diversity.

The Trust aims to **enhance** and **enrich** the lives of children and young people by **enabling** them to make the most of outstanding learning opportunities within and beyond the curriculum; instilling an appreciation that there are **no limits** to what they can achieve and developing the attributes needed to successfully shape and respond to the future.

A clear secular moral framework will promote honesty, integrity, tolerance and respect as well as an appreciation of individual and collective responsibility.

In this way we will bring out **the very best** in our children and young people.

We will realise our aims and secure sustainable school improvement through high quality transformational leadership, professional development and collaborative partnerships.

The schools that are currently part of Milton Keynes Education Trust are:

- New Chapter Primary School, Coffee Hall, Milton Keynes
- Heronsgate School, Walnut Tree, Milton Keynes
- Kents Hill Infant School, Milton Keynes



The creation of the multi-academy trust has enabled more cross phase working and the schools within the partnership have pooled resources to provide additional educational services to support children's learning, e.g. Educational Psychologist, Education Welfare Officer and Speech and Language Therapist.

WALTON HIGH'S APPROACH TO LEARNING AND TEACHING

Walton High is committed to making personalised learning a reality. Our flexible and varied curriculum is an essential foundation for this, providing as it does personal learning pathways which are challenging, relevant and significant.

Personalised learning and teaching is a commitment to ensuring **all learners** reach or exceed expectation, fulfil early promise and develop latent potential. At the heart of personalisation is the expectation of participation, fulfilment and success. Personalised learning sets ambitious objectives, challenging personal targets, rapid intervention to keep students on trajectory and vigorous assessment to check and maintain progress.

Core components of personalised learning are:

Assessment for Learning - the process of seeking and interpreting evidence for use by learners and their teachers to decide where they are in their learning, where they need to go and how best to get there;

Developing students' capacity to learn - by building the confidence and capacity of the learner and developing personal skills and strategies to enable self-management and self-direction;

Teaching and Learning strategies that actively engage and challenge learners - Walton High's approach to lesson planning ensures all the key elements of outstanding learning are considered.



Subject Leader MFL

TPS/UPS

Spanish

We are looking to recruit dynamic and innovative staff with very high expectations of student achievement at all ability levels. You will be joining a vibrant and cohesive team of linguists.

KS3 Spanish and French

All students study Spanish or French in Key Stage 3. They currently have a minimum of five 60 minute sessions per fortnightly cycle in Years 7 and 8, receiving one piece of homework of 30 – 45 minutes every week, this will include vocabulary learning. Spanish groups follow the VIVA 1 and 2 course which has proven to be very successful since its launch.

KS4 Spanish and French

In Year 9, students begin their GCSE courses and they are given a preference choice at the end of Year 8 whether to continue with a language. The syllabus we follow is AQA. For GCSE Languages, there are four components (Listening, Speaking, Reading and Writing) and each component is of equal weighting. We have a full set of new resources, subscribing to Studio and Viva Active teach for GCSE Spanish. Students are also given homework booklets for each module of teaching and are further supported through a wide range of materials that are uploaded onto Firefly, the school's VLE.

KS5 Spanish and French

MFL is popular at Post 16. Students have nine contact hours a cycle and are required to spend a further six hours in school completing independent study. Students also receive three hours of homework per week. We follow the AQA course and have access to the online *Kerboodle* resources to support and stretch learning. Students are given opportunities to use and practise their languages by assisting in KS3 lessons and supporting lower school enrichment activities. Students also have the opportunity to attend lunchtime language seminars with members of staff to reinforce classroom learning. We are constantly looking to strengthen links with outside bodies to further support our Post 16 students. These include attending University language events and taking visits to language learning centres.

Responding to the demands of an increasingly global and multi-cultural community

As a school we are committed to equipping students with the skills and qualifications required for an ever changing social and economic environment. We recognise that students who have studied and can speak an additional language are better placed to take advantage of the opportunities that such changes bring. Therefore we are seeking to increase the numbers of students who study Modern Languages at Key Stage 4 and Key Stage



5 and provide a broad range of enrichment activities to raise the profile of MFLs and support students' learning. Our work with partner primary schools and our out of hours language support and enrichment programme are very important elements of this strategy and applicants will contribute to these practices. We also give students further enrichment through visits to Besançon, France and our annual Spanish exchange programme to Leon in Northern Spain.

Our classrooms are equipped with fantastic language learning resources for classroom and after school use where students can study or unwind with a TL magazine or French or Spanish music.

If you have a passion for teaching, a real love of languages, and are attracted by the prospect of working in a stimulating environment where there are high expectations for all, we would like to hear from you.

Jess McLean

Line Manager of MFL

Subject Leader MFL