



ALDRIDGE
EDUCATION

TEACHER OF FRENCH

Brighton Aldridge Community Academy

Recruitment Pack

Brighton Aldridge Community Academy (BACA)

Brighton Aldridge Community Academy is a state funded entrepreneurial Academy, part of the Aldridge Education Multi-Academy Trust, with the specialism of sport and entrepreneurship for 11-18-year olds.

We pride ourselves on ensuring students are equipped with the academic, social and emotional skills which will ensure they continue to thrive once they have left our school. We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults, and expect all staff and volunteers to share this commitment. Our mission is to ensure all BACA students benefit from an excellent education, secure great qualifications and develop into young adults who are the first choice recruits for universities and employers. The academy's motto is simple - "Believe you can". Whether in the classroom, on the sports field or performing on stage, we inspire each of our students to develop the knowledge and skills they need to follow their passions into a successful future.

Our students benefit from great teaching, an exceptional building and facilities as well as extensive opportunities in terms of enrichment, sport and the creative arts. Outcomes are strong and improving at Key Stage 4 and 5. Ofsted graded the school as 'Good' in 2016 and noted that the care, guidance and support that students receive is outstanding. Through encouraging an enterprising mindset we enable students to thrive in today's rapidly-changing world. We teach students to be innovative and resilient through promoting the Aldridge Attributes of teamwork, creativity, passion, problem-solving, risk-taking and determination in all aspects of academy life.

Brighton is a vibrant and young city with a cosmopolitan feel and way of life which attracts people from all around the world. This is enhanced by the addition of two universities, University of Brighton and University of Sussex, and a wealth of cultural treasures. An exciting seaside city with an excellent quality of life with its coffee bars, restaurants, pubs, night clubs and theatres. Wander through 'The Laines' enjoying the boutique shopping, and street entertainers.

Brighton has excellent rail and road links to and from London (52 mins by train) and with the port of Newhaven just 10 miles away you have easy access to France and Europe.

Aldridge Education

Aldridge Education is a charitable trust whose entrepreneurial community schools help young people to reach their potential. We support our Principals and teachers in rapidly improving the quality of education on offer at early years, primary, secondary and sixth-form levels in order to transform the life-chances of our students.

Aldridge Education was established as a national multi-academy trust by the Aldridge Foundation in 2016, taking over responsibility from the Foundation for its family of non-selective academy schools and colleges, some of which are part of the multi academy trust whilst others are currently independent Trusts sponsored by Aldridge Education.

Sir Rod Aldridge launched the Aldridge Foundation in 2006 after retiring from Capita Plc, the business he set up and which became one of this country's most successful companies. Our shared belief is that by introducing young people to, and helping develop in them, the core attributes of entrepreneurship, we can provide context and relevance to their learning, foster creativity, passion, determination, risk taking,

problem solving and teamwork. These characteristics help our students achieve in their education and acquire further vital skills for adult life.

For more information, please view our website: <http://aldridgeeducation.org/>

It's a really exciting time to be considering working for Aldridge Education, this is the perfect time to make your mark with us!

Job Description: TEACHER OF FRENCH

Reports to: MFL Subject Lead

Start date: September 2021

Salary: MPS/UPS
TLR – Depending Upon Experience

Contract: Permanent

Role: To support the MFL Subject Lead in delivering the highest standards of teaching, learning and achievement in Modern Foreign Languages

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| Overview | <ul style="list-style-type: none">● Be consistent in the delivery of all the academy's policies and practice● Support the Subject Leader for Modern Foreign Languages to secure high quality learning and raise standards● Support the Head of Year and pastoral team to secure a high quality learning experience in tutor time● Set high expectations for all students through aspirational target setting● Be a role model for students through personal presentation and professional conduct● Perform particular duties in accordance with directions by the Principal to ensure student safety● Maintain confidentiality inside and outside the academy● Model the entrepreneurial traits of having a determination to succeed and a positive attitude to your work. You will endeavour to instil these attitudes in colleagues and students● Work in accordance with current Health and Safety requirements: Governing Body, DfE and Government policies● Keep a high profile around the academy, taking command of areas at change of lessons and being visible and proactive● Take responsibility and be accountable for student attainment and achievement, by tracking student progress and supporting individual students' learning needs |
| Learning | <ul style="list-style-type: none">● Manage student learning through effective planning and delivery in accordance with the academy policies and curricular schemes of work● Use assessment data to plan next step learning and overcome individual barriers to learning● Arrive in class before the start of the lesson, and begin and end lessons on time● Use clear and precise learning objectives and defining criteria for success for each lesson● Ensure that AfL strategies are used effectively to support learning and progress● Ensure seating plans are in place for each class● Take a register every lesson, paying due regard to legal responsibilities● Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of student needs, and ensuring that all students can access the learning● Ensure appropriate stretch and challenge for all students in all lessons |

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| | <ul style="list-style-type: none"> ● Ensure variety and pace in all lessons ● Monitor student progress, keeping student records that include assessment outcomes and targets set at regular intervals ● Set independent learning tasks regularly, (in accordance with the academy learning policy) ● Mark and assess students' work according to academy policy ● Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year ● Participate in collaborative planning sessions ● Provide additional student support or any activity directed by the Principal/Subject Leader ● Contribute to academy policy on cross curricular: language, literacy, numeracy and ICT strategies |
| Experience | <ul style="list-style-type: none"> ● Ensure all students engage in learning and maximize their potential ● Ensure that your role as personal tutor supports the students and encourages them to take part in wider school experiences ● Be involved in enrichment activities such as making a contribution to after-school clubs and visits |
| Innovation and New Technologies | <ul style="list-style-type: none"> ● Keep up-to-date with research and developments in pedagogy in the subject area ● Keep up-to-date with technological change and the use of technology to enhance delivery and student access to the subject ● Implement the use of new technologies that enhances teaching and learning |
| Support | <ul style="list-style-type: none"> ● Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard safeguarding procedures ● Use positive management of behaviour in an environment of mutual respect that allows students to feel safe and secure and promotes their self-esteem ● Adhere consistently to the academy policy on Behaviour, Rewards and Relationships ● Work with specialist staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons ● Be familiar with and implement the relevant requirements of the current SEND Code of Practice ● Monitor closely data such as attendance, punctuality, behaviour and progress of your students, taking appropriate action |
| Evaluation | <ul style="list-style-type: none"> ● Be self-reflective ● Participate in current arrangements for Performance Appraisal. ● In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the academy curriculum, which may lead to improvements in teaching and learning ● Work effectively as a member of the curriculum team to improve the quality of learning, by contributing to the curriculum Improvement Plan, implementing and monitoring change and attending team meetings ● Contribute to the academy's system of tracking student progress, identification of underachievement and liaison with all stakeholders to ensure student success |
| Partnerships and Events | <ul style="list-style-type: none"> ● Establish effective working relationships with professional colleagues and associate staff |

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| | <ul style="list-style-type: none"> ● Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare ● Be aware of the role of the Governing Body of the academy and support it in performing its duties ● Attend academy progress days, parents' evenings and other events as directed ● Participate in the academy's agreed pattern of meetings ● Perform duties in accordance with the directions given by the Principal or Vice Principals |
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N.B: Every member of staff will be expected to be a pastoral tutor and a reading tutor

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties.

Person Specification: TEACHER OF FRENCH (Modern Foreign Languages)

| Knowledge | Job Requirements |
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| Skills and Abilities | <ul style="list-style-type: none"> ● Be a 'good' or 'outstanding' teacher (or the potential to be if an NQT) ● The ability to provide appropriate levels of challenge so that students make good progress and achieve beyond their potential ● Ability to use assessment information effectively to plan next steps in student's learning ● Ability to secure high standards of behaviour by motivating, encouraging and engaging students ● Ability to develop effective partnerships with teaching assistants and other support staff ● Ability to develop in students the skills to work independently and collaboratively ● Enable students to develop self-esteem and respect for others ● Ability to create a well organised, stimulating learning environment ● Commitment and ability to make a significant contribution to an academy ethos that promotes high achievement ● Ability to work as part of a team in planning and implementing the curriculum ● Ability to maximise student performance and initiate intervention strategies as appropriate ● Ability to work within the framework of national and whole school policies to ensure consistency of practice ● Ability to relate to and communicate effectively with parents and carers and to encourage their active participation in the educational process ● A commitment to further your own professional development and to the principle of continuous improvement ● Willingness to undertake enrichment activities for students |
| Essential | <ul style="list-style-type: none"> ● A degree in a languages related subject ● Qualified teacher status/newly qualified teacher ● A proven track record of recent and successful class teaching in mixed ability classes of age 11-18 students (or of successful training for NQTs) ● Essential: Ability to teach French to GCSE level ● Desirable: Ability to teach French to KS3 level (and beyond) |
| Knowledge and Understanding | <ul style="list-style-type: none"> ● Good understanding of current theory and practice of best practice in teaching and learning ● Clear understanding of how to motivate students ● Thorough knowledge of the National Curriculum and GCSE specifications ● Understanding of SEND/Safeguarding issues ● Excellent subject knowledge for identified preferred subject ● Effective strategies for maintaining high standards of discipline within the classroom in accordance with the academy Teaching and Learning policy ● An understanding of equality of opportunity issues and how they can be addressed in schools ● Understanding of the role of a tutor |
| Special Requirements | <ul style="list-style-type: none"> ● An Enhanced DBS (Disclosure Barring Service, criminal record check) will be requested in the event of a successful applicant |

Aldridge Education is committed to safeguarding and promoting the welfare of children and young people in our academies. In order to meet this responsibility, we follow a rigorous selection process. All successful candidates will be subject to an Enhanced Disclosure and Barring Service check.

How to apply

Our aim is to ensure that we recruit the right person for the job. We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, sex, marital status, or sexual orientation. The person specification sets out the criteria used to assess candidates through the selection process.

We are committed to safeguarding our pupils and will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references. All potential employees are subject to an enhanced disclosure from the Disclosure and Barring Service.

Applications: Please send an application form and a cover letter of no more than two sides of A4, ensuring that you demonstrate how your experience and skills make you suitable for the position **by close of business 11th April 2021** to hr@baca-uk.co.uk. Early applications are welcomed and we reserve the right to appoint an outstanding candidate in advance of the closing date.

Shortlisting: We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff. We carefully check all applications for anomalies.

Candidates: Candidates who best meet the person specification will be invited to an interview. Interviews and associated assessment activities are likely to be conducted in the week commencing 19th April 2021 at appropriate venues. Our successful candidate will join us in September 2021.

References: We request references for all candidates who are invited to interview. Please inform us if we should not contact your referees before interview. Your first referee should be your current or last employer.

Interview Process: The interviews will be held at BACA. The interview will consist of assessment activities and a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity on the first day. Due to current Government guidelines surrounding the corona virus pandemic, to protect our staff, students and visitors this venue is subject to change and arrangements to conduct the Interview Process may revert to a virtual / electronic version to be confirmed nearer the time.

Final Selection: Following the assessment activities and formal interview, we will use the person specification as a guide to select the most suitable candidate for our Trust. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

Offer of Employment: We will make a verbal offer of employment by telephone within 48 hours of the interview and this will be confirmed in writing. Any offer is made subject to:

- References satisfactory to us
- A satisfactory DBS check
- Provision of proof of identity and qualifications

Probationary Period: The post is subject to a six-month probationary period. On successful completion of probation, the post will become permanent.

If you would like to arrange an informal discussion about this role or any aspect of the academy, please contact James Collett (Vice Principal) on jcollett@baca-uk.co.uk.