

Great Academies Middleton Technology

Education Trust School

**Candidate Pack**

**Teacher of MFL (French with the ability to teach German)**

**WELCOME FROM THE HEADTEACHER**

As you will know, our motto is straightforward: “In pursuit of excellence”. We strive every day to meet this challenge of excellence, and encourage all of our students to do the same, even though we know that this may test their resilience at times.

Why? Because our school vision is for every student, regardless of background or circumstance, to leave our school work and college ready.

We place a high priority on ensuring that all students achieve the best academic grades they can; supported by a strong culture of high standards and expectations, whilst also ensuring that they have the skills they need to succeed in the world of work.

Will they be alone in this?

No! We pride ourselves on ensuring that we have ‘someone for everyone’. From the form tutor, to the subject teachers, to the extensive Inclusion Team, to our partnership with parents and external agencies, we will work hard to make sure that every child is supported.

We are proud to be a strong, happy and caring school community in which students and staff can flourish.

With all best wishes

Janine Kellett

Head Teacher

**Staff Benefits**

Health protection Chartered College Teaching membership

CPD opportunities On-site parking

Well-being services Westfield Rewards

**TEACHER OF MFL (French with the ability to teach German)**

**Salary: MPS /UPS**

**Hours: Full time**

**Salary: £25,714 to £41,604**

**Required January 2023**

The post requires you to teach students in the 11-16-age range in the Curriculum Area of Modern Foreign Languages.

You are required to undertake an appropriate share of duties within the school as set out in paragraphs 59.1 – 59.5 (inclusive) of School Teachers’ Pay and Conditions Document 2004 under the reasonable direction of the Head Teacher.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an Enhanced Criminal Record and background check.

**RESPONSIBLE TO**

Each Main Professional Scale/Upper Professional Scale teacher is ultimately responsible to the Head Teacher, but this responsibility will usually be delegated to the Curriculum Leader, as Line Manager.

**SPIRIT**

The Main Professional Scale Teachers have a whole school role as well as being involved in the development of the curriculum in their subject areas. They will be expected to play an active part in the overall development of both the curriculum area and the school, liaising closely with their Line Managers, thus ensuring that their Line Manager is aware of relevant developments, issues and concerns. They will be expected to work at the Head Teacher’s direction, giving the benefit of their training and experience in the discussion and development of policy

**Specific Accountabilities:**

There are five areas of accountability that a Main Professional Scale Teacher has:

1. Accountability to the Head Teacher, delegated through the Curriculum Leader.
2. Accountability for the management of teaching and learning in their own classroom.
3. Accountability for the management of resources.
4. Accountability for the welfare of learners.
5. Accountability for the environment of the Curriculum Area.

These are not listed in order of importance – all are considered to be of equal importance. They may be asked to assume other responsibilities in agreement with the Head Teacher.

**Accountability to the Head Teacher:**

1. To keep the Head Teacher, via the Curriculum Leader, fully informed of all matters that they are involved in and initiatives that they undertake.
2. To keep the Head Teacher, via the Curriculum Leader, fully informed of all issues and concerns regarding the smooth and efficient functioning of their teaching and classroom management.
3. To be responsible, with the Departmental team, for creating a rational, just and firm sense of order within the Department.
4. To demonstrate and promote effective leadership within the classroom.
5. To be an active participant in the school’s performance management system.

**Accountability for the Management of Teaching and Learning in their own classroom**

1. To demonstrate by his/her actions, concern for students within each of his/her teaching groups and the relationships that exist between them.
2. To maximise the classroom opportunities for students within the group to fulfil their potential.
3. To give guidance and support to students within their group.
4. To ensure that each student in their group is offered a full range of learning experiences in accordance with individual need, the philosophy of the school and the statutory curriculum.
5. To monitor and evaluate the performance of students in their group in terms of Standard Assessment Tasks, internal and external examinations, attendance and punctuality.
6. To work with the Curriculum Leader to ensure that the educational experiences offered to each student in their subject area are of the highest quality and to promote the school’s policy of equality of opportunity.
7. To ensure that school policy in respect of homework is adhered to.
8. To ensure that the school’s behaviour policy is efficiently implemented.
9. To communicate effectively with parents and to draw them into a partnership with the school.
10. To implement the school’s assessment recording and reporting policy.
11. To promote effective learning in their classroom in accordance with the school’s teaching and learning policy.

**Accountability for the Management of Resources:**

1. To ensure that the finances and resources allocated to their groups of learners are deployed in a just and fair manner.
2. To ensure that these finances and resources are used in such a manner that a stimulating and successful learning environment is created.
3. To be responsible for all resources and stock allocated to the group of learners.
4. To advise the Curriculum Leader of the needs of the learners in terms of finance and resources.

**Responsibility for the Welfare of Students:**

1. To encourage students to develop the highest expectations of themselves.
2. To ensure that students are kept fully informed of their progress, as well as any concerns about them.
3. To ensure that both student and parents/carers are kept fully informed of the progress made by their child in accordance with school procedures.
4. To ensure that both student and parents/carers have access at appropriate times in the student’s career advice and support.
5. To provide an atmosphere in a group that allows friendships to flourish and educational progress to continue.
6. To keep such records on each student as are required by school and departmental policy.
7. To keep the student’s form tutor informed of any success or concerns as and when necessary.

**Responsibility for the Environment:**

1. To ensure that a stimulating environment is produced within the classroom.
2. To encourage students to take responsibility for the class environment.
3. To assist in a series of systems and checks which will offer the highest standards of safety and security to all those who use the department’s teaching area.
4. To assist in procedures to promote a litter free environment within the classroom and the immediate environment.

It is essential that Main Scale Professional Teachers are involved in a continual process of taking opportunities to improve their practice in the curriculum area, through whole school training and any other relevant opportunities that will be made available to them.

**Signed …………………………………………………….…. Postholder**

**Signed ……………………………………………………….. Head Teacher**

**Date …………………………………………………………**

**Person Specification**

**POST**: MPS Teacher **Grade:** MPS

**Note to Applicants:**

The **Essential Criteria** are the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.

The **Desirable Criteria** are used to help decide between candidates who meet **ALL** the Essential Criteria.

The **How Identified** column shows how the School will obtain the necessary information about you.

If the **How Identified** column says the **Application Form** next to an **Essential Criteria** or a **Desirable Criteria,** you **must** include in your application enough information to show how you meet this criteria. You should include examples from your paid or voluntary work.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attributes** | **Essential** | | **Desirable** | **How Identified** |
| **Job Purpose :** To facilitate and encourage learning which enables students to achieve high standards ;to share and support the corporate responsibility for the well being ,education and behaviour management of all students. | | | | |
| **Accountabilities, Job related Experience and Skills** | Prepare and teach lessons to a high standard to the students assigned to him/her :  Follow designated programmes of study  Carrying out the necessary assessments  Providing information/comments for records  Monitoring students in accordance with agreed departmental strategies  Maintain discipline in accordance with school policies and demonstrate good practice in the classes taught with regard to attendance, appearance, punctuality, behaviour , homework etc  Contribute to the corporate tasks of development, record keeping, monitoring, evaluation of lessons and maintenance of materials  Participate in the applications of the departmental homework policy which includes setting, making of homework and monitoring homework diaries.  Work closely with and consult those teachers who are responsible for curriculum areas  Engage in continuous professional self-development in relevant areas | | Successful placement teaching experience in the age range 11-16. | Letter  Interview  Letter  Interview  Letter  Interview |
| **Knowledge:**  Classroom teacher should demonstrate their knowledge and understanding of | Principles and practices of effective teaching and learning  Preparation of schemes of work and lessons  Knowledge and understanding of subject area  Principles and practices of monitoring/assessment/evaluation  The application of information and communications technology (ICT) to learning and teaching in subjects area(s) | |  | Interview  Presentation |
| **Other Relevant Training** | Evidence of commitment to own professional development. | |  | Letter |
| **Personal Skills** | Lead by example in all areas of school life, including personal presentation  Work as part of a team  Foster excellent relationships between students to assist them to reach their full potential in all areas  Interact with staff at all levels  Organise and prioritise workloads meeting pre-determined deadlines  Communicate effectively, orally and in writing  Have high standards of punctuality, attendance and personal presentation. | |  | Letter  Interview  Presentation  Reference |
| **Emotional Intelligence** | **Emotional self awareness**  Accurate self assessment  Self confidence  **Empathy**  Organisational awareness  Service orientation  **Emotional self control**  Transparency  Adaptability | Initiative  Optimism  Integrity  **Developing Others**  Team work and collaboration |  | Interview  Presentation |
| **Qualifications** | Degree  QTS | |  | Certificates of Qualification |

**Modern Foreign Languages Department**

Currently German and French are offered in the Modern Foreign Languages department. We have 3 qualified and experienced staff and 3 recently qualified teachers, who are all committed to raising the profile of languages and raising the levels of achievement in this subject.

In Key Stage 3 students are divided into 3 bands in year groups. There are 3 ability based groups in each band. Students follow a personalised scheme of work, focusing on speaking and writing skills. German is taught from year 7 and we are now teaching French from year 8.

In KS4 we have a healthy uptake allowing us to have at least 7 Option groups all taking AQA German at GCSE.

We have run a very successful trip to Cologne in Germany each year for students in year 9. Our students in yr7 and 8 have taken part in regional and national spelling and translation bees.

We believe our continued success depends on team work and sharing responsibilities. We are a supportive department, of both staff and students. We are always keen to share and develop new ideas.

The MFL department is based in a suite of 6 rooms. Each classroom has its own computer, multimedia projector and interactive Smartboard. In addition to this we have access to a number of computer suites within school. The MFL department has access to several MFL ICT packages and websites.

**HOW TO APPLY**

Applicants must have relevant qualifications and experience, please ensure that you meet the person specification before applying.

We are committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

**Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

**The ability to converse at ease with customers and service users and provide advice in accurate spoken English is an essential requirement of this post.**

**Please do not send CVs.**

You can apply by completing the TES Application form and submit a supporting statement outlining how your experience, skills, and knowledge make you a suitable candidate for the role.

**Applications must be submitted by: Friday, 28 October 2022 at 8.00am using the TES Online application form.**

**Interviews will take place Monday, 31 October 2022**