



GREENSHAW
LEARNING TRUST



MFL Teacher/Lead Practitioner Recruitment Pack



**ALWAYS
LEARNING**



Five Acres High School
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Dear Candidate

Thank you for your interest in the post of **MFL teacher** at Five Acres High School, one of the top 5% of schools nationally for progress. This is an excellent opportunity and we will consider a **lead practitioner role** for the right candidate. You must be an experienced committed person looking to join a successful forward-looking world class school set in a dynamic community. This is a school that will give you an opportunity to demonstrate you are remarkable.

We are a proud member of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing their own distinctive character.

Our website provides a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect our ambitions to provide a world class education.

Five Acres High School is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

We are ambitious about diversity and inclusion and very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification and whose experiences also place them in a strong position to deliver the challenges set out in the job description. We encourage applications from candidates regardless of age, disability, gender identity, sexual orientation, pregnancy, marital status, religion, belief, or race.

To apply for a staff vacancy, please register for an online account to complete the application form. Please visit our website www.5acreshighschool.co.uk under 'Information' > 'Staff vacancies'.

The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

The completed online application form should be accompanied by a personal statement of suitability of no more than 2 sides of A4. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Please note we do not accept CVs.

Closing date: Wednesday 3rd November 2021

Interviews will be held: w/c 8th November 2021

Start date: By negotiation

The school reserves the right to commence the interview process at any time prior to the closing date so early application is recommended

Yours sincerely



Simon Phelps
Headteacher

Greenshaw Learning Trust – About us

The Greenshaw Learning Trust (GLT) provides an effective structure for schools to achieve real benefits from school to-school collaboration, and a culture of trust and openness that promotes honest and transparent dialogue and mutual support.

At the heart of the Trust is proven school improvement advice and guidance – with regular meetings with school leaders, input from specialist primary and secondary experts and staff training and development in all our schools.

All schools in the Trust receive expert advice and fast-response support on budget planning and monitoring, payroll, human resources, employment and legal advice, purchasing, capital projects, admissions, policy development and audit. Our catering team provides advice and guidance on meeting the statutory responsibilities for food standards, healthy eating and safety, and helps our schools achieve higher take-up of meals and significant cost savings through quality improvement and the central procurement of food supplies.

Each school's local governing body receives support and advice to ensure that they can contribute effectively to the governance and leadership of their school, including tailored guidance to chairs and clerks and governor training.

The Greenshaw Learning Trust is committed to meeting the needs of every student – our schools offer a wide range of special needs provision and across the Trust we have extensive expertise in behaviour, attendance, family liaison and therapies to support our students and their teachers.

The Greenshaw Learning Trust Mission Statement

- *We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.*
- *We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.*
- *We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.*

Greenshaw Learning Trust Employee Benefits

The Greenshaw Learning Trust recognises that our employees are our most important asset and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- Excellent CPD opportunities and career progression.
- Employer Contributions to Teachers Pension Scheme.
- Cycle to work scheme.
- Gym membership scheme.
- Employee Assistance Programme.
- Eye Care Voucher Scheme

Department and Subject Information

Our MFL Department

Context and Background:

We are a proud member of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing their own distinctive character. Our outstanding GCSE results over the past three years places Five Acres High School in the top 5% of schools nationally in terms of progress and we continue to be driven by our aim to ensure that our students will have a better chance of success than if they went anywhere else.

Our school maintains high expectations, with a strong focus on staff development and strong behavioural expectations and routines embedded within the school. This allows teachers to focus on planning and delivering excellent lessons which enable all students to make progress and feel successful. Our school is focused on enabling students to develop into well-rounded young adults who are instilled with the school's core values of ambition, determination, respect, creativity and confidence. We are able to achieve this through our Character Education programme as well as our embedded practices such as our reading programme and knowledge rich curriculum.

The Department:

The MFL department at Five Acres High School is made up of three dynamic and passionate teachers, two of whom are NQTs this year completing the Teach First programme. We teach French and Spanish from Y7-11. The team is dynamic, enthusiastic and supportive and we consistently search for new and innovative ways to improve our practice and provide excellence in our teaching. We are dedicated to instilling a love of language, respect for culture and confidence among our students.

MFL at Five Acres is fortunate to be supported by a whole-school approach towards raising cultural capital, and the Languages department is seen to play a valuable role in this. Our goal is to ensure students are able to enjoy languages, which starts with feeling successful in their experience of language learning. This is enabled through an accessible yet challenging curriculum, as well as many extra-curricular enrichment opportunities we organise throughout the year. We aim to provide students with the knowledge, skills and confidence necessary to take languages with them in their futures, thus opening up opportunities for work and travel and widening their personal and professional prospects.

Resources:

Lessons and resources are planned centrally by GLT. As a team of passionate and committed MFL teachers we work reflectively and collaboratively to plan and improve the curriculum and shared resources. Our lessons incorporate up to date MFL pedagogical research, including methods proposed by Gianfranco Conti. In each lesson at KS3, language is introduced using sentence builders through teacher-led listening and translation activities to allow for 'pushed output'; where teachers have total control over student output to ensure that students have ample opportunity to practise and recycle target chunks and structures. We use mini-whiteboards as an embedded curriculum resource to assess student comprehension and retrieval for listening activities. We have moved away from textbooks at KS3, and our resources and assessments are bespoke and updated so that they are always relevant and fit for purpose.

All teachers are also supported with specifically curated wider reading and CPD material for every unit to develop ourselves as masters of our subject. This is supported by a wider CPD program directed by

the Teaching and Learning Lead and the Developmental Drop In (DDI) process which provides every member of staff across the school with an informal lesson drop in every fortnight which highlights strengths and provides staff with an actionable next step to drive their practice on even further.

Curriculum:

Students begin their language learning experience in Year 7 where they concentrate on one language to enable an in-depth knowledge of the structure of the language and a wide vocabulary, in order to achieve subject mastery. The MFL curriculum starts at the beginning in KS3 with in-depth teaching of the basic components to ensure that all students are able to access the curriculum. Students at Five Acres learn to use three, time frames and complex structures from the very beginning. Students learn content through deliberate practice, chunking and Conti-style 'input flooding' of key structures to create automaticity in students' language abilities.

We also place a strong emphasis on the importance of phonics which is reflected in the curriculum. Every module from Year 7 to Year 11 begins with students explicitly learning and recapping French and Spanish phonics in order to develop and improve their pronunciation and build confidence and oracy in MFL.

Our curriculum enables our students to be fully prepared to undertake a GCSE in the language and creates enthusiastic, passionate language learners who feel confident in their linguistic abilities.

Students at Five Acres follow the Edexcel GCSE in KS4 for MFL.

Salary : Main/Upper scale
Potential Lead Practitioner scale 1 – 5

MFL Teacher – Job Description

This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.

Responsible to: Line Manager

Responsible for: Teaching and supporting all designated classes in subject area

Job Purpose

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.

To monitor and support the overall progress and development of students as a Teacher/Tutor.

To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

To contribute to raising standards of student attainment.

To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

To ensure students can thrive through sport both in lessons and through extra-curricular activity and fixtures.

Teaching

To undertake a designated programme of teaching across all key stages

To teach consistently high-quality lessons

To plan and deliver schemes of work and lessons that meet the requirements of KS3 and 4

To be a role model for students, inspiring them to be actively interested in your subject.

To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs, registers

To complete the relevant documentation to assist in the tracking of students

To set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching

To prioritise and manage time effectively, ensuring continued professional development in line with the role

To follow the school policies and procedures

To ensure the effective/efficient deployment of classroom support

To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework

To update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology.

Assessment, Feedback and Tracking

To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy

To follow department monitoring and tracking systems relating to students attainment, progress and achievement

To mark, grade and give written/verbal and diagnostic feedback as required

To undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures

To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required

To complete the relevant documentation to assist in the tracking of students

To follow department policy regarding department tracking of student progress and use information to inform learning and teaching

Staff Development

To continue personal development in the relevant areas including subject knowledge and teaching methods

To engage actively in the Performance Management process

To participate in whole school CPD programmes

To take part in the staff development programme by participating in arrangements for further training and professional development.

To actively engage with the DDI process.

Student Support and Progress

To be a tutor to an assigned group of students if and when required

To promote the general progress and well-being of individual students and the Tutor Group as a whole.

To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support system.

To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life

To evaluate and monitor the progress of students and keep up-to-date student records as may be required

To contribute to the preparation of Action Plans and other reports as required

To alert the appropriate staff to problems experienced by students

To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.

To apply the Behaviour Policy so that effective learning can take place

To meet with students over whom there are concerns and contact home where necessary in conjunction with year head or department head as appropriate

To participate fully in the tutor time reading programme.

To provide student involvement in the character education programme.

Safeguarding

Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding Policy within the school

Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

Communications, Marketing and Liaison

To communicate effectively with the parents of students as appropriate

Where appropriate, to communicate and cooperate with persons or bodies outside the school.
To follow agreed policies for communications in the school



To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, liaison events with partner schools, etc.

Additional responsibilities specific to this role:

To liaise with local and regional based schools to ensure a full future programme is in place for all year groups.

To engage with and develop festivals, leagues and other competitions that allow our students to compete locally, regionally and nationally.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Person Specification

Candidates should ensure that they meet the essential criteria for qualifications and provide supporting evidence in their application form

Qualifications	Essential	Desirable
Qualified teacher status	•	
Relevant Degree	•	
Evidence of continuing professional development	•	
Post graduate qualification		•
Evidence of wider professional development		•
Experience and Knowledge	Essential	Desirable
An outstanding classroom practitioner	•	
Awareness and or involvement with ITT/appropriate CPD	•	
Able to identify strengths and weaknesses in students and act appropriately	•	
Experience of policy review, development and implementation		•
Experience of implementing systems and processes to aid learning, teaching and student development		•
Proven experience of maximising student outcomes at all levels		•
Skills and Abilities	Essential	Desirable
Excellent interpersonal and teamwork skills	•	
Excellent communicator – sensitive and effective	•	
An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues	•	
Knowledge of strategies to inspire and improve outcomes for students	•	
The knowledge and vision to put strategies into practice to meet current and future challenges	•	
Outstanding organisational skills to ensure efficient and effective operation	•	
Confidence and experience in the use of ICT for learning, teaching and admin	•	
Excellent logistic and organisational skills	•	
Personal	Essential	Desirable
A willingness to become involved in all aspects of school life	•	
Commitment to high standards and expectations	•	

High levels of professional integrity	•	
The ability to work independently, willingness to take tough decisions and face the challenges of managing change	•	
A commitment to sustaining and raising achievement, attainment and aspirations of all students	•	

Please note that for the Lead Practitioner role, it would be essential that you have;

- Completed a relevant lead practitioner designate course or other
- Managed and experience of curriculum innovation
- Experience of coaching and mentoring colleagues to develop practice