



Stour Vale Academy Trust

REDHILL SCHOOL



CANDIDATE INFORMATION PACK

COLA Head of MFL

ABOUT OUR SCHOOL

KEY FACTS AND STATISTICS

Type of School	Academy (Member of Stour Vale Academy Trust)
Location	Stourbridge, West Midlands
Age Range	11–16 years
Gender	Co-educational
Headteacher	Mr J Clayton
Number of students	1,232
Number of teaching staff	68.4 (FTE)
Date school established	1976
School Awards achieved	Investors in People, FMSIS, Arts Mark Gold Award, BECTA ICT Charter Mark
Budget	£6.8m
Teacher turnover rate (annual %)	6%
% of newly qualified teachers	5%
Pupil Premium	17%
% of students with SEN in the school	17%
% of students on free school meals	13%

ACADEMIC ACHIEVEMENTS

GCSE Results 2019
(from DFE 2019
Performance
tables checking
site)

Progress +0.15
Attainment 8—Whole School 52.71
Basics Standard (English and Maths 9-4) - Whole School 78%
Basics Good (English and Maths 9-5) - Whole School 48.32%
E Bacc (4+) - Whole School 45%
E Bacc (5+) - Whole School 29%

2020 data is not validated as there are no national figures for comparison for 2020 results.

About our School:

Redhill School continues to provide an excellent all round education for our students. Our 'Commitment to Excellence' shines through in all of our work, with our success being built upon the high quality of our teaching and excellent pastoral support. The comments in the last school OFSTED report, which recognised the impact of the outstanding provision within the curriculum for care, guidance and support, are still true today. Since this inspection the school has not in any sense stood still but has built upon its strengths to demonstrate that it is fully committed to continuous improvement to meet the new challenges.

If you aspire to make an impact on the lives of the students in our care, Redhill offers you a wonderful professional opportunity to work alongside an excellent team of staff. We are fully committed to ensuring that our school is a place of learning where people are happy, healthy and successful.

Redhill School, is a founder member of the Stour Vale Academy Trust. The schools in the Trust are committed to excellence in teaching and learning and ensuring that every pupil enjoys learning and is able to flourish. By working together we aim to both develop and share the best practice and provide challenge to all our pupils and staff. Our core values include trust and transparency and these values will be exemplified by our leaders at every level.

Redhill serves the town of Stourbridge with the current pupil numbers on roll being 1232. We have recently expanded our PAN to ensure we can meet the demand for places.

Stourbridge is on the edge of the West Midlands conurbation with easy access to Birmingham, the Black Country, North Worcestershire and the motorway network. It is an educationally rich area with successful primary and secondary schools and Sixth Form Colleges.

Redhill School is popular with parents, being oversubscribed each year, and achieves excellent GCSE results. The school's appeal is based in its strengths in core subjects, modern foreign languages and its strong tradition in other areas such as sport, music and drama.

The school has benefited from a number of developments in the last few years, with new build science, language and sports facilities, the latter in partnership with the Football Association, and a complete refresh of ICT equipment. In 2018 we were successful in two CIF bids and the school estate and facilities have been well managed and are of high quality.

Redhill School is a great place to come to work. We have a full induction programme for new staff, who meet together regularly both formally and informally. The culture of challenge and support is shared not only with our pupils but with staff as well. New staff will often be given a peer mentor to support them in their first year.

Redhill School is committed to safe working practices and safeguarding for children. Applicants will be required to complete pre-employment checks on suitability for working in a school. We also promote equal opportunities for all.

To view Redhill School's Child Protection Policy please follow this link:

**[https://www.redhill.dudley.sch.uk/
policies](https://www.redhill.dudley.sch.uk/policies)**

Message from the CEO, Stour Vale Academy Trust

I would like to thank you for your interest in the post of Head of MFL at Redhill School.

Stour Vale is a truly cross-phase multi-academy trust and currently has seven member schools, namely: Newtown Primary School, Northfield Road Primary School, Oldbury Academy, Olive Hill Primary School, Redhill School, Ridgewood High School and The Earls High School. This is an exciting time as we continue to grow; a further primary school is due to join next academic year.

Our aim is to achieve the excellence in teaching and learning which enables all of our learners to succeed. This 'commitment to excellence' is underpinned by strong collaboration within and between schools, which in turn provides our staff with many opportunities to develop professionally and to contribute to the continuous development of all Stour Vale schools. All we do in our schools reflects the Trust vision and values and high expectations are fully matched by the level of support and encouragement that schools in the Trust provide one another. Nothing makes us happier than seeing all members of our Stour Vale community flourish.

All applicants for posts need to demonstrate that they share our values, are highly motivated to work with our stakeholders and colleagues, and continually develop their skills, in pursuit of personal and professional excellence.

If you are someone who enjoys challenge and is ready to play a vital part in the team who will create a successful future for all of the pupils in Stour Vale Academy Trust, we would welcome your application for the post.

About Stour Vale Academy Trust

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently seven member schools, three primary and four secondary, which are located across Sandwell and Dudley.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

We intend to continue to grow because we believe that over time growth will increase the collective capacity of our family of schools to continuously improve and to provide excellent education and care.

Values, Ethos and Approach

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words:

Excellence – We are committed to constantly pursuing excellence by continuously improving all aspects of our work as a trust. Excellence in teaching and learning, curriculum and character development is our primary focus. We believe that by enabling our pupils to make strong academic progress alongside widening their opportunities for personal development, they will grow their potential enjoying their education to the full and be equipped to go on to be happy and successful adults contributing positively to society. This commitment to excellence in classrooms will be achieved by realising our ambition to provide excellent professional learning for all colleagues, by developing leadership in every role.

Integrity – By always acting with integrity we will ensure that we continue to deploy our resources appropriately in order to provide the very best education and care for pupils. This approach will also enable us to recruit and retain the best staff who share our values. Combined with a real recognition of our responsibility to both support and challenge member schools and to have a positive impact on the wider educational system, acting with integrity will enable us to build trust amongst member schools and more widely with schools and trusts who work in partnership with us. This trust underpins the truly effective collaboration which has a positive impact on the lives of children and young people.

Respect – We are committed to treating everyone with respect and to promoting equality. Stour Vale member schools are safe and inclusive schools, committed to meeting the needs of individual pupils. We value and celebrate the diversity of member schools, pupils, colleagues and the communities we serve. Much like integrity, we recognise that respect is vital to building trust. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

Collaboration – Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people. We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools are ***schools where learners flourish***.

MFL Department

The MFL Department is an established and strong department that has developed greatly over recent years and has an exciting future. We are a team of dedicated and skilled language teachers who work very well together, sharing resources, ideas, expertise and support. We are extremely proud at Redhill that over 70% of pupils will follow a language, either French or Spanish, through both key stages. The department currently consists of 4 full-time staff and 2 part-time teachers.

Aim

Our aim is to promote the enjoyment of learning languages with all pupils, through high quality teaching. We endeavour to provide as wide a range as possible of opportunities for pupils to enjoy using languages and to achieve excellent standards in their language learning. We place an emphasis on 'fun' in language lessons, together with high standards of discipline and expectations of achievement.

Teaching and Learning

The MFL curriculum aims to equip students with the necessary knowledge and skills to be able to converse in the Target Language countries, to gain cultural knowledge and to be able to cope with the demands of the 4 skills in the GCSE examination. Students are immersed from Year 7 in the language and culture of the language studied. The tailored Schemes of Work ensure that students experience all four skills of Listening, Speaking, Reading and Writing on a regular basis. Pupils develop confidence when using the vocabulary and grammatical structures both inside and outside of the classroom. The curriculum is sequential and builds knowledge and skills over time. This helps to develop students' resilience and independence in their language learning. Retrieval practice is embedded into the MFL Curriculum from Year 7 with vocabulary, structures and topics which are regularly revisited in order to build knowledge over time. Schemes of Work have been designed to ensure that students regularly retrieve, revise and further enhance their knowledge of grammar eventually developing into GCSE topic areas.

Setting is fluid across sets and the curriculum is tailored to meet the needs of individual groups ensuring that all students make progress towards successful outcomes in year 11. Students at Redhill School are increasingly competent linguists who are well equipped to further their language learning into post 16 education and beyond.

We follow the AQA French and Spanish specification for KS4 and use the course books Allez (French) and Claro (Spanish) in KS3. We use the online system kerboodle to help in creating our resources, in which all of these courses can be found.

Groupings

From Year 7 classes are organised according to KS2 data with each year half studying French or Spanish. Pupils will then follow that language, where appropriate, until the end of KS4. This allows for a greater depth and understanding of the language and has been pivotal in ensuring success at every level. Pupils in each year group have 5 hours of language learning a fortnight.

Accommodation

The main teaching area for MFL consists of 5 rooms in 'A' block. Each room has Wi-Fi and is well furnished, with interactive whiteboards. We also have 32 Chrome Books which staff regularly use to enhance teaching and learning skills.

JOB DESCRIPTION

Job Title: COLA Head of MFL

Full time starting September 2022

Salary scale: TLR 1C (£12,020 plus salary scale)

Responsible to: SLT

Context

You will have strong leadership skills and the ability to inspire and motivate a team. The successful candidate will be an outstanding practitioner with a strong record of success who will be committed to raising the achievement of all learners.

Purpose

To ensure high levels of success in the MFL Learning Area. This will include embedding sustainable best practice for teaching and learning. The post-holder will be a member of the COLA team and will work closely with members of the SLT.

Responsible for:

All teachers and support staff working within the department.

Key Accountabilities

- The sustained delivery of the highest quality teaching and learning in all parts of the Learning Area, so that all pupils will make strong progress and achieve well in relation to their ability so that they value and enjoy the learning in which they participate.
- Providing and ensuring effective and appropriate professional development and support for all members of the department.
- Establishing and sustaining high expectations (reflective of the school ethos & policies) for conduct, classroom climate and the environment within the department so that good learning and wellbeing is supported for all pupils and staff.
- Developing, articulating and sustaining a vision for the Learning Area within the school so that its work continues to develop and improve and so that good practice is recognised and shared within the school.
- Establishing and sustaining effective arrangements (reflective of the school ethos and policies) for communication with pupils and parents about any aspect of their learning and the department's work, so that they can be active partners in learning and in supporting departmental development.
- Contributing to the overall development and performance of the school by fulfilling a significant responsibility for an aspect of the school's work outside the department, so that the school will continue to develop and improve and so that there is a strong sense of shared leadership for the school as a whole.

Key Responsibilities

- Production and publication of the department's self-evaluation and development plan, based on thorough consultation with team members.
- Monitoring the quality of teaching and learning within the department and the work of all department members, following processes and keeping records as required by school policies.
- Monitoring and evaluating the progress of pupils. Planning, organising and making interventions where pupils are not making good progress.
- Setting individual appraisal objectives for all staff within the department, following processes and keeping records as required by school policies.
- Providing and arranging an appropriate programme of professional development for staff within the department.
- Ensuring that all learning is well-planned, based on the detailed requirements of the course, wider requirements and effectively using the best practice and resources.

Continued...

- Evaluating the quality of all aspects of the department's work, including evaluating courses, teachers and pupils outcomes against targets set by the department and the school, in particular ensuring that strong outcomes for focus groups and pupils (e.g. those with special needs) are maintained. Taking action to address any issues identified by evaluation.
- Deploying staff and resources effectively to ensure the best outcomes (including allocation of timetable, rooming, use of budget and use of departmental teaching resources).
- Taking appropriate action to address any concerns or issues, from staff, pupils or parents.
- Ensuring that requirements and deadlines are met by all staff within the department to ensure that exam and coursework entries are made, formal reports produced, homework set and that other aspects of school policies implemented.
- Ensuring that all members of the department are aware of current work requirements and developments within and beyond the department and that they are able to contribute their views, insights, concerns and ideas effectively to support good decisions.
- Communicating effectively with pupils and their parents so that they know and understand the courses they are following and are enabled to participate actively in their learning including communicating directly with parents or supporting colleagues in doing so.
- Ensuring that there is effective provision for learning beyond the classroom to support the department's teaching.
- Contributing to the development of the school by active participation in policy and other discussions, including directly with the leadership team and governors where appropriate.
- Sharing school leadership by fulfilment of "whole school" responsibility agreed with the Head and by actively promoting and supporting high expectations of behaviour and "climate" within the department and beyond.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task 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.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than Headteachers' contained at Appendix A.

This job description may be amended at any time following discussion between the Headteacher and member of staff, to be reviewed annually.

PERSON SPECIFICATION

Criteria	Essential	Desirable
Training and Qualifications	<ul style="list-style-type: none"> • Graduate, QTS • Clear evidence of commitment to continuing professional and personal development • Evidence of preparation for leadership of teaching. 	<ul style="list-style-type: none"> • Higher Qualification • Specific management training (e.g. Leading from the Middle).
Experience	<ul style="list-style-type: none"> • Established as an effective teacher across the age and ability range • Good understanding of pastoral issues, policies and practice • Previous work as a middle leader in a school, e.g. Subject Leader or Pastoral Leader • Understanding of child protection issues • Established as effective in working with all students and parents • Able to use data to evaluate achievement • Able to use data and tracking information to identify potential underachievement • Able to plan and ensure delivery of effective intervention to raise attainment • Able to engage with and command respect in working with colleagues at all levels • Effective in use of ICT • Fully supportive of the school's safeguarding policies and contribute to the ongoing culture of safeguarding children. 	<ul style="list-style-type: none"> • Successful and significant experience of leading a team of teachers and/or other staff.
Personal Qualities	<ul style="list-style-type: none"> • Passion for learning, committed to excellence for all • Credibility and confidence in dealing with people and situations • Good communicator • Good team leader, good listener and sensitive to people's needs while able to direct and motivate • Good sense of humour and able to enjoy work • Calm and organised under pressure, able to prioritise • Resilient and determined • Ability to command respect of whole year groups • Creative and imaginative • Have a passion for Teaching & Learning • Understand the needs of pupils and how to remove learning barriers • Be an inspirational, innovative and creative leader • Have a proven track record as a middle leader. 	



**REDHILL SCHOOL
Junction Road
Stourbridge
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DY8 1JX**

01384 816355

www.redhill.dudley.sch.uk

www.svat.org.uk

**For an informal discussion please contact:
Mr G Scott, Deputy Headteacher**

**Please send completed Application Form to:
Mrs S Williams, Redhill School, Junction Road, Stourbridge, DY8 1JX
or jobs@redhill.dudley.sch.uk or apply via TES**

CLOSING DATE: Friday 20th May 2022 (9am)

INTERVIEWS: Tuesday 24th May 2022

Only successful candidates will be contacted

**Please contact the Headteacher's PA, Mrs Joanne Endicott, to arrange a visit
(01384 816355).**