##

Job Application Pack

Curriculum Leader for MFL

**Teachers’ Pay Scale + TLR2b (£4,785)**

**Full Time, Permanent Contract Starting: April/September 2022**

**Closing Date: Midday on Friday 26th November 2021**

**Interviews will take place Week commencing 6th December 2021**

**Letter from the Headteacher**

**Neal Holder**

Thank you for your interest in the role of Curriculum Leader for MFL at Farringdon Community Academy.

At Farringdon Community Academy, we pride ourselves in delivering an ambitious, broad and balanced curriculum, enabling all our students, irrespective of background, to acquire the skills for life, take pride in what they do, who they are, and in their community, and become confident, respectable and upstanding citizens. Our high standards and expectations of students and their behaviour ensures that our teachers are able to teach to a high standard and all of our students have access to the very best learning. We work hard as a staff to ensure our students develop a love of learning and are supported in achieving their aspirations.

As well as being committed to academic excellence, we also prioritise pastoral care. Our House system focuses on building our students’ character and it provides them with the opportunity to develop attributes such as: leadership, resilience, initiative and respect. Our Houses also give our Academy a ‘family feel’ where staff and students alike care for each other and forge strong relationships.

It is an incredibly exciting time to be joining our team, ahead of an exciting journey. Farringdon Community Academy has been selected by the DfE to be rebuilt and we are one of only two schools in the North East who will be opening the doors to a new school, hopefully in 2023. The news of our new build marks the beginning of a very important chapter for our Academy’s history as well as its future.

We value staff development in the Academy and are as equally committed to the growth of our staff as we are to the growth of our students. Working within the Academy, you will be supported and challenged to develop and will be provided with the opportunities to reflect on your practice so that you continue to perform at a high level. We invest a lot of time in staff training and providing staff with support tailored to suit their needs and aspirations.

We are looking for committed, experienced, ambitious and dynamic individuals to join our dedicated staff team. At Farringdon Community Academy, our vision, values and expectations are clear. If you share our ethos and our mission to provide the highest quality of education for our students and passionately believe in the potential of all young people, we can offer you the support you require to develop and the opportunity to make a difference and make an impact on our community.

I hope you enjoy reading our prospectus and learning more about who we are and what we are about. If we are the right fit for you, I look forward to receiving your application.

Yours faithfully,

**Neal Holder**

**Headteacher**

**Our Vision and Values & Quality of Education**

**Mission Statement**

**OUR VISION**

All students, irrespective of background, acquire the skills for life, take pride in what they do, who they are, and in their community, and become confident, respectable and upstanding citizens.

**OUR VALUES**

* Respect
* Resilience
* Endeavour
* High aspirations
* High standards and expectations

**RATIONALE**

At Farringdon Community Academy teaching, learning and our curriculum is at the forefront of our thinking and is at the heart of everything we do. We are committed to ensuring a broad and balanced curriculum with high quality teaching and learning experiences so that all students make good progress, have exciting and equal opportunities in their learning journeys and achieve beyond what they imagined is possible; we are as equally committed to our staff and their development, supporting and challenging staff to be the very best practitioners and pioneers of their field.

**Continued Professional Development**

**Our Programme**

All staff who join the Academy benefit from a carefully structured programme of training and support. We believe that all staff should be committed to a continuing process of improvement as the Academy is committed to supporting them in their professional aspirations and needs, this is why we dedicate two hours every week to CPD. Through our bespoke **‘Learning Loop’** model, we foster a positive ethos of continuous learning and development and the programme of training we provide encourages and motivates staff to investigate pedagogy, take risks and experiment with new and innovative teaching methods whilst working collaboratively across the curriculum. Our CPD programme is underpinned by our school ethos and we endeavour to provide opportunities for staff to grow as pioneers of their field; to develop their knowledge, skills, understanding and attitudes to enhance their professional work and become excellent practitioners.

**Our ‘Learning Loop’ Model**

**Pre- launch** - Curriculum Leader Launch: our teaching and learning focus is introduced and explored with Curriculum Leaders prior to the formal launch to all staff.

**The Launch** - Whole School Training: an introduction to the termly ‘Learning Loop’ led by Teaching & Learning Team. Research and theory is addressed and some useful starting points for curriculum areas are shared to form the basis of their subject-based CPD.

**The Sell** - Key teaching and learning strategies are promoted and shared with staff. Staff, individually or in curriculum teams, create a personalised action plan focusing on the strategies they want to develop in their curriculum areas.

**The Practise**- Curriculum areas have practical time to create resources and trial educational theories in lessons.

**The Review -** Curriculum areas and individual staff review what they have learned so far and continue to develop resources.

**Personal Development**

As well as engaging in our whole school priorities through the learning loops, staff have the opportunity to develop their practice at subject level during ‘Personal Development’ weeks. Every fortnight staff are given one hour to develop their subject knowledge and conduct educational research of their own choosing. As well as this, Curriculum leaders are given time to direct their team and provide subject specific training. We want our staff to be given as much support as possible to develop and progress as excellent classroom practitioners that is why CPD is rooted in performance management targets.

**CPD Newsletter and Bulletins**

Staff are provided with weekly T&L bulletins and a monthly T&L Newsletter to encourage them to keep up with, and trial the latest T&L pedagogy. Newsletters are framed around our school priorities and allow us to share good practice and serve as a constant reminder of the importance of continued professional development.

**Curriculum Leader for MFL**

**Advert**

## FARRINGDON COMMUNITY ACADEMY

**Address: Allendale Road, Farringdon, Sunderland SR3 3EL**

**Tel: (0191) 917 1500**

**Email:** enquiries@farringdonca.net **Web:** [www.farringdonschool.co.uk](http://www.farringdonschool.co.uk)

**Headteacher: Neal Holder**

**Position: Curriculum Leader for MFL**

**Teachers’ Pay Scale + TLR2b (£4,785)**

**Full Time, Permanent Contract Starting: April/September 2022**

Farringdon Community Academy is an aspirational, inclusive and inspiring 11-16 school community which values the individuality of all students and staff. We live our values of ‘Excellence Through Endeavour’ in all that we say and do. We value all of our students equally and ensure that their opportunities and experiences reflect this. We believe every child can achieve and should be supported and challenged to fulfil both their personal and academic potential.

Therefore, we are looking to appoint an enthusiastic, talented and forward-thinking Curriculum Leader for MFL who has the necessary skills and attributes to have a real impact on teaching and learning. The successful candidate will have a proven track record of success and will have the ability to motivate and inspire both staff and students to achieve beyond what they thought was possible.

The successful candidate will demonstrate, through application and interview, that they have:

* Strong leadership skills to enable the success of the curriculum area
* Skills to consistently deliver highly effective lessons in the subject area
* Confidence in using data to inform effective interventions and rapid progress
* An outstanding teaching track record supported by successful student outcomes
* A passion to be innovative and forward thinking
* Experience in, and an understanding of the importance of monitoring, evaluation and quality assurance
* A view that the progress of every child in the subject area is their responsibility and that every child in the subject area should achieve beyond expectations.

This is a key position in the school and the ability to lead and work in a team is essential, sharing good practice and modelling excellence in all areas. The successful candidate will work strategically alongside the Senior Leadership Team in moving the school forward.

As a valued member of our team we can offer:

* Clear and shared values and expectations
* A commitment to staff development and a forward-thinking CPD programme
* A stimulating work environment
* Professional development, challenge and support

We welcome socially distanced visits from applicants and would be delighted to show you around our Academy to fully appreciate our excellent learning environment and facilities. Please e-mail the Headteacher’s PA andrea.parker@farringdonca.net to arrange a visit.

Please note that we do not accept CVs. We encourage candidates to take a look at our website therefore all the application documents relating to the post are on [www.farringdonschool.co.uk](http://www.farringdonschool.co.uk) to the right-hand side of our home page you will see a box with our current vacancies on or at the top of the page under 'about us' click on vacancies.

Completed teaching staff applications (Parts A, B & C) should be returned to andrea.parker@farringdonca.net Applications that arrive after the closing time/date will not go through to the shortlisting process.

Farringdon Community Academy safeguards and protects its students and staff by being committed to respond in accordance with Sunderland Local Safeguarding Board Procedures and expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore will be subject to a DBS check from the Disclosure and Barring Service. Suitability to work with children will be checked with the Disclosing & Barring Service.

**Closing Date: Midday on Friday 26th November 2021**

**Interviews will take place Week commencing 6th December 2021**

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**Curriculum Leader for MFL**

**Person Specification**

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| --- | --- | --- | --- |
| **Essential Requirements** | **Evidenced by** | **Desirable** | **Evidenced by** |
| **Education and Training*** + Qualified Teacher status
	+ First degree or equivalent in MFL
	+ Provide information on the application form of any gaps in your education or employment history
 | Application form and references. | * Good Honours/Masters Degree
* Evidence of further studies/ or further professional development
* Application form ~ Essential Requirements section
 | Application Form |
| **Relevant Experience*** Highly effective and innovative classroom practitioner
* Teaching experience within a Secondary School
* Experience of teaching GCSE classes across the key stages and ability ranges
* Experience of leadership
 | References and application | * Successful experience of raising standards in subject
* Involvement in whole-school working parties/initiatives
* A proven track record of leading a team and working successfully with others
 | Application and References |
| **Aptitude and Skills*** Able to provide vision, clear direction and confident leadership
* Knowledge of what makes effective teaching and learning
* A skilled manager of student behaviour
* Commitment to inclusive education
* Able to identify improvement priorities and lead appropriate development plans
 | Application and interview | * Good ICT skills and the ability to use ICT as part of your teaching, monitoring and analysis
* Awareness of the subject curriculum at KS2
* An understanding of how to effectively assess and track the progress of students in the subject.
 | References and Application |
| **Personal Qualities*** Reflective practitioner
* A positive role model with a positive outlook
* Reliable and conscientious
* Excellent communication skills
* Ability to motivate staff and students
* High standards and expectations
* Perseverance
* Creativity
* Ambitious and personal drive
* Ability to work as a member of a team and lead a team
* An enthusiasm and love for the subject
 | References and interview | * Willingness to take on a wider school role
* Eagerness to be involved in extracurricular activities

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 | Interview  |
| **Essential Requirements** | **Evidenced by** | **Desirable** | **Evidenced by** |
| **Job Specific*** A sound working knowledge of the National Curriculum at KS3 and KS4
* Ability to work within a team and to model excellent professional practice
* Proven ability to plan and deliver lessons using a variety of teaching styles
* Proven ability to lead a team within the subject area
* Evidence of commitment to own professional development
* Experience of intervention strategies at KS3 & KS4 to raise student attainment
* To exemplify the vision and values of Farringdon Community Academy in all that you say and do
 | Interview  | * Proven ability to lead a team at whole school level
* Thorough knowledge of the Ofsted framework
 | References, interview and practical exercise |

**Curriculum Leader for MFL**

**Job Description**

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| --- | --- |
| **Post:** | Curriculum Leader for MFL |
| **Salary:** | Teachers’ Pay Scale + TLR 2b |
| **Responsible for:** | MFL curriculum area staff |
| **Reporting to:** | Headteacher, Assistant Headteacher SLT Link and Deputy Headteacher (Teaching and Learning) |
| **Liaising with:** | Senior Leadership Team, Curriculum Leaders, Heads of House, Progress Leaders, the SEND CO, relevant staff with cross-curricular responsibilities, relevant non-teaching support staff, governors and parents. |
| **Start Date:** | January 2022 |

This job description may be amended at any appropriate time, following consultation between the Headteacher, Deputy Headteacher (Teaching & Learning) and Curriculum Leader for MFL. It will be reviewed annually alongside performance management reviews.

**Job Description Summary:**

The Curriculum Leader for MFL will report to the Headteacher/ Deputy Headteacher (Teaching and Learning) and their SLT Link to support the Headteacher in providing professional leadership which secures success and improvement in MFL, ensuring high quality teaching and learning, improved standards and the achievement of all students.

* Provide subject leadership and support both the Headteacher and Deputy Headteacher to provide direction for teaching and learning across the subject
* Work with the Deputy Headteacher to improve the quality and effectiveness of teaching in the subject, in line with academy policy and the teacher standards
* To lead and organise the development of teaching and learning within MFL and within the academy
* To ensure all students make at least good progress in MFL and to be accountable for all students’ development within MFL at KS3 and KS4
* To model exemplary leadership and consistently good or better teaching
* Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students’ welfare and developing good behaviour in the academy and in the community
* To ensure a high quality experience for all students
* Analyse data effectively to inform future planning and have an impact on raising standards
* To provide effective coaching and promote the sharing of good practice
* To monitor, evaluate and quality assure teaching and learning and all assessment within the department
* To ensure the curriculum provision for students studying in the department is appropriately broad, balanced, relevant and differentiated, in accordance with the vision and values of our academy
* To effectively manage and deploy teaching and support staff and financial/physical resources within the department.

The Curriculum Leader for MFL shall carry out their professional duties as set out in the *School Teachers Pay and Conditions Document.*

**Main Duties:**

* To lead the development of teaching and learning through reviewing and evaluating staff training needs, marking and feedback policies and teaching and learning strategies in the department
* The day-to-day management and operation of the MFL department, including the effective deployment of staff, finances and physical resources
* To monitor all students’ progress throughout the curriculum and plan for effective interventions, where necessary
* To uphold all academy policies and procedures and to ensure all department staff are consistent in doing the same
* To work with colleagues to formulate strategic plans which will drive improvement in line with the academy’s vision and values
* To ensure all deadlines are adhered to, including those associated with data entry; ensure the data entered by department staff is quality assured and entered within the calendared window and ahead of the published deadline
* To lead and manage the short, medium and long term planning of teaching and learning within the department, and to ensure that planning reflects the needs of all students in response to their targets
* To liaise closely with line managers to ensure the high performance of both staff and students and where improvement is required, that it is rapid and in line with targets
* To ensure that health and safety policies and practices of the academy are carried out consistently and are updated where necessary.

**Direction and Development of the Academy and Curriculum Area:**

The Curriculum Leader for MFL, working with the SLT, Governors and other Curriculum Leaders, will contribute to the development of the academy both in regards to school improvement and within the community and will analyse and plan for its future needs.

* Developing policies and procedures, in line with academy policy, that will ensure high achievement and effective teaching and learning
* Using data on student performance to inform policy and practice, identify underachieving students and monitor the effectiveness of the subject
* Establishing plans for the development of the department that support the school improvement plan and ensure that the department is always seeking to improve
* Work with the Deputy Headteacher (T&L) to ensure systematic and rigorous self-evaluation of the work of the subject collecting and using accurate data to understand its strengths and weaknesses
* Support in the creation and implementation of a subject plan, which identifies priorities and targets for ensuring students achieve high standards, increasing teachers’ effectiveness and securing successful outcomes
* Maintain quality assurance systems, including subject review, self-evaluation and performance management, presenting an accurate account of the subject’s performance to a range of audiences
* Ensure that parents and students are well informed about the curriculum, attainment and progress and about the contribution they can make to achieving the academy’s targets for improvement

**Curriculum Development:**

* To lead curriculum development within MFL
* To keep up to date with national developments within the MFL curriculum, teaching and learning and assessment for learning
* To regularly monitor and respond to curriculum development and initiatives at national and regional levels.

**Teaching and Learning:**

The Curriculum Leader for MFL will seek to secure and sustain effective teaching and learning, monitor and evaluate the quality of education and standards of student achievement and use benchmarks and set targets for improvement.

• Support the Deputy Headteacher (T&L) in leading improvements in the quality of teaching and learning in MFL by monitoring and evaluating the quality of teaching and standards of achievement using success criteria and setting challenging targets for improvement, whilst holding teachers to account for student progress and outcomes

• Monitor, evaluate and review standards of teaching and learning in MFL and promote improvement strategies to ensure that the highest standards of teaching and learning are maintained whilst challenging any areas of underperformance

• Ensure teaching supports those students who are falling behind and enables these students to catch up

• Rigorously track the quality of teaching and learning in the curriculum area

• Working closely with the Deputy Headteacher, oversee and organise T&L Visits to evaluate teaching, learning and outcomes

* To organise and lead all monitoring and evaluation activities to ensure high quality teaching and learning

• Develop an innovative curriculum for students which values the talents and aspirations of all, ensuring that the MFL curriculum offer is appropriate for all students

• Raise standards within the MFL department to become an outstanding curriculum area

• To keep up to date with national developments in the subject area, teaching practice and methodology, contributing to the academy’s CPD programme, where appropriate

• To ensure classrooms are conducive to high quality learning, ensure the academy’s behaviour policy is adhered to and staff supported where there are disciplinary concerns. Coaching and mentoring should be used to support staff who require it

• Helping to support, establish and implement clear policies and practices in line with academy policy.

**Efficient and Effective Deployment of Staff Resources:**

The Curriculum Leader for MFL will deploy subject staff and resources efficiently and effectively in line with the academy’s vision and improvement priorities.

**Leading, Developing and Managing Staff:**

• Establishing clear expectations and constructive working relationships among staff including, through team work and mutual support, devolving responsibilities and delegating tasks, as appropriate

• To work with the Deputy Headteacher (T&L) / Associate Assistant Headteacher (CPD) to ensure that staff development needs are identified and supported through the academy’s CPD programme

• Evaluating practice, appraise staff as required by the academy’s performance management policy and use the process to develop staffs’ personal and professional effectiveness

* To hold all MFL staff to account in regards to their performance, this includes making recommendations in regards to pay progression and providing support where it is deemed necessary

• Lead, motivate and challenge all staff, providing effective induction, continued professional learning, development and improvement and performance management at all career stages

• Coaching and mentoring members of staff in order to develop teaching and learning within the department and to enable teachers to achieve expertise in their subject teaching

• Working with the SEND Co-ordinator and any other staff with special educational needs expertise, to ensure that work is matched to individual pupils’ needs

* To manage staff absence effectively, ensuring cover is managed effectively and appropriately
* To take a leading role in staff recruitment and to ensure the effective induction of new staff within the department
* To be responsible for the efficient and effective deployment of staff within MFL, in line with the academy’s priorities.

**Leadership Responsibilities and Accountability:**

The Curriculum Leader for MFL will account for the efficiency and effectiveness of the curriculum area to the SLT, governors, students, parents, staff and other members of the local and wider community. This will include effective communication to the Headteacher/ Deputy Headteacher (T&L) and Governors. The Curriculum Leader for MFL will be accountable for subject performance.

* To be a reflective leader who values the contributions of all staff and students
* To ensure a consistently applied behaviour policy is used within the department
* To effectively use data to analyse and evaluate performance
* To identify and take appropriate action on issues arising from data, tracking and reports; setting deadlines where necessary and reviewing progress of any action taken
* To evaluate progress and produce reports for relevant stakeholders within the academy’s monitoring and evaluation cycle
* To complete evaluations and analysis of examination performance
* To manage and oversee the MFL department’s input of data into the academy’s data cycle, ensuring data is accurate, standardised and meets all requirements
* To provide governors with relevant information relating to the department’s performance and development.

**Other professional requirements:**

* To play an intrinsic part in the life of our academy and community, to support our academy’s vision, our ethos and our values and to ensure all staff for whom you are responsible do the same.
* To consistently promote the academy in a positive way and to show respect to colleagues, students and other stakeholders
* To undertake an appropriate teaching allocation in accordance with the duties of a teacher
* To continue personal and professional development through active engagement in the academy’s performance management and development programme
* Have a commitment to safeguarding and promoting the welfare of children and young people at all times in accordance with the academy’s Child Protection Policy and Keeping Children Safe in Education framework
* To comply with the academy’s Health and Safety policy
* To undertake any reasonable request of the Headteacher and accept any reasonably delegated additional responsibility from the Headteacher.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This academy will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but, in consultation with you, may be reviewed to reflect or anticipate changes in the role commensurate with the salary grade and job title.

**General Terms and Conditions**

**of Employment**

All conditional offers of employment at Farringdon Community Academy are made subject to candidates meeting the following criteria: -

* Completion by candidate of either Support Staff or Teaching Staff Application Form.

(CV’s are not accepted)

* Verification of ID evidence (note: original documents need to be witnessed)
* Verification of candidates Educational Qualifications (note: original certificates to be provided)
* Two Satisfactory references provided for candidate on the Academy’s standard Reference Form 1 & 2 (note: including at least one related to candidates last employment with children). If the role you are applying for involves contact with children you are asked to supply a referee who can provide a reference based on when you have previously worked with children. In relation to work with children, we will seek information about any past disciplinary issues relating to children and/or child protection concerns you may have been subject to. References will be requested prior to interview.
* Completion of Health Questionnaire by candidate and subsequently being declared medically fit for the proposed role
* Disclosure & Barring Service Application completed by candidate and successful outcome. Appointments are conditional on the satisfactory completion of DBS and other necessary checks. FCA are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks including an enhanced DBS with barred list check.
* As part of our duty to safeguard pupils, we need to check whether you are barred from working with children, or whether you have convictions that would make you unsuitable to work with children or in the role you’ve applied for. Only applicants who have been shortlisted will be asked for a self-declaration of their criminal record or information that would make them unsuitable for the position. Any convictions that are self-disclosed or listed on a DBS check will be considered on a case-by-case basis by the Headteacher and HR partners.