



Title: Curriculum Leader of Modern Foreign Languages

Application deadline: Monday 2nd October 2023 9am

Interview: Thursday 5th October

Candidate Information Pack



Dear Applicant

We would like to extend a warm welcome to you in applying for the post of Curriculum Leader of Modern Foreign Languages at Kingsway Park High School.

The school has recently undergone a period of transition and change in its Senior Leader Team resulting in the appointment of a new Headteacher and other key roles.

As part of the Altus Education Partnership, the mission and values that underpin the direction for our school are clear and form a key area of alignment that will be needed for the role. I would encourage you to review these alongside our statement of intent.

“We Co-operate, We Pioneer, We Belong” on our website, as they will tell you all that you need to know as to whether this school is the right place for you. This is so important that we are a right fit for you as much as you are for us.

Kingsway Park High School is proud to be a vibrant, inclusive and diverse comprehensive school. We provide an individualised curriculum offer for all students regardless of their starting point, gender, ethnicity, faith or need. We seek to nurture and develop the whole child not just ensuring each students academic potential, but also preparing them as a socially responsible citizen who can flourish in society and give back to their local community. We seek to remove those barriers of inequity that prevent equality of opportunity so that all students can aspire and be inspired to realise their dreams. We also respect and recognise that success feels and looks different for each and every one of our students.

This school has soul and a true “family feel.” The staff here work relentlessly in the pursuit of excellence for this community and the students we serve.

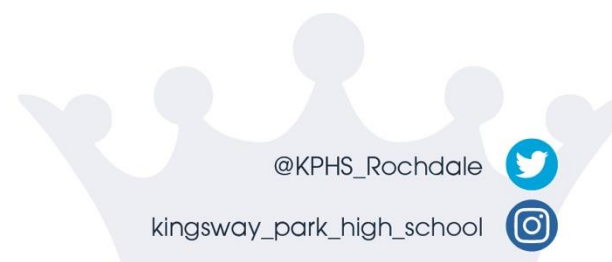
Our challenge is to continue to develop the school’s culture and unique offer while improving aspirations, learning and achievement. This is not something that is possible for any one individual but requires a team of passionate, dedicated and committed staff, supported by a strong and principled senior leadership team. It is only through this collective responsibility and partnership working, that we can achieve a world-class learning experience for all.

If you are excited by what you have read and feel that you can support in elevating Kingsway Park High School, during its next stage of its journey, we look forward to receiving your application.

Yours sincerely



Mr Simon Ward - Headteacher



Application

1. Complete the Altus Education Partnership application form
2. Provide a cover letter of no more than two sides of A4 paper

Send your application by email to recruitment@altusep.com

Deadline

The deadline for the post is Monday 2nd October 9am.

Interviews will be held on Thursday 5th October.

Shortlisting

We will unfortunately be unable to notify candidates who are not on the shortlist, therefore, if you do not hear from us, your application has been unsuccessful on this occasion.

For an Application Pack

1. Visit www.kingswaypark.org or www.altusep.com
2. Contact Fatima Rashid, HR Officer : recruitment@altusep.com
3. Telephone: 01706 716761

Reward Package & Additional Benefits

We offer a comprehensive package, including membership of our outstanding Teachers' Pension Scheme; our 'Employee Benefits Programme' which provides a range of options including:

- Our Cycle to Work/ Electric car Salary Sacrifice Scheme
- Free access to Employee Assistance Programme, offering guidance, support and counselling on a range of subjects

Background Information

Kingsway Park High School

Kingsway Park High School was established in 2010 and joined the Altus Education Partnership in February 2022. We are now a very popular oversubscribed school (1350 students in years 7-11 and 190 staff) located in central Rochdale. We are very proud of the high-quality facilities, resources, and environment that we provide for both staff and students.

At Kingsway Park High School we strive to transform students' lives. Through our relationships, we endeavour to instil both resilience and an intrinsic motivation to learn. The aim of our curriculum is to enable our students to become confident, creative and highly skilled individuals capable of meeting tomorrow's challenges head on. We strive to establish a culture rooted in achievement and progress that encourages our students to grow academically, personally and socially; whilst also equipping them with the values of equality, fairness and openness. Kingsway Park High School continues to have a relentless drive to provide outstanding, high quality teaching that provides a safe, supportive and encouraging environment for all our students. We encourage anyone who is aligned with these values to apply and help enable our students realise their academic potential within an environment rooted on establishing educational excellence.

Altus Education Partnership

The Altus Education Partnership is a Multi Academy Trust and was established in April 2017 by the Governing Body of Rochdale Sixth Form College, an outstanding A-Level provider founded in 2010. The college was awarded Outstanding status by Ofsted in 2013 and has developed a national reputation for excellence, having been used in Ofsted case studies for sharing best practice. The development of the Trust stemmed from a commitment to raising aspirations and improving the life chances of young people throughout the borough of Rochdale. In 2019 the Trust was successful in its application to open a new free school, the Edgar Wood Academy, which serves the local community in Middleton and Heywood.

We are committed to supporting all children in their academies to progress to a successful career, life and employment path of their choice.

All our academies will share a collective identity as providers of the highest quality teaching with high expectations of learners, coupled with effective assessment and intervention. Young people in our academies will engage with opportunities to develop their own skills and aptitudes to support their progression, while making valuable contributions to their communities. Leaders and teachers will take a collaborative approach, sharing best practice at a local, regional and national level, to continuously improve the performance and outcomes of all academies in the Trust.

Altus Education Partnership Values

The values of the Altus Education Partnership will be embedded and visible throughout all the academies. Each will have its own unique identity built around the core Trust values. These are:

- Unrelenting commitment to improve the quality of our provision and enhance the lives of our students.
- Openness in the way we build trust and bring purpose to our work as a Multi Academy Trust.
- Accountability through the rigorous, transparent and forensic analysis of all aspects of our performance.
- Commitment to the principles of inclusion and equality.
- Dedication to the borough of Rochdale and its surrounds.
- Collective responsibility for one another and the results of all our students – ‘if one fails, we all fail’.

The Ambition is that by the time students leave they will:

- Have achieved their personal academic potential giving them a greater choice in life.
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential.
- Be contributing members of the community and have compassion for others.
- Be able to celebrate their success and that of others.
- Have developed the confidence to overcome barriers to success.
- Be articulate, creative, and prepared for future growth and learning.
- Be happy!

Shared Objective for all Staff

"To maximise students' achievements"

- At Altus Education Partnership we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere.
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability.
- Above all, staff at Altus Education Partnership are committed to their students and demonstrate this through their daily conduct and interaction.

Role Description:

Job Title:	Curriculum Leader of Modern Foreign Languages
Reports to:	Faculty Lead of EBACC
Staff Responsibility:	Line manager for all MFL teaching staff within department
Additional:	As Assigned
Remuneration:	Main Teacher Pay Scale + TLR2B
Contract:	Permanent – Full Time
Start Date:	ASAP

Primary Purpose:

We are looking to appoint an experienced teacher of MFL or established head of MFL who is looking for a new challenge and is willing to join an innovative and forward-thinking department. The ideal candidate must have a real passion for languages and be equipped with the skills to maximise outcomes for students at both Key Stage 3 and Key Stage 4. This would suit an MFL leader with either French or Spanish as their main language. Currently, students either study French or Spanish three hours a week over a two week timetable, however SLT are open to the idea of expanding the curriculum time if the correct staffing is in place. At KS3 we teach in mixed ability groups and then, where possible, in Higher/Foundation sets in KS4. The continuation of a language at KS4 is optional but popular, with currently 4 GCSE classes in Y10 and five GCSE classes in Y11. We work closely with Rochdale 6th Form, as part of the wider Altus trust, to ensure progression from KS4 to KS5. Additionally, as a rich linguistically diverse school, the MFL department also supports the students to achieve GCSE in their home language, with over 50 students sitting additional MFL exams in their home language most years. We are looking for someone with the drive and passion to continue to increase the subject popularity on a whole school scale.

The MFL department at Kingsway Park High School is a supportive and established department that is well resourced with 5 teaching rooms. The department has a dedicated hour, as part of the fortnightly timetable, where all members of MFL can work collaboratively to improve outcomes in MFL. Members of the teaching team include a Deputy Head, a Head of Year and the Timetable Trust lead. Planning is shared with each teacher taking a lead on a specific language/year group and then individual teachers being responsible to adapt to the specific needs of their students. There is a work area for staff within the department which allows the team to work cohesively. We currently use a mixture of E.P.I and Michel Thomas in KS3 and then follow the Edexcel Pearson course at KS4. Planning and curriculum development is highly regarded and therefore main scale teachers receive 20% PPA with additional time given to those with additional teaching and learning responsibilities such as Curriculum leaders. Finally, this is a really exciting opportunity for someone who is vibrant, passionate and pioneering about languages for all and will raise the MFL department profile on a whole school scale.

Leadership Responsibilities:

- To effectively lead the teaching staff in your department by seeking to continuously maximise the outcomes of students at both KS3 and KS4. Strategically evaluate previous performance at KS4 and create detailed and effective action plans to improve progress for all.
- Ensure the teachers within your department are planning and working in accordance with subject area course outlines and examination specifications. Ensure all internal and external deadlines are met.
- Display sound knowledge and understanding of your subject area and communicate this effectively with staff, students and stakeholders. Work collaboratively with existing curriculum leaders to ensure leaders at all levels can articulate the intent, implementation and impact of their respective curriculums.
- Monitor and intervene effectively when leading staff to ensure consistency and high expectation across your subject area.
- Co-operate with other curriculum leaders and colleagues to ensure the achievement of the aims, values and visions of the school are demonstrated consistently across the school.
- Assess academic performance in your subject area. Evaluate how well learning outcomes have been achieved and use them to improve specific aspects of learning and teaching.
- Assess and record students' progress systematically and keep accurate records to check work is understood and completed consistently across your subject area. Have the ability to monitor strengths and weaknesses, inform planning and recognise the grade/level at which all classes and overall year groups are achieving.
- Ensure staff within your department set sufficient work for formal assessment, such that students understanding of skill and subject knowledge can be regularly checked and so that students can be fully prepared for the demands of public examinations and/or coursework.
- Ensure all teachers within your department attend parent's evenings according to the school calendar to keep students' families up to date with academic and personal progress. Ensure all staff within your department have regular contact with parents/ carers to ensure positive interaction between school and home.
- Promote positive student behaviour in line with school policies within your department and across school. Have a thorough awareness of, and regard for, the confidential nature of many aspects of school information relating to individual students, groups of students and year group analysis.
- Work collaboratively with colleagues, parents/carers, educational psychologists, therapists, social services, and other outside agencies who may be involved with students for whom you have a responsibility.

Teaching and Learning Responsibilities

- Ensure students within your subject area have a broad and balanced curriculum which is strategically mapped, sequenced and implemented across KS3 and KS4.
- Work collaboratively with curriculum leaders and lead practitioners to ensure students are engaged and sustained through the provision of clear structured for lessons, maintained pace, motivation, and challenge within your lessons and schemes of work.
- Plan and prepare lessons and schemes of work in accordance with school policy, ensuring a variety of learning opportunities for the development of key skills. Encourage the use of a variety

of teaching strategies, which involve planned formative assessment and active learning strategies across your subject area.

- Ensure lessons across the department are effectively differentiated for the individual needs of students. Share effective strategies for individual students and groups both across the faculty and whole school.
- Self-evaluate teaching of self and others critically to improve effectiveness across the department. Develop a strategic understanding of the teaching profile across your department and be able to articulate strengths and development points to SLT/ external agencies.
- Work alongside SLT to maintain individual records of all student experiences and achievements within the department and use data to inform future planning.
- Mark, monitor and return work within a reasonable and agreed time span providing constructive oral and or written feedback that clearly indicates strategies for improvement. Ensure students are very clear as to how to move specifically to the next grade/level.
- Prepare, implement, and monitor Individual Learning Plans for students in accordance with school policy. Quality assure these plans with SENCO lead and pastoral staff and ensure information is communicated effectively across your department.
- Work actively to create an ethos that promotes equality, celebrates cultural and academic diversity, and ensures the inclusion of students of all abilities, including those with special educational needs.
- Establish good relationships with both staff and students that promote the achievement of learning, whilst maintaining a purposeful and positive atmosphere in the classroom

Other Responsibilities

- Lead regular department development time and attend Curriculum Leader meetings. Be prepared to also actively take part, as required, in meetings in relation to the curriculum and strategic organisation of the school.
- Participate in arrangements for professional development as outlined in the school development plan or identified through the appraisal process and take responsibility for own development. Encourage all staff within your department to actively engage in both pedagogical and leadership CPL to regularly improve existing practice.
- Ensure the activities in which students are engaged in both inside and outside the classroom are conducted in a disciplined, safe and healthy environment and in line with school policy.

General Responsibilities

- To be an ambassador for the school and consistently embody the school intent of 'We Cooperate. We Pioneer. We Belong.'
- To model the core values of the school in your professional life and to promote and develop the school's vision, ethos, aims and objectives.
- To establish a culture that promotes excellence, equality, and high expectations for all students. This should be replicated across your department and faculty.
- To respond professionally to unplanned situations, crises, and emergencies whenever they arise

to ensure the safety and efficiency of staff and students of the school.

- To attend meetings with external agencies and organisations. Work with other Curriculum Leaders to share good practice and constancy across all curriculum areas at KPHS.
- To foster and support extra-curricular activities in the interest of the school community e.g. school productions, concerts, sports activities, trips, and excursions.
- To take on additional responsibilities as directed by the Headteacher and/or SLT link.

Whole-School Organisation, Strategy and Development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures to support the schools' values and vision.
- Make a positive contribution to the wider life and ethos of the school.
- Actively participate in KPHS daily duty rota.
- Regularly contribute to internal CPL delivery, briefings, school newsletter and assembly rota.

Health and Safety

- Promote the safety and wellbeing of students and help to safeguard students' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy.

Professional Development

- Keep your own knowledge and understanding relevant and up-to-date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Personal and Professional Conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- Have professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Respect individual differences and cultural diversity
- Any other reasonable duties as requested by the Line Manager, Headteacher or member of the Senior Leadership Team that are not specified in this job description.

Person Specification

		Assessed by:				
No.	CATEGORIES	App Form/ Letter	Interview	Lesson	Refs	Results Sheet
ESSENTIAL CRITERIA						
1.	A high-quality degree in French <u>or</u> Spanish	√				
2.	PGCE with QTS/ QTLS and membership with DfE or IfL	√				
3.	Ability to teach either Spanish <u>or</u> French at KS4.	√	√			
4.	A passion for teaching languages	√	√	√	√	
5.	Ability to engage with students, inspiring learning & promoting success	√	√	√	√	
6.	Exceptional classroom practitioner	√	√	√	√	
7.	Ability to devise, adapt and differentiate new resources for learning	√	√	√	√	
8.	Knowledge of key trends in MFL pedagogy (EPI/NCLEP/NCLE)	√	√	√		
9.	Evidence of dynamic and innovative practice	√	√	√	√	
10.	Successful record of teaching including quality KS4 results.	√			√	√
11.	Commitment to leading quality teaching and learning within department	√	√		√	
12.	Competence in the use of ICT	√	√		√	
13.	Ability to contribute positively to teams, share ideas & develop resources co-operatively	√			√	

14.	Ability to be adaptable & flexible	√	√		√	
15.	Effective inter-personal & communication skills	√	√	√	√	
16.	Commitment to valuing the individual and boosting their self-belief and worth	√	√		√	
17.	Commitment to high standards & expectations	√	√		√	
18.	Commitment to professional learning & institutional improvement	√	√		√	
19.	Commitment to high professional & personal standards of work & conduct	√	√		√	
20.	Determination to promote equality of opportunity		√		√	
21.	Ability to offer enrichment & contribute to wider school life	√	√		√	
22.	Commitment to professionalism, sharing, teamwork & collaboration	√	√		√	
DESIRABLE CRITERIA						
23.	GCSE experience in teaching Spanish and French	√	√			
24.	Experience of examining French and/or Spanish	√				
25.	Experience of contributing/ developing whole school experiences	√				
26.	Experience of leading trips abroad	√	√			