Contents

|  |  |
| --- | --- |
| Welcome from the Headteacher ……….……………………………………………………………………………………………………………………..…….. | 3 |
| Tyne Coast Academy Trust.. ……………………………………..……………………………………………………………………………………………………….. | 5 |
| The Application Process ………………………………………………………………………………………………………………………………………………………. | 7 |
| Job Advert ………………………………………………………………………………………………………………………………………………………………………………….. | 8 |
| Job Description ………………………………………………………………………………………………………………………………………………………………………… | 10 |
| Person Specification ………………………………………………………………………………………………………………………………………………………………. | 13 |

Welcome from our Headteacher

A very warm welcome to Walker Riverside Academy; a fantastic school of which I am extremely proud to be the Headteacher.

Thank you for your interest in the position of Deputy Head of MFL at Walker Riverside Academy. The Academy is an exciting and thriving 11-19 secondary school at the heart of its community in Walker, Newcastle upon Tyne and we are looking for a Deputy Head of MFL with the drive and determination to make a real impact on the future of the Academy.

Walker Riverside Academy serves the community of Walker in Newcastle Upon Tyne and is an oversubscribed 11-19 secondary school with 1100 students on roll with that number predicted to increase in coming years.

We help our students to **aim high**, **be proud** and **love life**, in both their academic and career aspirations, supporting them at every step and guiding them upon options available. It is the daily embodiment of this ethos that makes Walker a truly special school community, with unique opportunities for involvement in the Combined Cadet Force, the TCAT Football Academy, and a growing post 16 partnership to deliver A-Levels at a local Trust partner school North East Futures UTC. The Academy has a curriculum with many unique aspects and a vision that students should be **Globally Aware**, **Culturally Aware**, **Self Aware** and **Life Ready with Ambition**. The four ‘awares’ are the cornerstones of the well considered curriculum intent. We want our students to be proud of both themselves and the school community they attend, whilst developing a love of Academy life. The investment in passionate pastoral and academic support for our young people ensures that we create an atmosphere in which we laugh and learn together. With all students being attached upon entry in Year 7 to one of three schools: Dobson, Grainger, or Stephenson, a sense of belonging and community is created from the outset.

At the heart of Walker Riverside Academy is its talented and dedicated staff. They are its most valuable asset, and they uphold ambitious educational standards which prepare all students for the next phase in their education and life and provide care, guidance, and support in a learning environment characterised by high standards of behaviour and mutual respect. Our Academy is always striving for brilliance and now is a fantastic time to become part of our Walker community, and our wider Tyne Coast Academy Trust.

##

## Academy Life

For more information on Walker Riverside Academy please visit:

**Website**: [www.walker.academy](http://www.walker.academy)

**Facebook**: [@walker.academy](https://www.facebook.com/walker.academy/)

**Twitter**: [@WalkerAcademy](https://twitter.com/WalkerAcademy)



Mr G Smith

Head Teacher

Tyne Coast Academy Trust

Tyne Coast Academy Trust is an outward facing Trust with strong links to other successful Trusts in the region. We are currently made up of five schools, two primary schools, two secondary schools and a UTC. The Trust also benefits from being in the unique position of being sponsored by Tyne Coast College (comprising of South Tyneside College and TyneMet College), a world class college with a reputation for excellence.

# Our Vision

To be an outstanding MAT, providing world-class education and training.

# Our Mission

To provide the highest quality education and training, preparing young people for the future.

# Our Values

As an employer and a learning organisation, we will:

* Aim to be excellent in all that we do;
* Celebrate diversity and the rights of others;
* Act with integrity - fairly, openly and transparently; and
* Be welcoming and approachable to all.

## Strategic Aims

We aim to:

* Provide high-quality teaching and learning;
* Create a high-quality learning environment;
* Be financially sound, modernise and grow, providing outstanding value for money;
* Provide a curriculum that meets the needs of all stakeholders in an ever-changing world; and
* Work in partnership with the communities we serve, agencies and employers.

## Core Values

Tyne Coast Academy Trust:

* Believes every pupil should achieve their potential;
* Believes in developing strong relationships with our pupils, and never giving up on them;
* Believes in being a strong community presence, embedding everything we do in the local community;
* Values and respects the professionalism, commitment, and excellence in our staff;
* Believes the needs of employers should shape our curriculum;
* Will make a significant positive impact on the local, regional and national economy; and
* Welcomes and includes everyone in our community, and value individuality and diversity.

# Employee Benefits

Across our trust our teaching staff benefit from:

* A commitment to professional development for all staff;
* A focus on staff wellbeing with designated weeks;
* Access to the Teachers Pension Scheme and Local Government Pension Scheme;
* TCAT continues to follow the STPCD and Burgundy Book along with national conditions of service for non-teaching staff;
* An opportunity for cross-site working and career development opportunities, including within our Trust schools and our sponsor colleges;
* Opportunities to teach A Levels across the Trust;
* Access to free gym facilities.

The Application Process

Thank you for your interest in joining Walker Riverside Academy.

The job advert, job description and personal specification have been provided to decide whether you wish to apply for the position. Please take the time to match your skills, experience and career aspirations against this information when applying for the post.

# The Application Form

It is important that you complete **all sections** of the application form and that you provide full and accurate information. Please note, CVs will not be accepted.

All applications must be returned by the closing date. Late applications will not be considered.

After the closing date all applications will be examined and shortlisting will take place. You will be notified by email if your application has been successful and you will be invited to attend an interview. Details of the interview, and any required tasks that you will need to prepare for, will also be sent to you. At this point references will be sought if permission has been given.

On the day of the interview you will be asked to bring various forms of identification and original certification as declared on your application.

# Post Interview

You will be contacted to advise if you have been successful or unsuccessful. If you are the successful candidate you will be made a verbal offer of employment, which will be followed up with a conditional offer of employment.

Once all clearances are in place a start date will be confirmed and followed up with a final offer letter and statement of particulars.

Further Information

For further information please contact Melissa Dobrianski, Head of HR & Business Operations at mdobrianski@tynecoastacademytrust.co.uk

Walker Riverside Academy and Tyne Coast Academy Trust 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 pre-employment checks including an enhanced DBS with barred list check. The Trust will also undertake an online search of publicly available information on all

candidates who are shortlisted for an interview.

Job Advert

**Deputy Head of MFL**

**MPR/UPR plus TLR 2a £3,017 per annum**

**Required for September 2023**

We are seeking an inspirational teacher to join our team at an exciting time in our Academy development. If you are passionate about pedagogy and practice in MFL and improving outcomes for children and young people in Newcastle upon Tyne, then this role at Walker Riverside Academy could be just for you. Staff are proud to be part of our vibrant, ambitious and oversubscribed school with strong community links. We are an integral school within Tyne Coast Multi Academy Trust which continues to strategically develop providing excellent career development opportunities.

You will be an excellent classroom practitioner with the ability to inspire, enthuse and engage our students to achieve the highest possible results.

The successful candidate will be expected to:

* Have a sound understanding of pedagogy, displaying excellent classroom practice, developing strong relationships and have excellent subject knowledge;
* Hold high expectations of achievement, attainment and behaviour across the Academy;
* Have strong behaviour management strategies and the ability to use the Academy systems consistently;
* Be passionate about your subject and want all our students to develop a love of MFL and be taught by the very best in our profession, giving them every opportunity to thrive.

You will also support the Curriculum Leader with developing the quality of subject provision, curriculum, teaching and assessment and will be accountable along with the Curriculum Leader for subject performance and improvement and supporting the subject team to achieve the best outcomes for all students. You will also work with the Curriculum Leader to analyse subject performance data to ensure students are appropriately targeted for support and ensure the consistency of subject delivery.

We are committed to investing in our staff and you will receive a supportive induction programme and have access to high quality CPD. Opportunities are also available for Trust wide working and career development opportunities. You will also receive consistent support from a dedicated Headteacher, SLT, Deputy CEO, Trust Central Team, Local Governing Body and Trust Board.

If you share our vision, are passionate about raising educational attainment and standards for our highest attainers to our most vulnerable cohorts and ensure our diverse community of students reach their full potential, you can make a difference at Walker Riverside Academy.

If you would like a discussion about this post with Gareth Smith, Headteacher, please contact Sandra Willis by emailing sandra.willis@wra.tynecoast.academy.

The deadline for applications is **12.00 noon on Wednesday, 22 March 2023** and interviews will take place week commencing, **Monday, 27 March 2023**. Please return completed applications to sandra.willis@wra.tynecoast.academy.

Tyne Coast Academy Trust is 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.

In accordance with Keeping Children Safe in Education 2022, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the interview process.

We are proud to be a Disability Confident employer and guarantee an interview to anyone who discloses a disability where their application meets the minimum criteria for the post.

Application packs and further information can be found on the Tyne Coast Academy Trust website https://www.tynecoastacademytrust.co.uk/join-our-team-current-vacancies/ or by contacting Melissa Dobrianski, Head of HR & Business Operations at mdobrianski@tynecoastacademytrust.co.uk.

**Closing date: 22 March 2023, 12.00 noon**

Job Description

**Job Title: Deputy Head of MFL**

**Salary:**  **MPR/UPR plus TLR 2a**

**Accountable To: Head of MFL**

**JOB PURPOSE**

The Deputy Head of MFL will report to the Head of MFL supporting them to provide professional subject leadership which secures success and improvement, ensuring high quality education, improved standards of learning, progress and achievement for all groups of students:

* Support the Head of MFL to provide subject leadership and to provide direction for teaching and learning across the subject;
* Work with the Head of MFL to improve the quality and effectiveness of teaching in the subject, having regard to the teacher standards;
* Provide a safe, calm and well-ordered environment for all students and staff, focussed on safeguarding student welfare and developing good behaviour in the academy and in wider society;
* Contribute to teaching;
* To support in leading, organising and directing the teaching of the subject;
* Ensure a high quality experience for all students including extra-curricular activities;
* Analyse data effectively to inform future planning and have an impact on raising standards.

The Deputy Head of MFL will provide line management for designated staff within the Modern Foreign Languages department.

**KEY RESULT AREAS**

**Direction and Development of the subject**

The Deputy Head of MFL, working with the Head of MFL, leadership team and subject leads will contribute to the development of a strategic view for the school and analyse and plan for its future needs and further development:

* Use data on student performance to inform policy and practice, identify underachieving students and monitor the effectiveness of the subject;
* Support the Head of MFL to establish 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 Head of MFL to support them 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 the Head of MFL 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;
* Support the Head of MFL to maintain quality assurance systems, including subject review, self-evaluation and performance management;
* Support the Head of MFL to ensure the MFL curriculum offer meets the needs of all students including those with SEND;
* Keep abreast of developments locally, regionally and nationally attending relevant meetings and CPD.

**Teaching and Learning**

The Deputy Head of MFL will in their subject, seek to secure and sustain effective teaching and learning, monitor and evaluate the quality of education and standards of students’ achievements and use benchmarks and set targets for improvement.

* Support the Head of MFL to lead improvements to the quality of teaching and learning in MFL by monitoring and evaluating the quality of teaching and standards of achievement using benchmarks and setting challenging targets for improvement
* 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
* Ensure teaching supports those students who are falling behind and enables these students to catch up
* Support the Head of MFL to rigorously track the quality of teaching and learning the subject area
* With the Head of MFL oversee and organise systematic observations, subject and key stage reviews, learning walks, work scrutiny and student voice
* Model high quality teaching and learning for others
* Support the Head of MFL with the development of an innovative curriculum for students which values the talents and aspirations of all, ensuring that the MFL curriculum offer is appropriate for all students
* Support the Head of MFL to raise standards within the MFL department to become an outstanding curriculum area
* Keep up to date with national developments in the subject area, teaching practice and methodology, contributing to the whole school CPD programme where appropriate
* For the general standard of discipline in the classroom, help should be provided when teachers are experiencing disciplinary problems. Coaching should be given to avoid problems as well as help at moments of crisis
* Help to support, establish and implement clear policies and practices in line with school policy, for assessing, recording and reporting on student achievement and for using this information to recognise achievement and to assist students in setting targets for further improvement

**Efficient and Effective Management and Deployment of Resources**

* Support the Head of MFL to establish clear expectations and constructive working relationships among staff, including, through modelling high quality teaching and learning for others, teamwork and mutual support; devolving responsibilities and delegating tasks, as appropriate
* Support with the coaching and mentoring of members of staff in order to develop teaching and learning within the school and to enable teachers to achieve expertise in their subject teaching
* Work with the Director of SEND and other SEND staff across the Trust and within the academy, to ensure that work is matched to individual pupils’ needs for the curriculum.

**VARIATION IN THE ROLE**

Given the dynamic nature of the role and structure of TCAT and Walker Riverside Academy, it must be accepted that, as TCAT and Walker Riverside Academy’s work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the member of staff.

**EQUALITY AND DIVERSITY**

TCAT is committed to equality and diversity for all members of society. TCAT will take action to discharge this responsibility but many of the actions will rely on individual staff members at TCAT embracing their responsibilities with such a commitment and ensuring a positive and collaborative approach to Equality and Diversity. This will require staff to support TCAT’s initiatives on Equality and Diversity which will include embracing development and training designed to enhance practices and the experiences of staff, students and visitors to TCAT with an all inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action.

If you as a member of staff identify how you or TCAT can improve its practice on Equality and Diversity, please contact the HR Manager.

**HEALTH AND SAFETY**

All members of staff have a duty to maintain safe and clean conditions in their work area and co-operate with TCAT on matters of Health and Safety. This will include assisting with undertaking risk assessments and carrying out appropriate actions as required. Staff are required to refer to TCAT Health and Safety Policies in respect to their specific duties and responsibilities.

**STAFF DEVELOPMENT**

All staff are required to participate fully in TCAT Staff Development programmes and have a responsibility to identify their own professional development needs in conjunction with their line manager.

**COMMITMENT TO SAFEGUARDING VULNERABLE GROUPS**

TCAT is committed to safeguarding and promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share this commitment.

Person Specification

**PERSON SPECIFICATION – DEPUTY HEAD OF MFL**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **CRITERIA** | Essential/ Desirable | Where assessed |
|  | **Qualifications and Education** |  |  |
| 1 | Educated to degree level | E | A/C |
| 2 | Qualified Teacher Status (QTS) | E | A/C |
| 3 | Further relevant professional qualifications or middle leadership training e.g. National Professional Qualification | D | A/C |
|  | **Experience and Knowledge** |  |  |
| 4 | Successful experience of additional responsibility in a MFL department  | D | A, I, R |
| 5 | Experience of leading staff successfully, including holding staff to account | D | A, I, R |
| 6 | Successful experience of teaching MFL across Key Stage 3 and Key Stage 4 | E | A, I, R |
| 7 | Experience and knowledge of the relevant MFL subject national curriculums at Key Stage 3 and Key Stage 4 | E | A, I, R |
| 8 | Understanding of what is required to secure effective teaching and learning to improve student progress and achievement in an inclusive environment | E | A, I, R |
| 9 | Up to date knowledge and understanding of pedagogical and curriculum strategies | E | A, I, R |
| 10 | Ability to use assessment data effectively to set targets and raise achievement | E | A, I, R |
| 11 | Ability to provide appropriate stretch and challenge and support for students | E | A, I, R |
| 12 | Ability to motivate and engage students | E | A, I, R |
| 13 | Potential for further leadership capacity | E | A, I, R |
|  | **Skills** |  |  |
| 14 | Excellent communication skills and the ability to develop strong professional relationships | E | A, I, R |
| 15 | Ability to organise work, prioritise tasks, make decision and manage time effectively | E | A, I, R |
| 16 | Able to delegate effectively and manage the performance of others | D | A, I, R |
|  | **Personal Attributes**  |  |  |
| 17 | A commitment to safeguarding and promoting the welfare of children and young people | E | A, I, R |
| 18 | Flexible and able to use own initiative | E | A, I, R |
| 19 | Demonstrable leadership qualities and the ability to gain confidence and professional respect from team members | D | A, I, R |

**Key: Where Assessed**

A – Application Form

C – Certificates

I – Interview

R - References

Please set out how you meet the essential and if appropriate desirable criteria in your application form. The person specification will be used to shortlist candidates for interview.

