



The John of Gaunt School

A Community Academy

Director of Learning - MFL



Who we are?

The John of Gaunt School is a unique, vibrant and highly successful school. The School has a strong reputation for both academic and pastoral excellence. Whilst we are first and foremost a place of learning, we strive to ensure that students are academically nurtured and cared for in a safe environment in which they can be happy, grow, gain in confidence and be challenged to achieve in all aspects of school life.

From 1st April 2023 we will be joining Equa Multi Academy Trust. For more information please visit: <https://equa.org.uk/>

Our Mission

- Excellence
- Respect
- Responsibility
- Resilience
- Ambition



Our Values

Our Mission is to make sure that all our students, discover their personal best and thrive academically, individually and socially regardless of their circumstances.

We are relentless in driving high expectations and make no apology for ensuring high standards across the school.

Ethos & Culture



We are a highly inclusive school that blends nurturing individual care with high standards and expectations.

Our ethos is underpinned by strong relationships between students, parents, carers, staff and governors, who all work tirelessly together to ensure students develop their individual characteristics to be successful at school and beyond.

Our School & Community

The John of Gaunt School is a fully comprehensive single Academy for students from the ages of 11 – 18, with approximately 1270 students on roll. We are a school for our community and strongly believe in collaboration. We actively promote this with our local secondary and primary schools through Collaborative Schools Ltd - a social enterprise incorporating all Trowbridge schools; and the West Wiltshire Alliance. Our strong partnerships with local primaries mean that most students join us already knowing the school and key staff.

Dear Applicant,

Director of Learning - MFL – Full time, Permanent

I am delighted that you have shown an interest in this post at The John of Gaunt School which will start in September 2023. The successful applicant will join a committed and talented staff team with a supportive Governing Body who share high ambitions and the desire of excellence for our students. This is a truly exciting time to join our growing, forward thinking school. We have high expectations of Teaching & Learning to facilitate this, a framework of high quality practice has been created. These JOG essentials can be found on our website ([here](#)).

You will find much information about the school and the faculty both on our website and in the candidate pack, which I hope encourages you to make an application. To apply please complete the application form available on the school's website ([link](#)). Please note that in line with safer recruitment practices, CVs will not be accepted. In Section 5 you should provide details of how your skills and experience match the qualities referred to in the person specification. Please return your completed application to Elaine Baldwin, HR Co-ordinator via email to vacancies@jogschool.org.

The closing date for applications is 17th April 2023 at 9am. Interviews will be held during the week of 24th April. If you have not heard from us by 25th April please assume that your application has been unsuccessful on this occasion.

The John of Gaunt School is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. In line with Keeping Children Safe in Education, references will be called prior to interview and an online profile search conducted on all shortlisted candidates. The successful candidate will be expected to complete an enhanced DBS disclosure.

Thank you, once again, for your interest in this post. We very much hope that you will pursue your interest in this position and I look forward to reading your application and possibly meeting you at interview.

Yours faithfully,

Matthew Woodville
Headteacher

The Modern Languages Faculty

The Faculty is managed by the Director of Learning. A hallmark of the Faculty's work is the extremely high quality of classroom teaching from a forward-looking, enthusiastic and caring team.

Organisation of Teaching

The Faculty teaches Spanish to the whole ability range in Years 7, 8 and 9, and French to the most able in Year 9. As of next academic year the school is planning to deliver French and Spanish to most students at Key Stage 3. Additional teaching hours have been allocated to has been allocated to MFL in out planning demonstrating our commitment of the faculty.

Key Stage 3 students have 4 lessons a fortnight (The John of Gaunt School has a two week timetable) although this is increasing to 5 hours next year to support the delivery of French.

At KS4 a modern language is optional. We have a 2 year KS4 curriculum, with 5 lessons per fortnight in each of years 10 and 11.

We consistently run A2 groups in Spanish, typically of between 5 and 10 in number, with A level French being delivered when there has been the demand. We currently have Spanish groups in years 12 and 13 and expect this to continue to be the case. Almost every year, students from The John of Gaunt go on to study one or more languages at degree level.

Rooms and Facilities

The Faculty is housed on the first floor of the Dunston building and all MFL teaching takes place there. All members of staff in the faculty have their own permanent teaching bases. There is a computer suite with 30 desk tops housed in this room. In addition, there is a Faculty Office which provides storage as well as a working area for all members of the Faculty. Three other smaller rooms (one specifically for 6th form independent study) are used for 1:1 sessions with our external native-speaking Foreign Language Assistant and other small group work.

The Faculty is committed to developing the use of ICT in language teaching and we have raised funds through a sponsored spell to enable us to purchase extra ICT equipment. We have bought or subscribe to such resources as Boardworks, Kerboodle and Quizlet which we use extensively to support our teaching. Students currently have 1 lesson per fortnight timetabled in our IT suite

The Modern Languages Faculty

Resources

At all levels we have our long-term Learning Cycles and Medium Term Plans. We create and share resources such as PowerPoint presentations, worksheets (based around Conti research).

Visits Abroad

We have run a successful programme of visits and exchanges to both France and Spain. These include short visits to Spain in the summer of Year 7 as well as exchanges to Charenton-le-Pont (Trowbridge's twin town on the outskirts of Paris) and Murcia, in south-eastern Spain, on an alternating basis. These trips have been hindered in recent years but we are running our Yr7 Spanish trip again this year! We hope to restart our exchanges in the very near future. Our A level students also have the chance to take part in work experience visits or exchanges through an external provider.

Staffing

The Faculty currently consists of 3 full time and 2 part-time teaching staff. Our 6th form students have one-to-one time with a Spanish Foreign Language Assistant.

The Modern Languages Faculty is at the forefront of innovation within the school and we welcome new colleagues who have fresh ideas and can contribute to ways of improving our professional performance and raising student achievement.

Director of Learning: MFL Job Description

Accountability:

- Accountable to the Headteacher
- Under the daily leadership of a member of the Senior Leadership Team

Leadership of:

- Teaching Staff across the Faculty
- Teaching Assistants supporting lessons in the faculty

Key Strategic Areas:

- Raising achievement in all subjects within the faculty, across all Key Stages
- Developing the quality of Teaching and Learning within the Faculty
- Designing an engaging and relevant curriculum across all subjects within the Faculty
- Ensuring effective behaviour for learning exists within the Faculty, in line with school procedures
- Supporting the priorities identified in the School Improvement Plan, working within school policies

Outward-facing Responsibilities:

- Research best practice in relation to raising achievement and improving Teaching and Learning
- Share best practice within the Faculty and across the school
- Represent the school at subject & cross-phase networks as appropriate
- Link with exam boards (supported by Exams Officer) with regards to entries and moderation
- Attend all open and option evenings as representative of the faculty

Safeguarding:

- The John of Gaunt School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and individually take responsibility for doing so.
- The postholder must hold enhanced DBS clearance with Children's Barred List Checks
- The postholder may be required to perform duties other than those given in the job description. The particular duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibilities entailed. Such variations are common occurrences and would not of themselves justify the regrading of the post.

Developing Teaching & Learning:

- To take responsibility for own continuing professional development, including attendance at in-service training, to develop job performance and for personal development.
- To model excellence in teaching and learning by consistently delivering high quality lessons with own teaching groups.



Strategic Responsibilities:

- To nurture the faculty culture that is motivated and committed to high standards, raising standards and self-improvement.
- To lead the development of the MFL curriculum at all key stages through self-evaluation and facilitating subsequent development planning across the Faculty in line with school procedures.
- To design and implement strategies to improve high-quality teaching of all staff within the Faculty, including coaching, mentoring and sharing best practice.
- To ensure the needs of vulnerable groups of students are met within lessons across all subjects within the Faculty.
- To lead and co-ordinate all accredited courses at KS4 & 5, including the administrative aspects of the courses.
- To ensure assessment data is recorded, analysed and used effectively to drive improved student outcomes across the Faculty, especially for students at risk of under achievement.
- To lead and co-ordinate intervention work, focusing on strategies to raise achievement of all groups of students at all key stages.
- To ensure behaviour and safety across the Faculty is conducive to effective learning.
- To co-ordinate and develop extra-curricular and enrichment activities including arranging and overseeing events and trips, both at home and abroad.
- To lead the recruitment of students at KS4 & 5.
- To actively contribute to the leadership of all external reviews, including any Ofsted inspections.
- To contribute effectively to school governance through effective communication and attendance at meetings as requested.

In Addition:

- To provide strategic leadership for identified areas of the financial and material resources, including maintaining the agreed budget.
- Effective deployment of teaching and support staff within the faculty.
- Effective performance management of teaching and support staff within the faculty.
- To maintain of high standards of behaviour for SEND students across the school, promoting a sense of community.
- To take an active role in the school's pastoral care of students.
- To attend and actively contribute to Middle Leader meetings and relevant governors' meetings within the school.
- To carry out such other duties as are required and as are commensurate with the grade of the post.
- To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.

Key quantitative and qualitative outcome measures:

- Student performance in relation to achievement targets.
- Student performance in relation to national achievement indicators.
- Monitoring & evaluation of teaching across the faculty shows typically 'good' provision.
- Monitoring & evaluation of behaviour across the faculty shows 'good' student attitudes.
- Achievement gaps between Pupil Premium students and their peers are closing.
- There is evidence of high expectations in all lessons.
- Directors of Learning can articulate and evidence effective intervention strategies for students at risk of underachievement.



Director of Learning: MFL Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• DfES recognised Qualified Teacher Status• Graduate in a relevant subject	<ul style="list-style-type: none">• Further relevant qualifications• Strong professional development record relevant to the post
Experience	<ul style="list-style-type: none">• Evidence of raising achievement beyond own classroom• Evidence of effective teaching and learning across KS3, KS4 and Post-16, leading to strong outcomes.• Strong professional development record relevant to the post• Leading effective intervention strategies• Contribution to faculty enrichment activities• Successful and innovative curriculum planning• Effective coaching/mentoring of staff	<ul style="list-style-type: none">• Evidence of raising achievement beyond own classroom• Evidence of effective teaching and learning across KS3, KS4 and Post-16, leading to strong outcomes.• Strong professional development record relevant to the post• Leading effective intervention strategies• Contribution to faculty enrichment activities• Successful and innovative curriculum planning• Effective coaching/mentoring of staff



	Essential	Desirable
Knowledge and Understanding	<ul style="list-style-type: none">• Strategies to raise achievement related to relevant key stage/exam courses• Competence in using student data to monitor and improve performance• Outstanding pedagogy and understanding how to disseminate it• Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students including SEN, EAL and high achievers• ICT competence and capability• Identifying barriers to learning and a range of strategies to support students• Understanding of the importance of having high expectations for all students, both of behaviour and academic achievement	<ul style="list-style-type: none">• Effective strategies for self-evaluation and strategic planning
Professional Skills	<ul style="list-style-type: none">• An excellent classroom practitioner• The ability to motivate and inspire staff• The ability to inspire, develop and motivate students and raise their aspirations through a range of strategies eg assessment for learning• The ability to think and plan strategically• The ability to make sound judgements based on objective criteria• The ability to manage plans to fruition• Excellent verbal and written communication skills• Mentoring and/or coaching colleagues to improve performance• A willingness to challenge under-performance• Effective behaviour management strategies combined with high expectations of students' behaviour• Ability to motivate and inspire• A decision maker and solution focussed• Ability to converse at ease in accurate spoken English	<ul style="list-style-type: none">• Leadership of change



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	Essential	Desirable
Requirements	<ul style="list-style-type: none">• A positive role model for students• Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels · Energy and drive• Share high expectations of achievement, teaching and behaviour• Ability to work as part of a team and develop and maintain positive relationships with staff, students, parents and governors• Committed to continual improvement and excellence including being up-to-speed with current practices and research• Self-aware and reflective• Resilient and adept at managing workload and coping under pressure• Potential for senior leadership• Committed to safeguarding and promoting the welfare of children• Committed to anti-discriminatory practice• Follow confidentiality protocol• Hold enhanced DBS certificate with Children's Barred List Checks	<ul style="list-style-type: none">• A healthy sense of perspective• Ambitious to further career

Our commitment to safeguarding

At The John of Gaunt School we are committed to safeguarding and promoting the welfare of students and expect all staff to share this commitment. A copy of the school's Safeguarding Children in Our School Policy and our Policy and Code of Conduct for Safe Practice are included in this pack for your reference. Further related policies will be included in the induction process. The interview will seek clarification on information you provide on your application form, assess your suitability for the post and assess your suitability to work in an environment where you will have contact with students. It will include questions relating to safeguarding and promoting the welfare of children.

If you are shortlisted references will be sought from your current or most recent employer and any issues arising from a reference will be discussed at interview. If you have worked with children in the past, but do not do so at the moment, a reference will be sought from this employer as well. If you have been self-employed, please provide statements or evidence from your clients/accountant or solicitor. References will be required which cover the past 5 years.

The application form asks you to give the contact details of a 'personal referee'; this should not be a relative or friend. Please give names and email contacts for all referees. The post will only be offered once two satisfactory references have been received.

In line with Keeping Children Safe in Education requirements an on line profile search will be undertaken for all shortlisted candidates.

Due to the nature of this post, you will be required to apply for an enhanced disclosure with barred list from the DBS (Disclosure and Barring Service) if you are offered the post. Disclosure will contain details of formal cautions, reprimands and final warnings, as well as convictions. The school will apply on your behalf and will pay the necessary fee. This post is exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 Exceptions Order 1975, 2013 and 2020.

Having a criminal conviction will not automatically exclude you from employment, this will depend on the nature of the position and the circumstances and background of the offences committed. However, an offer of employment will be conditional until DBS and medical clearance have been received.



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Our Town

The historic woollen town of Trowbridge is the County town of Wiltshire, and situated close to the edge of Salisbury Plain. Trowbridge is a socially diverse and rapidly growing town and offers a range of High Street and independent shops, supermarkets, cafés, pubs and restaurants, as well as a weekly street market featuring local stalls and traders and is only 10 miles by road from Bath. The school is a 5 minute walk from the train station, which provides good rail links to Bath, Bristol and nationally.

Trowbridge provides a great base from which to explore the region, including the world famous landmarks such as Stonehenge and Avebury as well as numerous National Trust and English Heritage sites.



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www.johnofgauntschool.org



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