

**EASTBURY COMMUNITY SCHOOL**

**Appointment of Head of MFL**

**Secondary Phase**

**Date of advert:** **20/09/22**

**Closing Date: 12pm on 04/10/22**

**Interviews: 11/10/22**

**Advert**

EASTBURY COMMUNITY SCHOOL

Hulse Avenue

Barking

Essex IG11 9UW

**Head of Modern Foreign Languages (SECONDARY)**

Permanent - January 2023

MPS/UPS + TLR1A incorporating Inner London Allowance

(TLR 1B available for experienced candidate)

Roll 1800 (Oversubscribed)

This is an excellent opportunity for an inspirational and experienced teacher, to develop their leadership experience. in our successful, well ordered, and inclusive 3-19 all through school.

We are at the heart of an ethnically diverse community in London East, an area undergoing significant regeneration and building affordable homes. We are a successful school, where academic outcomes and character development are at the heart of everything we do. We believe our students can achieve, and give them the opportunities to realise their potential. We have just celebrated excellent results in our return to public examinations, with many pupils achieving top grades at both GCSE and A level.

We foster a collaborative culture where talented individuals are empowered to produce their best work in brand new, purpose built accommodation.

The school is located less than 10 minutes’ walk from Barking tube and mainline station (25 minutes from Liverpool Street station) and is easily accessible by road.

We are seeking a well-qualified and ambitious professional who is motivated to make a difference to the life chances of young people. The post would suit a team player who is committed to the happiness, well-being, self-esteem and progress of everyone at the school. The ability or desire to teach in our primary phase would be an advantage but is not essential.

We have the highest expectations of everyone and can offer:

* Highly aspirational pupils who are eager to learn
* A highly supportive school in which teaching and learning is the key priority, and staff are provided with the time and coaching needed to be successful
* Career development
* Visit and tour of school prior to final application

For full details of the post and an application form please visit the school website [www.eastbury.bardaglea.org.uk](http://www.eastbury.bardaglea.org.uk) and return the application form to the Headteacher’s PA, Karen Dunnell [kdunnell@eastbury.bardaglea.org.uk](mailto:kdunnell@eastbury.bardaglea.org.uk). The closing date for applications is **12pm on Tuesday 4th October 2022.** **Interviews will be held on Tuesday 11th October 2022.**

**Eastbury School 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 enhanced DBS checks. We value the diversity of our community and wider society and are committed to promoting and upholding equalities at our school**

**APPOINTMENT OF HOD – MFL (TLR 1a/1b)**

**SECONDARY PHASE**

**January 2023**

**Dear Colleague and Prospective Applicant,**

**Appointment of Head of Modern Foreign Languages (Secondary Phase)**

Thank you for requesting details about the Head of Modern Foreign Languages post in our school. I am delighted that you are interested in working at Eastbury Community School (ECS) at such an exciting time in the school’s development. We pride ourselves in creating a positive, calm and purposeful ethos, where teachers can teach and pupils can learn, in a caring and supportive environment.

In September 2015, we became Eastbury Community School, a 3-19 ‘All Through’ school. Our middle leaders at ECS are highly valued and play a key role in the further development of the school. You will lead and develop the Modern Foreign Languages department and will be supported by an outstanding senior leadership team. Everyone is proud of what we are achieving in creating an inclusive, supportive, happy 3-19 all through school on a brand new campus.

Above all, we are seeking an inspirational educator with the potential to be an exceptional leader who is willing to take ownership, make things happen and prepared to be accountable. Self-motivation and resilience to ensure the highest standards of care, achievement and attainment for all our young people is key and Modern Foreign Languages is essential to that.

We believe that for this goal to be realised for the pupils it has to start with the adults and so we are committed to ensuring that our staff have access to a wide range of continuing professional development opportunities. We are all learners at Eastbury. Staff and pupil wellbeing is of the utmost importance to us, and we are constantly seeking ways to reduce workload and ensure there is a good work-life balance for all members of our team. We are proud that our pupils and staff are friendly, welcoming and supportive of one another.

We are pleased to receive applications from talented and adaptable practitioners from different types of school.

**Eastbury Community School**

The school is a large, well-ordered and diverse community, which enjoys an excellent local and national reputation. We strive to be at the forefront of educational improvement and we have been featured in the Independent on Sunday [www.independent.co.uk](http://www.independent.co.uk/news/education/education-news/eastbury-community-school-in-east-london-officially-designated-the-kindest-school-in-the-uk-a6816731.html) Our success is founded on the traditional values of academic excellence, self-discipline, responsibility and respect for others.

ECS is a caring and kind school that gets the very best for and from its children. A friendly, supportive, diverse and welcoming environment nurtures local children from varied and sometimes challenging backgrounds to achieve their full potential academically and socially. We are especially proud of the fact that we won the Kindest School in the UK in 2015.

We need someone who will not only bring best practice and knowledge to the school but also passion, energy and resilience to lead the MFL department, whilst still maintaining the friendly and family school ethos that has continued as the school has expanded over the last few years.

**Developing as a Leader at Eastbury Community School**

We feel we are the ideal place to gain the valuable experience needed to develop your leadership career in Secondary Education. Many of our staff gain promotion both internally and externally, which reflects the high expectations we have of all our staff, and the excellent standard of support that is offered to all. Eastbury Community School always seek to employ talented and inspirational individuals who will ensure the highest standards of academic achievement and pastoral care for all our pupils. In return, we provide a rich experience and the professional development needed for further promotions.

Key initial responsibilities are outlined in the job description.

**The MFL department**

The MFL department consists of 5 members of staff. The main language taught is French, however, Spanish has been reintroduced more recently and we look forward to teaching our first GCSE cohorts in September 2022. GCSE outcomes are consistently strong and above national average, in the last formally examined year in 2019, 80% of our pupils achieved a Grade 5 or higher in GCSE French. Since September 2016, we have been the lead school in our sixth form Consortium to run a KS5 French course.

We pride ourselves on ensuring languages can be accessible and enjoyable for all. In the last four years, uptake has improved enormously, thanks to the dedication of the MFL team, and we regularly have GCSE French, A Level French and now GCSE Spanish classes within the department.

We believe in reducing workload as much as possible, yet, still having the very highest expectations of our MFL pupils. There is no written homework in KS3, instead, pupils are set centrally-created vocabulary learning homework lists and self-quizzes take place in class. MFL teachers are encouraged to be creative, and we regularly use research in our department CPD time to discuss strategies and MFL-specific pedagogies.

**Key Priorities for this role and the school over the next 12-24 months**

* Leadership and support of MFL teachers in Years 7 to 13, establishing good relationships and encouraging effective collaborative working practices.
* Encouraging more pupils to opt for MFL at both GCSE and A Level.
* Further development of Teaching, Learning and Assessment in MFL
* Review and Development of the MFL Curriculum in the light of new specifications and as part of a coherent 3-19 Curriculum.
* Focus all staff on ensuring all pupils continue to make good progress.
* Make a significant contribution to ECS on its journey to outstanding.

**Successful leaders at Eastbury Community are:**

* Driven and passionate about both academic success and personal development and well-being, and therefore able to make a real difference to the life chances of our pupils.
* Exceptionally talented teachers and leaders with proven track records of success.
* Able to contribute to the development of our vision and have the drive and perseverance to deliver it.
* Team players who are highly organised, yet flexible, with excellent interpersonal and communication skills, who are visible and remain calm under pressure.
* Able to motivate and inspire teams of dedicated professionals and happy learners, and use a common-sense approach to implementing current educational developments and statutory obligations.
* Able to evaluate and report data effectively
* Resilient, ambitious and dynamic with aspirations for Headship

Highly ambitious leadership at all levels at Eastbury has become more established and effective, providing both support and rigorous challenge to all, in recent years. Leadership success at Eastbury has been brought about by a relentless focus on Teaching, Learning & Assessment and distributing leadership across the school. This is underpinned by improving quality assurance systems for key tasks, line and performance management and the meeting structure is driving up standards. Governors provide support and challenge, and ensure the school fulfills its statutory responsibilities. Together, leaders, managers and the governing body have an accurate understanding of our strengths and weaknesses, and use this picture to produce effective action plans. In short, this concerted action by all working as a team has had impact with both provision and achievement improving.

**Becoming a valuable part of our team**

All members of the team are expected to be visible and have a strong presence around the school. All actively contribute to strategic leadership and the smooth day-to-day running of the school, ensuring:

* A positive ethos in the school continues to flourish, through the writing and implementation of the school development plan to enable further improvement in student learning and achievement.
* Appropriate policies, procedures and processes are further developed to secure a staff and student ‘learning culture’, keeping the curriculum, teaching, assessment and reporting under continuous review.
* Appraisal (Performance Management) and Quality Assurance procedures are used to secure improved learning and development for the school community.
* Efficient and effective use is made of staff, accommodation and resources to provide good value for money.
* Effective collaboration with primary and secondary schools, the local community and its agencies ensuring children and young people, aspire, learn, achieve and thrive.

**Become a part of London’s Growth Opportunity – Barking and Dagenham**

Barking and Dagenham is an excellent Borough to work for, committed to raising attainment and developing its staff. Full Inner London Weighting is paid and we encourage all staff to develop their careers by providing excellent Continuing Professional Development opportunities. In addition, the Borough can offer support in providing quality affordable housing for rent (<https://www.affordablelettings.london/>).

Our aim is to create a genuine learning community in which all pupils are challenged and stimulated, cared for and supported. If you are an enthusiastic and dedicated professional who shares this commitment and are inspired to apply for the post, we would be pleased to receive your application.

**Why do parents and carers choose Eastbury?**

Many parents choose Eastbury because they feel that each child in our care is offered a broad and balanced curriculum and can be assured of support and encouragement to attain their full potential. We see our school as a family: caring, supportive and well-ordered, with a commitment to everyone achieving their best. We challenge our pupils to achieve ambitious goals and to never settle for second best.

**If you feel you could contribute to this ethos and enhance it further, please apply.**

A person specification and job description are provided for the role, however full responsibilities will be negotiated on appointment to reflect the qualities, strengths and career aspirations of the successful candidate.

We invite you to visit our website www.eastburyschool.co.uk to find out more detailed information about our school.

The school is located within easy walking distance of Barking tube and mainline station and has good links to the A13, A127, A406 and M11.

**We very much look forward to meeting you.**

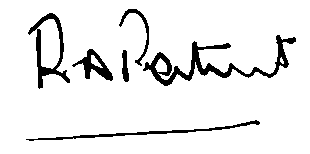
Our children, staff and governors look forward to meeting you so please come and visit us so that we can tell you more about the school and show you around the new buildings.

For a confidential conversation with the Deputy Headteacher and line manager of MFL, Jeff Goy, and Executive Headteacher Sharon Collins, regarding this key role and the application process, please contact the school PA, Karen Dunnell on 0208 507 4518. You will be able to find out why our mission statement “Getting the best from and for all our learners” is fast becoming a reality.

**We look forward to receiving your application.**

Please complete the relevant documentation clearly indicating how your knowledge, skills and recent experience with clear examples of impact (in the past two years) make you an ideal candidate to be a successful leader at Eastbury.

Yours sincerely





**SHARON GLADMAN ROY PATIENT**

**Executive Headteacher Chair of Governors**

**Job Description**

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| --- | --- |
| **Role** | **Head of Modern Foreign Languages (MPS/UPS + TLR 1A (Inner London)** |
| **Context** | * Eastbury Community School (ECS) is an All-through school for pupils aged 3 -19 in the London Borough of Barking & Dagenham (LBBD). * Heads of Department play a key role in the strategic development of the school and have operational responsibilities for the smooth day-to-day running of the school under the direction of their line manager (Deputy Headteacher / Assistant Head teacher). * The Head of Modern Foreign Languages will be the leading professional and accountable for ensuring that all pupils have access to the MFL curriculum and achieve the highest standards, in line with the ethos of Eastbury Community School (ECS). * The role provides many responsibilities, accountabilities, and expectations, thereby providing excellent experience and development in preparation for further promotion to senior leadership roles. |
| **Job Purpose** | * 1. To act as a key member of the Middle Leadership Team supporting the Senior Leadership Team (SLT) in inspiring and empowering others, whilst maintaining a high standard of personal integrity and professional conduct.   2. To provide strategic leadership which secures success and continuous improvement for MFL, ensuring high quality education for all secondary pupils and the highest standards of learning and achievement in accordance with statutory requirements.   3. To be the lead professional for the development of the MFL Curriculum ensuring full coherence with the Primary curriculum   4. To make a significant contribution to the development and implementation of the Eastbury vision and ethos.   5. To make a significant contribution to raising standards of pupil attainment and achievement.   6. To support the SLT in the smooth running of the school on a daily basis, being visible and having a strong presence around the school supporting both students and staff.   7. To make a significant contribution to running the school efficiently, effectively and in compliance with statutory and regulatory frameworks (establishing, developing and ensuring implementation of delegated policies through which our aims and objectives will be achieved) |
| **Accountable to:** | Deputy Head / Assistant Head of Secondary Phase – line manager |
| **Responsible for:** | Supervision of staff as directed by line manager |
| **Accountabilities** | 1. **Policy/Strategic direction and Curriculum development**     1. Assist the SLT in translating the whole school vision into agreed objectives within the MFL curriculum (to include the formulation and implementation of the MFL Development Plan).    2. Development of the Key Stage 3,4 & 5 Curriculum which will meet statutory obligations and be coherent with the overall 3-19 Curriculum.    3. Assist the SLT in maintaining a regular review of the MFL Curriculum (to ensure coherence and progression) and other school policies and action plans to ensure that policy and planning take account of ECS’ developing needs and are appropriate to the full range of pupils’ needs. 2. **Teaching, Learning and Assessment**     1. Model excellent practice in the classroom (with a teaching commitment of approximately 75%)    2. Be the lead professional in establishing creative and effective approaches to teaching, learning and assessment.    3. Be the lead professional for MFL Curriculum development (KS3,4 & 5), to ensure that all pupils have access to an exciting, innovative and relevant age / stage curriculum.    4. Be instrumental in developing and raising/maintaining high standards for all pupils in MFL.    5. Take a lead role in the monitoring of teaching, learning and assessment, giving feedback and subsequent follow up, as required    6. Ensure that MFL staff are kept abreast of curriculum developments, including Whole school 3-19, Local National initiatives and relevant developments.    7. Undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher as outlined in the STPC (approximately 75%) 3. **Ensuring pupil progress**     1. Support the SLT in demanding ambitious standards and progress for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes in MFL.    2. Contribute to establishing, implementing and maintaining rigorous and transparent systems for the assessment of pupils and tracking their progress.    3. Ensure all statutory requirements for assessment in the MFL are met.    4. Hold staff line managed to account for their professional conduct and practice. 4. **Leadership and Management of self and others**     1. Assist the SLT in the daily operational management of ECS Secondary building.    2. Manage the day-to-day academic roles of colleagues e.g. Key Stage co-ordinators, subject co-ordinators, as required in the overall ECS structure.    3. Take a lead role in staff performance review and professional development which deliver intended and agreed outcomes.    4. Help maintain a culture of collaboration and high expectation.    5. Assist in the selection process of new staff for to ensure that high standards of teaching and learning are maintained. 5. **Training & development of self and others**     1. Maintain a culture of high expectations for self and others.    2. As a lead professional, regularly review own practice, set personal objectives and take responsibility for own continuous professional development.    3. Assist the SLT in identifying individual staff and MFL training needs, including induction of NQTs, and arranging for them to be met. 6. **Communications, Marketing and External Links**     1. Take a lead role in supporting the MFL ’s marketing strategies to ensure its attractiveness in the wider school population and secure optimum pupil numbers.    2. Assist the SLT to develop amongst staff an outward perspective and personal commitment to promotion of ECS local and nationally.    3. Support effective communication links between staff, parents / carers, pupils and the wider community. 7. **Management of resources**     1. Contribute to the preparation of the Secondary Phase timetable in order to ensure efficient use of human resources.    2. Assist the SLT in identifying future resourcing needs and aspirations for the MFL department for consideration in ECS budget planning process. 8. **Supporting the work of ECS in the community**   Develop strong, positive relationships with ECS colleagues in both the primary and secondary phases, contribute to collaborative work across LBBD Schools and support other staff in participating in ECS work in order to share best practice. |
| **General requirements** | All school staff are expected to:   1. Engage actively in the performance review / Appraisal process. 2. Adhere and contribute to the development of and actively promote ECS policies. 3. Undertake other reasonable duties related to the job purpose required from time to time.   Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.  Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description  Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.  The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. |
| **Review and Amendment** | This job description should be seen as enabling rather than restrictive and will be subject to regular review. |

Headteacher: …………………………………………………

Teacher: ………………………………………………………

Date issued: ………………………………………………….

**Person Specification**

**Head of MFL TLR 1A/1B (Secondary Phase)**

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| **We are seeking to appoint a colleague who:** | **Assessment:**  **A = Application**  **IT = Interview task**  **I = Interview**  **R = Reference** |
| 1. Is a highly successful classroom practitioner, with an excellent knowledge and understanding of outstanding teaching, learning and assessment strategies across the age and ability range in Modern Foreign Languages, who can inspire others to achieve the same high standards and lead by example. 2. Has experience of writing effective schemes of work and contributing to the writing of development plans, (which support both raising pupil achievement and staff development). 3. Has a clear vision for, and understanding of, MFL education in a diverse inner city school; with the drive and perseverance to continue to improve standards across the whole department. 4. Has the potential to become a successful middle leader in ECS 5. Has a collegiate approach and can both work in a team and lead teams, acting as a positive role model who promotes productive relationships with all stakeholders and engenders team spirit. 6. Has excellent interpersonal and communication (written and oral) skills with an ability to present to a variety of audiences within and beyond the school 7. Has the potential to develop Appraisal / Performance Management skills; recognising and valuing high performance and successfully tackling underperformance 8. Has high expectations of pupils’ behaviour and can support colleagues to establish the same high standards of discipline 9. Has the ability / potential to evaluate and report data effectively and to use it to both support and challenge teachers at all levels 10. Has a good working knowledge of safeguarding procedures 11. Has the ambition, ability and desire to seek further promotion 12. Has optimism and resilience appropriate to the demands of the role with a good sense of humour | * + - 1. **A,IT,I,R**       2. **A,I,R**       3. **A,I,R**       4. **A,I,R**       5. **IT,I,R**       6. **IT,R**       7. **I,R**       8. **A,IT,I,R**       9. **A,I,R**       10. **A,I,R**       11. **A,I,R**       12. **A,I,R** |