



The Axholme Academy
Recruitment pack
Head of MFL
September 2024

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Welcome from the Principal



Welcome to The Axholme Academy

Our mission is to provide the highest standards of all round education for every student so that students at The Axholme Academy go 'Beyond Expectations'.

We focus on our students being Able and Ready to Learn and thus be highly successful and independent. At The Axholme Academy we believe that every student really does matter and every student really can achieve. No student at The Axholme Academy is seen as a statistic or can be 'lost amongst the crowd' - each student is most definitely known and valued as an individual. The Axholme Academy will provide exactly the type of education and opportunities for your son or daughter to flourish and be successful in life.

Our students are simply fantastic - they are ambitious, independent, thoughtful and responsible. The Axholme Academy has an extremely dedicated, talented and conscientious team of staff who work together to provide a high standard of teaching, excellent pastoral care and professional support services.

Success at The Axholme Academy is achieved through the energy and commitment of students and staff working closely together and also through strong relationships with parents and carers. We match the curriculum studied closely with the talents, abilities and ambitions of our students so that individual excellence will be achieved.

Principal – Mr D Keogh
An 11-16 Academy
NOR: 537

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Recruitment Process Details Head of MFL

We are seeking to appoint a well-qualified, dynamic, innovative and committed specialist in Modern Foreign Languages who is passionate about their subject. We want to see our students develop a real appreciation of Languages. The Languages currently delivered are French and Spanish. However, the new Head of MFL would have vital input into deciding the most appropriate curriculum offer for our students..

We are delighted to be recruiting for the role of Head of MFL to lead the subject into the next stage of its delivery of a great quality of education. The Axholme Academy is committed to providing our students with a broad curriculum throughout their learning journey.

We teach an ambitious and rigorous curriculum with a clear focus on supporting all students to achieve positive outcomes and go 'Beyond Expectations'. You will work with the staff within the MFL department, the Senior Leadership team and the wider Academy team to continually drive standards across the department.

We'd like to hear from candidates who are:

- To provide professional leadership and management for the MFL Department to secure high quality teaching, positive outcomes for students and effective use of resources
- To work towards the Academy vision
- Passionate about making a real difference to the lives of children
- Well organised and motivated to support students of all abilities and needs
- Energetic and have a can-do attitude
- Committed to safeguarding and the well-being of everyone at the school
- Maintain high standards of consistency and accuracy

The post is suitable for both experienced leaders and those for whom this would be their first leadership role. What is important to us is that we appoint someone who is totally committed to the post and can demonstrate the ability to consistently deliver quality leadership and first class Teaching and Learning across the 11-16 age range. We need someone who will work effectively and enthusiastically as our Head of MFL and with other colleagues to continue moving the department forward and raising the profile of MFL throughout the Academy and beyond.

In return, we can offer:

- A positive and supportive working environment focused on student progress and achievement with a relentless focus on going 'Beyond Expectations'.
- An exciting opportunity to join an academy with a fantastic cohort of students and a highly supportive staff and leadership team.

- Training and CPD opportunities.

The Axholme Academy is an ambitious, forward thinking and friendly Academy serving the market town of Crowle and surrounding villages. We are increasingly becoming the first choice school for parents in the local area, not just those in our traditional catchment area of the market town of Crowle and surrounding villages but also those traditionally catered for by different local authorities.

In March 2023 Ofsted confirmed that The Axholme Academy continues to provide a good education for students. Please find the report attached [HERE](#).

The Academy is a founder member of The Northern Lincolnshire Education Consortium Ltd. These links will provide the successful candidates with opportunities for excellent professional development and establish high impact partnerships across the region.

In order to make an application please visit the vacancies section on our website www.theaxholmeacademy.com where you will also find further information about the Academy. Applications should be e-mailed to hr@theaxholmeacademy.com

Visits and informal discussions with the Principal and/or Vice Principal are very welcome; please call or e-mail the Academy to arrange.

If this post attracts sufficient interest before the closing date, we may decide to close this vacancy at an earlier date, so an early application is advised.

The Axholme Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Any offer of employment to this post will be subject to receipt of a satisfactory Enhanced Disclosure from the Disclosure and Barring Service.

Start Date: January 2025

Closing Date: Friday 11th October, 12pm Midday

Shortlisting : TBC

Interviews: TBC

Job Description

Job Title: Head of Modern Foreign Languages

Remuneration: MPS/UPS + TLR 2b

Reporting to: Assistant Principal (Teaching and Learning), Principal

Accountabilities: To SLT Link, Principal

Core Role/Activity

1. To be a leader and teacher at the Axholme Academy
2. To work to the best of ability at all times
3. To work towards the Academy vision, ethos and values
4. To lead and develop the Languages department to secure high quality teaching, positive outcomes for students and effective use of resources
5. To provide professional leadership and management for the Languages department
6. To be employed as a teacher as stated in the teachers' pay and conditions document.
7. Be aware of and observe all policies, procedures, working practices and regulations relating to Safeguarding, Child Protection, Equal Opportunities, Health and Safety, Confidentiality and Data Protection reporting any concerns to an appropriate person.
8. To uphold our commitment to safeguarding and to promote the wellbeing of children.
9. To contribute to a culture of continuous improvement.
10. To comply with all reasonable management requests.

Core Responsibilities

1. Ensuring the quality of teaching and delivery of lessons across the department is consistently highly effective.
2. Identifying best practice and ensuring that this is shared across the team.
3. Identifying underperformance and intervening early with colleagues who need support.
4. To strive to maximise progress and raise achievement for every individual
5. The implementation of all Academy policies within the department.
6. Sharing strategic leadership with other middle and senior leaders and attending and participating positively in relevant meetings and discussions.
7. To provide the best possible teaching and learning experience for the individual needs and abilities of the target audience within the resources available
8. To be punctual for lessons
9. To implement all Academy policies
10. Ensuring that monitoring and evaluation is effective in terms of staff performance, academic standards and the personal development and wellbeing of the students.
11. Ensuring that all students make the best possible progress from their starting points and that any differences in performance are identified early and actions are taken to reduce them rapidly.
12. Reviewing performance critically and constructively post results and at each data point so that effective development strategies are implemented rapidly.

13. Working closely with the Senior Leader responsible for the line management of the subject to ensure that students are supported, intervened with and challenged in an effective and timely way
14. Interrogate data effectively in order to guide the strategic direction of the department.
15. To maintain a lively and pleasant learning environment
16. To mark students' work and provide feedback regularly in line with the Academy Assessment policy
17. To assess the individual students' level of achievement regularly
18. To ensure that the needs of students' on the Academy SEN register are known and that appropriate strategies are planned to ensure that these needs are met
19. To set meaningful independent learning tasks according to the homework timetable that develop and enhance learning
20. To manage the pace of students' learning to enable students' to complete the requirements of the course, specification and national curriculum within the time allowed in line with the long, medium and short term plans
21. To manage the behaviour of students' in the classroom in accordance with the Academy behaviour management policy
22. To set high expectations for appearance, manners, behaviour and achievement in all lessons
23. To implement the Academy's' rewards and sanction policy fairly and consistently

The Head of Department will be accountable for:

1. The standards reached by all students including the disadvantaged, those with special needs and the more able in the subjects within the department throughout each key stage.
2. The reduction and/or removal of any differences in performance of groups of students.
3. The standard of teaching, learning and assessment in the department. Head of Department Job Description
4. The development of a positive and aspirational team which contributes positively to the culture and ethos of the whole Academy.
5. The consistent implementation of Academy policy in the department.
6. The effective use of resources (including staff time).

Development

1. To provide strategic direction and leadership in Modern Foreign Languages through developing and implementing policies which will result in high rates of progress, achievement and effective teaching and learning.
2. To lead the department/subject team to develop appropriate and effective assessments
3. To identify INSET and developmental needs as part of the performance management process

Quality Assurance

1. To ensure that the work produced by students across the department is of the highest possible quality for them as individuals.

2. To keep a portfolio of evidence of students' work as required by the National Curriculum or Examination specification

Meeting Attendance

1. Subject meetings
2. Full staff meetings
3. Tutor Meetings
4. Other Meetings in Line with Directed Time requirements

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

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. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal.

Person Specification

Head of MFL

ATTRIBUTES	REQUIREMENTS	
	<i>Essential</i>	<i>Desirable</i>
Qualifications and Training	<ul style="list-style-type: none"> • QTS • Relevant degree 	<ul style="list-style-type: none"> • Honours degree 2-1 or 1st • Safeguarding training
Experience & Skills	<ul style="list-style-type: none"> • Ability to teach Spanish to Key Stage 4 • Ability to teach French to Key Stage 3 • Experience of Key Stage 3 and 4 curriculum • Up to date subject and assessment knowledge • Good communication skills • Good ICT skills • Good literacy and numeracy skills 	<ul style="list-style-type: none"> • Effectively undertaken tutor/mentor responsibilities • Evidence of improved student outcomes
Professional Development	<ul style="list-style-type: none"> • Evidence of a commitment to continuing professional development 	<ul style="list-style-type: none"> • Evidence of recent professional development in Languages and teaching and learning
Specific Knowledge	<ul style="list-style-type: none"> • A teacher with the ability to deliver high quality Language lessons up to GCSE level • The ability to inspire, engage, challenge and assess young people • Awareness of the importance of safeguarding young people in the school context 	
Key Skills	<ul style="list-style-type: none"> • Ability to establish effective working relationships with individuals, groups and organisations • Ability to work effectively as an individual and as part of a team • Highly effective administration and time management skills • An understanding of the use of assessment to inform planning • The ability to innovate and think creatively • Ability to analyse data/information to individual student level in order to maximise achievement and make judgements based on set criteria and plan for intervention 	

Personal Attributes	<ul style="list-style-type: none">● Vision, innovation, creativity, optimism● Adaptability and resilience● Dynamism and commitment● Excellent punctuality and attendance● Ability to prioritise and plan effectively to raise standards● A willingness to be involved in the development of the Languages department● An enthusiasm for contributing to the wider life of the academy	
Equal Opportunities	<ul style="list-style-type: none">● Commitment to equal opportunities and equal value for students● Must be able to recognise discrimination in its many forms and willing to put the academy's Equality Policies into practice	

The Axholme Academy Vision and Mission:

At The Axholme Academy we aim to achieve excellence in all aspects of school life through high quality teaching and learning, a creative and challenging curriculum, and an ethos of support, in order to develop independent learners who are well prepared for the next stage of their lives.

'Every learner is ready and able to go beyond expectations.'

We achieve our vision through quality first teaching and a 5 year learning journey which enables every learner to be :

- Confident
- Ambitious
- Independent
- Resilient
- Responsible
- Aware
- Thoughtful
- Involved
- Reflective

We provide opportunities for every learner to achieve their best possible outcomes, make a positive contribution and be prepared for their future learning and life.

To achieve our vision we will:

- All share a relentless drive to improve the academy
- Have the highest expectations of all students and staff
- Ensure all students have high aspirations
- Recognise and reward success
- Deliver consistently high quality lessons which enable students to learn well
- Develop independent learning, communication, literacy and numeracy skills across all subject areas
- Provide a creative and challenging curriculum which is personalised to meet the needs of all students
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development
- Provide excellent information, advice and guidance to fully prepare students for their future education, employment and training

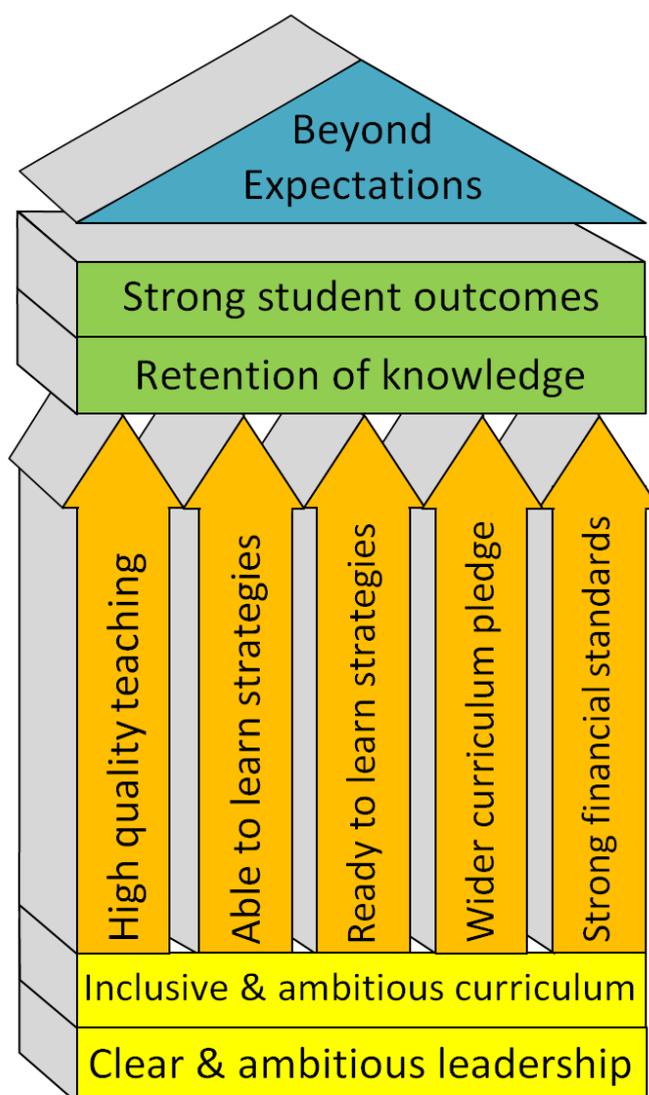
- Work with parents, carers, other schools and the wider community to provide the best opportunities for all students

Strategic Planning

Improvement Priorities 2023/24

Enable students to retain knowledge, make at least good progress in all subjects and gain the qualifications and cultural capital to succeed in life by:

- Embedding an ambitious, broad, well sequenced and structured curriculum
- Further improving the quality of teaching through the consistent use of high impact evidence based approaches
- Further improving students' readiness and ability to learn



Staffing

Senior Leadership Team		
Principal	Damien Keogh	
Vice-Principal	Ben Creasy	
Assistant Principals	Liane Cooke Kate Causier	
Business Leader	Sophie Leggott	
Teaching and Educational Support Staff		
Subject	Subject Leader	Teacher
Mathematics	Dawn Robinson	Anna Brown Brett Pendrey Lisa Woodhall Stephen Whitter
English	Cat Mann	Peter Kench Jane Laird Rachel Wharton Kerrie Grantham
Science & ICT	Marie Miriello	Zoe Hall Mick Liddle Anne-Marie Pendrey Brett Pendrey Ben Creasy (Computer Science) Charmaine Stones (ICT)
Humanities	Natalie Henderson	Cheryl Carter (Geography) John Hardy (History) Richard Thorpe (History) Dan Wayte (Religious Ed)
Creative Arts	Hayley Childs	Fiona Bishop (Music)
MFL		Kristen Patrick
Technology		Liane Kinroy (Textiles) Anne-Marie Pendrey (Food)

Physical Education	Lee Mason	Emma Winder Leah Underwood Julie Harrison	
Teacher	Emma Leigh	Complementary Studies	Emma Winder
Vocational Lead	Lee Mason	Careers	Fiona Bishop

Pastoral Staff/SEND/Support Staff

DDSL	Doreen Millward	Ready to Learn Leader	Ami Burton
KS3 Ready to Learn Manager	Samantha Ackroyd	KS4 Ready to Learn Manager	Danielle Shipman
KS3 Able to Learn Leader	Dan Wayte	KS4 Able to Learn Leader	Cheryl Carter
SENDCO	Julie Harrison	Deputy SENDCO	Emma Leigh
HLTA	Louise Payne	Cover Supervisor	John Hardy
Teaching Assistant	Steph Parkinson Diane Nunns	Hayley Coel Alex Finnegan	Dan Leggott Dylan White Amy Ross

Administrative and Support Staff

Finance/HR Officer	Amanda Audifferen	Site Supervisor/ DT Technician	Darren Hague
Data Manager	Nicky Sample	Administrative Officer	Kelly Boyd
Attendance Officer	Laura Flanagan	Administrative Assistant	Jo McBride
Exams Officer	Stacey Haith	Finance/HR Assistant	Rebecca Crow

Administrative Assistant (SEN)	Janet Kaye	Communications & Events Officer	Ashlee Do Couto
Site Assistant	Mick Rudkin	Network Manager	Alberto Legido
Science Technician	Teresa Turner	Technology Technician	Kerry McVeigh

Teaching and Learning



T&L Policies/Procedures

The Axholme Academy provides Quality First Teaching to ensure our students are **Able to Learn**. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered
- Students think hard about their learning within and beyond the classroom
- Students are Ready to Learn

Approach

Our evidence based Able to Learn Lesson Cycle (appendix 1) ensures that lessons are well structured to ensure that concepts and processes are introduced, understood and embedded.

Our **6Rs Independent Learning** Framework develops students lifelong learning skills and consists of:

1. REVIEW what has been learned to identify gaps
2. RESTRUCTURE information by producing revision materials
3. RETRIEVE information from memory by self-quizzing
4. REVISIT learning that hasn't been retained over time
5. REPEAT steps 2 and 3 until learning has been retained
6. REFLECT on how effectively you are using these independent learning activities

Curriculum

Our Curriculum Intent

At The Axholme Academy, our '5 Year Learning Journey' is designed to ensure that every learner is ready and able to go beyond expectations. This vision underpins three pillars upon which our curriculum is constructed, these are:

Pillar 1: Ready to Learn (RtL)

The Axholme Academy has Disruption Free lessons and our students are Ready to Learn. Our classrooms are spaces where learning can always take place because our approach is binary - students are either Ready to Learn or they are not. Three universal principles underpin our approach:

- Every student has the right to learn without disruption.
- Every teacher has the right to teach without disruption.
- Students are either Ready to Learn or they are not.

Our Ready to Learn strategies maximise the amount of curriculum time available for teachers to teach and for students to learn.

Pillar 2: Able to Learn (AtL)

The Axholme Academy provides Quality First Teaching to ensure our students are Able to Learn. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered.
- Students think hard about their learning within and beyond the classroom.
- Students are Ready to Learn.

All lessons are designed using our 'AtL Lesson Cycle'. This structure ensures that learning is introduced in small chunks, modelled using worked examples, scaffolded to develop confidence and practised to develop independence. Our approach to lesson planning and delivery has been informed by Rosenshine's Principles of Instruction, an evidence based approach proven to help students know more and be able to do more.

Pillar 3: Wider Curriculum Pledge:

Our wider curriculum provides all students with a range of experiences to equip them with the knowledge and cultural capital they need to succeed in life. Our pledge encourages students to be: Ambitious, Aware, Involved, Responsible and Thoughtful.

Workload and Wellbeing



The biggest asset The Axholme Academy has is its staff; the biggest asset they have is their health and wellbeing. We aim to identify ways in which we can work together to make sure our school is a safe, caring and happy place to work which enhances individual wellbeing, through personal fulfilment and professional identity.

We believe that this will in turn benefit our students and our community. We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives. Our approach to supporting staff wellbeing is detailed in our staff wellbeing policy.

At The Axholme Academy we aim to promote a healthy work-life balance for all staff, where hard work and dedication, as well as the challenges of working in the context of a one form entry school, are recognised.

We aim to do this by:

- Producing calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload.

- Investing in staff CPD, including professional and academic qualifications, such as NPQML, NPQSL or Masters courses.
- Reducing workload:
 - No expectation to mark every piece of learning or write extensive comments.
 - No formal lesson observations
 - No grading of lessons
- Engaging staff in annual wellbeing questionnaires to listen to and identify their needs.
- Enforcing the rule that no emails should be sent out before 08:00, after 18:00 or at the weekends.
- There is no expectation for staff to respond to emails or carry out work outside of typical school working hours (08:00 - 18:00).
- Offering easy access to occupational health/professional mental health support and employee assistance where necessary.
- Offering staff meeting time to complete specific tasks, such as medium term planning, action planning and theme week planning