



Armthorpe
Academy

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Head of MFL



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Head of MFL at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton
Chief Executive of Consilium Academies.

Welcome from the Headteacher

Dear Candidate,

Thank you for your interest in working at Armthorpe Academy. Do you thrive working as part of a team to achieve a common goal? Are you a leader and a learner? Are you hardworking, passionate, and committed to ensuring all our students maximise their potential? If so, then we would love to hear from you!

We are proud to be a member of Consilium MAT, a trust that prides itself on partnership, opportunity and integrity. We will always put students at the centre of everything we do; inclusion is imperative to us. At Armthorpe, every learner is an individual with a distinctive personality and characteristics. We focus on the whole person, a sense of togetherness and empowering everyone as a leader and learner. We place great value on preparing our students to thrive in 21st century Britain; together we need to ensure our learners are equipped emotionally, socially, and academically to excel through their journey at Armthorpe and beyond.

Staff well-being is very important to us. Happy contented staff leads to a happy and productive school. We strive to create a climate where staff are trained well enough so they could leave, but valued and treated well enough, so they do not want to leave.

This post presents a rare opportunity to join our truly unique school family. I am confident there has never been a better time to work with our community. Applications are welcome from candidates who:

- Are passionate about teaching and learning.
- Have an interest in developing the 'whole' child.
- Are highly effective practitioners.
- Have energy, enthusiasm and enjoy working both independently and collaboratively.
- Are committed to their own professional development and that of others.

In return, we can offer you:

- A committed and supportive leadership team.
- High quality in-house bespoke CPD and collaboration as part of Consilium trust.
- A dedicated and friendly staff body.
- The opportunity to work with our amazing students.

Thank you for your expression of interest thus far. I would encourage you to read the recruitment information and visit the academy to see us in 'action', with confidence that you will receive a warm welcome from our staff and students. If you are as excited about this opportunity and our journey ahead as we are, then we look forward to hearing from you.

Kind regards

Claire Robbins
Headteacher



About the Academy

Armthorpe Academy is an 11-16 school located in the town of Doncaster, South Yorkshire. The learning our children experience is a broad and balanced diet that provides intellectual, moral, creative and emotional stimulation. It is an exciting time to be part of our academy, as with the support of Consilium, we are constantly working to develop and evolve our curriculum and pedagogy to ensure all students can flourish. This means not only striving to fulfil the academic potential of all our learners, but also teaching our young people how to care for themselves mentally and physically, as well as facilitating opportunities for them to enjoy and live life to the full beyond the taught curriculum.

It seems simple and obvious, but there is nothing more important than the quality of teaching and learning in our classrooms – every minute, every lesson, every day. Staff are learners too. We place significant emphasis on staff development and collaborative partnerships to ensure what goes on in and beyond our classrooms is as good as it can be.

The Armthorpe values permeate all aspects of school life. We are building a culture where we expect everyone in the Armthorpe family to be a leader and a learner. Our ethos is built on the strapline, **Inside Everyone There is a Rainbow Waiting to Shine**. A rainbow is a wonderful sight; a symbol of hope, inspiration, vibrance and dreams coming true. A rainbow only appears however after a storm reminding us that anything magnificent often requires a battle, struggle, resilience and patience. Weathering the storm is a part of life. As such, our values embody characteristics we would want to foster in our own children:

Respect #Communicate with Kindness	At the start of our rainbow because manners and kindness cost nothing but mean so much.
Responsibility #Make Positive Choices	Life is all about choices. It is never too late to make a positive choice; you don't find a rainbow looking down.
Resilience #Never Give Up	In the middle of our rainbow because resilience is a skill not an ability. It can be learnt. It is an invaluable life skill.
Pride #The Best of Me	Nothing replaces hard work, but pride features at this point in our rainbow as it requires the 3 Rs before it, then some inner drive.
Ambition #Dream Big	Ambition is at the end of our rainbow because dreams will come true but only if all our other values are engrained and embed.

In January 2019, we were judged by Ofsted to be 'Good' in every category which is testament to the hard work and dedication of the staff and students. As Armthorpe grows and develops as part of the Trust, this new appointment will play an integral part in shaping the future of the school.

About the Trust

The Consilium Mission

"Enriching Lives, Inspiring Ambitions"

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants

- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations



Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.

Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.

Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff, and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.



About the Role

Job Title: Head of MFL

Start date: 1st May 2022

Hours: Full time

Contract: Permanent

Salary: MPS/UPS + TLR 2b

Are you passionate about MFL and determined to make a real difference? We are looking to recruit an inspirational leader to motivate staff and students and deliver an outstanding educational experience.

We are looking for an outstanding teacher of MFL who is ambitious and wants to further their career. Candidates will have the drive and motivation to continually improve the department, whilst understanding the importance of developing a positive culture. You will need to have a proven track record in achieving excellent results and a deep understanding of the current educational landscape.

We are looking for:

- A charismatic individual who can influence staff at department level, leading a team of highly talented and hardworking teachers.
- An inclusive individual, with high expectations of their students, who is committed to maximising rates of progress and has innovative curriculum ideas to support all pupils
- Someone with a sense of humour, who understands the importance of developing a positive culture in our organisation and is totally committed to the concept of distributed leadership

If you feel you share our values, have the vision and drive for excellence and want to be part of an enthusiastic and dedicated team, committed to ensuring that students fulfil their potential, then we would like to hear from you.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Dawn Mckinna at ARM-HR@consilium-at.com

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is Friday 4th February 2022 at 9am.

Interviews will take place on Tuesday 22nd February 2022.

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.



Job Description

Job Title:	Head of MFL
Reports to:	Leadership Team
Based at:	Armthorpe Academy
Grade:	MPS/UPS + TLR 2b

Main purpose of the Role

The assurance of high standards of teaching, learning and attainment within the curriculum area.

Core Responsibilities & Tasks

Statement of general duties

- To carry out the duties of a teacher in accordance with the provisions of the current School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and in the school documents entitled "Role of Teacher" and "Conditions of Service".
- To carry out such duties within the framework of the Academy's agreed aims, objectives and policies.

Additional responsibilities

- To be accountable for leading, managing and developing the curriculum area.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the curriculum area in accordance with the aims of the Academy.
- To be accountable for pupil progress and development within the curriculum area.
- To raise standards of pupil attainment and achievement within the whole curriculum area and to monitor and support pupil progress.
- To develop and enhance the teaching practice of others.
- To effectively manage and deploy teaching/support staff, financial and physical resources within the curriculum area.

Knowledge and Understanding

- Demonstrate that they have a thorough and up-to-date knowledge of their subject.
- In conjunction with their line manager, take responsibility for personal professional development.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.

General Leadership and Management

- Promote the academy's ethos and culture amongst their department, the wider school and the public.
- Set the agenda for department meetings, which should include time for the development of staff.
- Monitor staff, both informally and formally, to inform the academy's appraisal process.
- To produce, monitor and evaluate the departmental SEF and to create departmental improvement plans as appropriate.
- Devise, implement and monitor a strategic plan for the continuous improvement of the department.
- As part of the middle leadership team of the school, make and implement strategic improvements as required.

- Ensure that examination administration is carried out and that all students are prepared for external and internal exams.
- Organise a framework for administrative tasks. This includes both day to day administrative tasks (signing reports, checking absences) and subject specific tasks (preparation for exams, resource management, quality assurance).
- Coordinate events such as Parents' Evening, Open Evenings and Exhibitions.
- Have an involvement in policy development and decision making across the school through Academic Board and SLT Link meetings.
- To manage the available resources (for example space, staff, money and equipment) efficiently and keep appropriate records.
- To work with SLT in order to ensure that the curriculum area's teaching commitments are effectively and efficiently time-tabled and roomed.
- To maintain accreditation with the relevant examination and validating bodies.

Leading Teaching and Learning

- To be accountable for the development and delivery of all subjects delivered through your curriculum area.
- To ensure that the development of the curriculum area is in line with national developments and Academy aims.
- To lead and be accountable for the development and implementation of the curriculum area intent, including appropriate specifications, resources, schemes of work, marking and assessment policies etc
- To monitor the quality of learning experienced by students through discussions with staff and students.
- To ensure that the departmental procedures and Academy policy are applied consistently across the department.
- To regularly visit lessons to ensure that learning is effective for all pupils and that staff are supported in their professional development.
- To monitor and assess the quality and quantity of homework.
- Ensure all schemes of work are robust and effective and meet the needs of all pupils at all key stages.
- To ensure that all lessons within the department are well-planned and meet the needs of all pupils; lessons should be tailored to meet the learning requirements of the group with sufficient opportunities for group and individual challenge.

Leading Progress and Outcomes

- Ensure that procedures are in place for the accurate reporting of current and predicted grades.
- Monitor and track academic progress to inform teaching and sustain effective learning.
- Analyse a range of data to evaluate progress and inform both individual pupil progress, collective progress across different groups.
- To actively monitor pupil progress being aware, and taking appropriate actions, for specific groups of pupils.
- Monitor the quality and effectiveness of classroom interventions as a result.
- To report to SLT and Governors on the progress of students.

Leading Learning Behaviours

- To promote positive behaviours for learning with staff and pupils.
- Use the academy's behaviour system consistently within the department to ensure fairness and to support restorative approaches.
- Use the academy's rewards system to promote student achievement and self-esteem.
- Monitor pupil behaviour, attendance and achievement within the department in consultation with key staff if necessary, decide on an appropriate sanction, intervention and reward.
- Oversee pupils on supervision and contact parents when necessary.

Leading Staff Development

- To identify strengths and areas of development of staff within the curriculum area and work with staff to achieve the highest levels of teaching and learning within the department.
- To work with SLT to ensure that staff development needs are identified and that appropriate support is designed to meet such needs.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the curriculum.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with Academy procedures.
- To promote teamwork and to motivate staff to ensure effective working relations, leading by example.
- To participate in the Academy's ITT programme.
- To be responsible for the day-to-day management of staff within the designated curriculum area and act as a positive role model.

Quality Assurance

- To effectively implement the Academy's quality assurance procedures and to ensure adherence to those within the curriculum area.
- To discuss and evaluate the quality of education with SLT on a regular basis.
- To contribute to the Academy's procedures for lesson observation.
- To monitor the work of staff within the department according to school policy.
- To monitor and evaluate the curriculum area in line with agreed Academy procedures including evaluation against quality standards and performance criteria.
- To establish the process of the setting of targets within the curriculum area and to work towards their achievement.
- To seek/implement modification and improvement where required.

Guidance Duties

- To be accountable for promoting and safeguarding the welfare of students.
- To monitor and support the overall progress and development of pupils within the curriculum area.
- To monitor pupil attendance together with pupils' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To act as a Tutor and to carry out the duties associated with that role
- To contribute to guidance; including citizenship, CEIAG, SMSC according to Academy policy.
- To provide opportunities for pupil voice to be considered.

Communication

- Lead the team; giving a clear vision and direction to work, identifying key areas for improvements and planning appropriate actions to meet them.
- To ensure effective communication/consultation as appropriate with the parents of pupils.
- To represent the curriculum areas views and interests.
- To contribute to the School liaison and marketing activities, e.g. the collection of material for press releases.
- To actively promote the development of effective subject links with external agencies.
- To lead the development of effective subject links with Trust schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Evenings and other events.
- To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.

Health & Safety

- To comply with the Academy's Health and Safety policy and undertake any necessary risk assessments as appropriate.
- Ensure that teachers are aware of Health and Safety issues including the process for reporting. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

Person Specification

Qualifications and CPD	Essential	Desirable
Qualified Teacher Status; degree level or higher	X	
Ongoing CPD such as middle leader/senior leader course		X
Experience, Knowledge and Skills	Essential	Desirable
Management experience in a similar role		X
Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work	X	
A willingness to participate fully as part of a faculty team, being an effective team member and leader who demonstrates resilience, motivation and commitment to drive up standards of achievement		X
Ability to lead on assessment, evaluation and attainment of all pupils. Understands and interprets pupil data to drive lesson planning	X	
A good working knowledge of teaching and learning reflected in own practice, including experience of raising attainment.	X	
Previous experience in a school or equivalent environment with an appreciation for a distinctive and creative offering	X	
Able to set and deliver high expectations for accountability and consistency and embed a culture of learning amongst staff and pupils that creates an ambitious, purposeful and highly motivating environment		X
Excellent classroom practitioner of MFL who has a proven track record of improving student outcomes	X	
A commitment to student support and guidance.	X	
A knowledge of and enthusiasm for your subject; the desire and ability to convey this to the students of the school.	X	
Permitted to work in the UK	X	
A firm commitment to comprehensive education, with a willingness to teach more than one subject across all abilities.		X
Evidence of teaching at an outstanding level along with the ability to reflect on lessons and continually improve own practice	X	
Personal Attributes	Essential	Desirable
Suitability to work with young children	X	
Able to form and maintain appropriate relationships and personal boundaries with children and young people	X	
Emotional resilience in working with challenging behaviours	X	
Positive attitude and authority in maintaining discipline within both the practical and classroom environment	X	
English Fluency		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	

Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.

X

