



Heworth Grange
School

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,

I am very proud to welcome you to Heworth Grange School. Heworth Grange is an exciting place to learn and a school where we are committed to giving each student equal opportunities to succeed, regardless of their background. We expect the best for all our young people and we continuously strive to ensure they can engage with the highest quality teaching and learning as well as opportunities to develop personally. We know that our young people learn best when they feel cared for and well supported. Heworth Grange is a 'family away from home' where in endeavour to ensure all our young people feel safe and secure so that they feel confident to engage fully in all aspects of their learning.

Our school ethos and values provide an important cornerstone in realising the potential of all students that we are proud to support. At Heworth Grange we do this through a blend of academic and therapeutic strategies underpinned by a well-developed personal development curriculum. To ensure our young people have the best opportunity to learn, we expect exemplary standards of behaviour, attendance and respect for all within our inclusive school community and strive to encourage a thirst for learning.

We put students and staff at the heart of our decision-making, ensuring everyone benefits from continuous improvement. We ensure that our staff have access to great professional development so that we continue to grow in expertise and provide the very best education for our young people.

We want to do everything in our power to ensure that the students at Heworth Grange leave school with the academic qualifications and personal skills to become happy and successful adults in their own right. We want our students to develop a life-long love of learning and to have the confidence to make a difference in their community as positive, proactive citizens within our society.

We are very excited about the future of Heworth Grange School and I look forward to welcoming you to our community soon.

Mrs A Denholm
Headteacher



About the School

Heworth Grange is proud to be part of Consilium Academies' Multi-Academy Trust (MAT). As part of Consilium, we are dedicated to working towards the Consilium mission of providing an inclusive partnership with our community where lives are enriched by providing care, experience and opportunity, and where every student benefits from the same opportunities to succeed.

We are guided by four key drivers.

Every child- No Excuses

At Heworth Grange, we want every single student to achieve their potential. We go the extra mile for our students and understand that some of our students will require more support to overcome barriers to learning than others. We work collaboratively to problem solve and find the best therapeutic and academic solutions for our students to achieve the best possible outcomes.

High Expectations

We know that expecting the best from all our students is integral to them achieving a world class education. We strive day in and day out to ensure the highest standards of behaviour where everyone can learn and develop in a safe and secure environment. We also work tirelessly to embed the importance of attendance as a vital employability skill and work collaboratively with parents and carers to ensure all students attend school.

Engaging Learning

We know that great teaching and learning everyday will make the difference for our students and will support them to achieve their very best. We want to ensure all students are fully engaged and inspired by the learning experiences at Heworth Grange and as educators we fully commit to professional development to ensure we are continuously developing and providing the best experiences for our students.

No Islands

We know that there is strength in unity and at Heworth Grange we do not want anyone to feel like an island. We care for each other and we support each other, this means that we learn better. Our No Islands culture means that we work collaboratively with parents, carers, outside agencies, governors and other Trust schools. We value relationships above all else because we know that trust is vital to the success of our organisation. We put students and staff at the heart of our decision making, ensuring everyone benefits from continuous improvement. We ensure that our staff have access to great professional development so that we continue to grow in expertise and provide the very best education for our young people.

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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: September 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.

We are keen to support your career not only within our academy but also across our group of academies that form Consilium Academies Trust.

The successful candidate will present the best possible example of professional standards to colleagues.

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 Jane Scott at jane.scott2@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 12pm on 16th May 2022

Interviews will take place on 18th May 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:	Heworth Grange School
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 Art 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 in Art 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 Art 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 of Art 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
Full working knowledge of the National Curriculum requirements for teaching Spanish	X	
Full working knowledge of the National Curriculum requirements for teaching Italian		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

