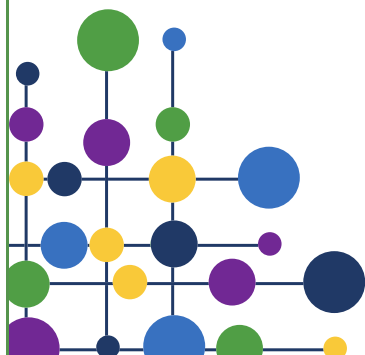


**Royds Hall a SHARE MAT Academy**  
**Head of Modern Foreign Languages**  
**(MFL)**  
**Application Pack**



## Welcome from the CEO

Dear Applicant,



Thank you for taking an interest in the vacancy based at Royds Hall Academy. I hope the materials enclosed in this pack give you a good sense of what makes the Trust a special place to work and provides the information you need about the post.

Our belief in "Valuing People, Supporting Personal Best" means we are committed to investing in our staff. In providing support alongside an extensive continued professional development package to achieve the highest standards across the board. Wellbeing for staff and students is key in everything we do and provides a supportive, happy and healthy environment to work and thrive in.

Please read the details of the role and the academy below. Please do not hesitate to contact us if you need additional advice or information.

Yours faithfully,

A handwritten signature in black ink, appearing to read "J McNally".

**John McNally**  
CEO





SHARE Multi-Academy Trust is a charitable trust currently consisting of three secondary and five primary academies in West Yorkshire. Our academies are: Shelley College, Huddersfield; Royds Hall Academy, Huddersfield; Thornhill Community Academy, Dewsbury; Heaton Avenue Primary Academy, Cleckheaton; Millbridge Primary Academy, Liversedge; Woodside Green Primary Academy, Cowlersley; Lily Park Primary Academy, Huddersfield and Luck Lane Primary Academy, Huddersfield.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust. As well as being part of the Trust, some of our schools are National Support Schools and National Teaching Schools and as such, we can offer our staff a wealth of career development opportunities and the support you need to enjoy your role.

More than six hundred people work hard across the Trust to ensure we provide the very best education and service across all our schools.

At SHARE MAT, we aim to:-

- Encourage all our students/pupils to go beyond what they think they can achieve, to enjoy learning, helping them to lead healthy and happy lives;
- Equip our staff to deliver their best every day, our belief is that by Valuing People, Supporting Personal Best is the key;
- Ensure our staff are happy at work, taking pride in students/pupils progress and development;
- Deliver training and guidance relevant to job role so expectations are understood and staff feel motivated;
- Offer great benefits making us the employer of choice, including outstanding CPD, supportive line management and networking opportunities across the MAT to aid personal development.

If you share our passion for challenging, improving and making our schools the best they can be, we'd love to hear from you.

## **Information about Royds Hall**

We are part of the SHARE Multi-academy trust and Green Light Teaching Alliance. This means we can offer the successful candidate access to a fantastic support network, CPD and opportunities to develop practice across the trust.

We are a school which has an innovative curriculum that allows staff the flexibility to create an inspiring, exciting learning journey for all our pupils/students enabling them to develop into active citizens of the future, empowered to make their best contribution to society.

The Curriculum is developed in a thematic and practical way that engages both our employees and children/young people. We seek ways to make our curriculum even more interesting every year. Lessons are expected to be fascinating, engaging, exhilarating, and demand that pupils/students think for themselves whilst ensuring pupils/students see a purpose to their work. A wide range of learning styles are used ensuring personalised learning is at the heart of what we do.

The teams include teachers and support staff, all of whom work together to deliver the agreed curriculum to the children/young people. Together they assess pupils/student progress and achievement to ensure each learner's self-confidence and self-esteem rise quickly, developing their thirst for learning

We can offer a strong team spirit and very high staff morale, which has created an open and supportive environment where staff can be innovative in accelerating pupils/students learning.



## Head of MFL Role Profile

<b>Role Title</b>	Head of MFL	<b>Reporting to</b>	SLT Link
<b>Section</b>	MFL, Royds Hall		
<b>Contract type</b>	Permanent	<b>Grade / Salary</b>	MPS/UPS + TLR 2c

### Part A – JOB DESCRIPTION

<b>Overall purpose of role</b>	As Head of MFL you will be required to meet the general requirements of this post, as specified in the School Teachers' Pay and Conditions Document. The post will require you to lead the MFL team to ensure that all students are following an ambitious curriculum to allow them to know more and remember more and therefore make strong progress overtime. This will involve developing, training staff and delivering an innovative and appropriate curricular. You will also monitor the effectiveness of the subjects through quality assurance and use the information gathered to monitor and evaluate the quality of the department, sharing best practice and develop plans to address any areas of weakness. In addition, you will be required to fulfil any reasonable expectations from the Senior Leadership Team. The post will require you to work in partnership with the MFL teaching staff, TLR holders, Senior Leadership Team and governors to ensure the continuous improvement of the MFL Faculty.
<b>Safeguarding Requirements</b>	This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household.

<b>Key Outputs</b>
<b>Leadership that helps get the best out of others</b> <ul style="list-style-type: none"> <li>• Help to develop a culture in which every student is valued, encouraged and supported;</li> <li>• Develop a clear vision and strategy for the MFL department, rooted in the aims and values of the school, and developed in consultation with the whole community;</li> <li>• Seek consensus and ownership for strategies from staff, students, and parents;</li> <li>• Communicate strategies and expectations effectively to all parties;</li> <li>• Evaluate own performance and undertake professional development to help achieve the highest possible standards in the role;</li> </ul>

- Monitor and evaluate all aspects of the quality of provision in MFL particularly teaching and learning;
- Line manage other teachers in the faculty, undertaking performance management reviews.
- Directly lead and manage one subject area within Humanities and strategic support the TLR holder(s) within the faculty to all ensure all subjects within the faculty are moving strategically and operationally to the agreed objectives.

**To create a positive and supportive working environment for all**

- Gain a thorough understanding of the skills and knowledge students need to be successful in their lives, during their time at Royds Hall and beyond;
- Secure commitment from the whole-school community, particularly teachers delivering Humanities, to secure the highest standards in the department;
- Provide training for colleagues, including those who are new to the school, to share best practice, help communicate expectations and describe the support available
- Develop action plans in specified areas of responsibility, in order to bring about improvements
- Manage resources effectively, to secure the best possible provision.

**Teaching and learning that helps students achieve their personal best**

- Provide support and guidance for staff delivering the Humanities.
- Organise activities to enhance the curriculum, for example visit by external specialists
- Coach and support colleagues to improve standards of teaching and learning;
- Ensure a suitable Humanities curriculum is in place for students of all abilities;
- Devise and implement strategies for narrowing the attainment gap in Humanities for different groups of students;
- Monitor and evaluate the quality of learning and teaching in the department, sharing best practice and developing plans to address any areas of weakness.

**To provide opportunities, experiences and support for all students to be happy, confident and achieve their personal best**

- Help ensure the learning needs of individual students are met, particularly vulnerable groups, such as those with SEN or disabilities or with protected characteristics
- Help ensure the learning needs of the more able are met fully
- Develop activities to enhance the curriculum through opportunities and resources that could be provided by the wider community
- Help students develop their spiritual, moral, social, cultural and physical awareness and skills
- Help equip all students with the skills and knowledge they need to be happy and successful in the future.

**To create a school that the whole community can be proud of**

- Celebrate successes amongst the school community and beyond
- Promote a culture of teamwork in which the views of all members of the school community are valued and taken into account
- Work to a high standard in implementing agreed policies, priorities and expectations, so as to set a good example for other colleagues
- Contribute to policies and practice which promote equality of opportunity and tackle prejudice

**Dimensions** (Financial/Statistical/Mandates/Constraints/No. of direct reports)

- Range of Teachers approximately 55 across the whole school.
- Range of Students approximately 850.
- Number of direct reports up to 2.

**Work/Business contacts**

**Internal:** All teachers and support staff to advise how effectively to support students to achieve their Personal Best.

**External:** Parents and Families, Examinations Boards.

**Expertise in Role Required****Essential or  
Desirable**

- |   |           |
|---|-----------|
| • Qualified Teacher Status  | Essential |
| • Degree or equivalent  | Essential |
| • Evidence of continuing professional development and a willingness to undertake further development as appropriate                   | Essential |
| • Evidence of being an excellent classroom practitioner, capable of inspiring students and forming good relationships with colleagues | Essential |
| • Successful experience or the ability to teach French  | Essential |
| • Successful experience or the ability to teach Spanish at GCSE   | Desirable |
| • Experience of developing faculty strategies and effective implementation  | Essential |
| • Experience of implementing whole school strategies  | Essential |
| • Able to view faculty goals in a whole school context  | Essential |
| • Able to develop strategies for engaging students, develop the curriculum and secure improvements                                    | Essential |
| • Able to analyse data with a view to developing strategies to improve performance  | Essential |
| • Ability to monitor and evaluate impact of interventions and strategies  | Essential |
| • Knowledge of innovating teaching and learning strategies  | Desirable |
| • Highly competent in ICT and the use of computers  | Desirable |
| • Excellent communication skills  | Essential |
| • Excellent behaviour management skills   | Essential |
| • Commitment to the safeguarding of young people  | Essential |
| • A willingness to be fully involved in the wider life of Royds Hall, including extra-curricular activities.                          | Desirable |

### ***Other (Physical, mobility, local conditions)***

- Is willing to work flexibly within scope of overall hours, e.g. evening meetings.

Essential

### ***Structure***

SIT Link

Head of MFL

Teachers of MFL

### ***Signatures***

Approved by : CEO

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Approved by : Post Holder/or Representative

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