

St Bede's Catholic College



Recruitment pack for the post of:

Head of MFL

Full time, permanent, to start 1 September 2026

Pay scale: M4-UPS3 £39,556- £51,048 plus TLR2c £8,610

Closing date: Noon on Tuesday 10th March 2026



0117 377 2200



www.stbedescc.org



Long Cross, Lawrence Weston, Bristol, BS11 0SU

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T: 0117 377 2200 E: contact@stbcc.org W: www.stbedesc.org



Principal: Mr R. J. King, M.Ed

Dear applicant

St Bede's Catholic College is a great place of learning with a unique culture and climate. Visitors comment on a calm and industrious place where children are stimulated and challenged to develop their talents and encouraged to strive for excellence. Achievement and effort are valued and celebrated. Within and outside the classroom numerous opportunities exist for young people to unlock their talents and develop self-worth, esteem, confidence, resilience and independence.

Children are enthusiastic about life in college and embrace the many opportunities to grow in faith, developing religious understanding and a sense of service. Spiritual and moral development lies at the heart of our work and is a major strength within this vibrant faith community, where every child is valued.



Young people are encouraged to strive for excellence in every aspect of their work. We hold high expectations of ourselves and all those who work within our community and these translate to the children in our care. They are enabled from the early stages to be active, enquiring and critical open-minded thinkers; to be ambitious for themselves and broaden their horizons.

The college has a long-standing tradition of scholarship and academic success. The value of hard work is never underestimated; this, coupled with inspirational and passionate teaching, enables everyone to fulfil their potential and walk tall with confidence.

As important as they are, education at St Bede's is about much more than examination results as you will discover when you visit this vibrant community where quality is all pervading.



Yours faithfully

A handwritten signature in black ink, appearing to read 'R. King'.

Mr R King

Principal

The St Bede's Way

The St Bede's Way is a practical guide to the culture at St Bede's. It is the way we aspire to do things, the expectations we have of each other and the support we provide to help us all succeed. It is the aim of all our community, both adults and students.

St Bede's has one simple message: **Work Hard. Be Kind. Do The Right Thing.**

Where Excellence meets Purpose

At St. Bede's Catholic College, we believe that our colleagues are the heartbeat of our institution. We are not just a school; we are a community committed to fostering an environment where every member thrives.

As you consider joining our team, here's what we promise to provide you:

Inspiring Mission and Values:

Be part of a community driven by a rich heritage and a commitment to excellence in education. Our Catholic values permeate everything we do, creating a purpose-driven work environment.

Collaborative and Inclusive Culture:

Embrace a culture of collaboration, where your unique skills and perspectives are valued. We are committed to creating an inclusive atmosphere that celebrates diversity and encourages open dialogue.

Professional Growth and Development:

Your growth matters to us. Access ongoing professional development opportunities, workshops, and mentorship programs to ensure you stay at the forefront of your field and achieve your career goals.

Student-Centric Approach:

Experience the joy of shaping young minds. Our student-centric approach prioritises their holistic development, providing you with the satisfaction of contributing to their growth and success.

Work-Life Balance:

We understand the importance of a balanced life. Enjoy a supportive work environment that values your well-being, providing flexibility and resources to help you maintain a healthy work-life balance.

State-of-the-Art Facilities:

Work in a modern and well-equipped campus that fosters a positive learning environment. Our facilities are designed to inspire creativity and innovation in both students and staff.

Community Engagement:

Engage with the local community and make a difference beyond the classroom. Join initiatives that connect our school with the broader community, reinforcing our commitment to social responsibility.

Join St. Bede's Catholic College and be part of a community where your skills are appreciated, your growth is nurtured, and your contributions make a lasting impact on the lives of students.

ADVERT – Head of Modern Foreign Languages

JOB OVERVIEW

We are seeking an inspiring and forward-thinking **Head of Modern Foreign Languages** to lead and further develop our successful MFL faculty within the context of our strong Catholic ethos. This is an exciting opportunity for an experienced practitioner and leader who is passionate about language learning and its power to broaden horizons, deepen cultural understanding and transform young people's lives.

The ideal candidate will be deeply committed to outstanding teaching and learning, will enjoy working with young people, and will have high expectations of themselves, colleagues and students. They will have the ability to motivate and inspire others, fostering a culture of collaboration, ambition and excellence across the faculty.

The successful applicant will provide clear strategic leadership, building on the high-quality teaching and learning already established at the College, while driving curriculum innovation and inclusive practice. Working closely with colleagues, they will nurture students' linguistic skills, confidence and curiosity, ensuring that languages continue to play a central role in the academic, cultural and spiritual life of the school.

We are looking for a leader with strong organisational skills, a clear educational vision and a commitment to the mission and values of Catholic education, supporting students to grow academically, culturally and personally.

The MFL faculty benefits from well-resourced classrooms and access to a range of digital tools that support engaging and effective language learning. As a middle leader at St Bede's, the Head of MFL will be expected to provide dynamic leadership and contribute to raising the profile of languages both within the school and beyond.

St Bede's serves a diverse community, and we warmly welcome applications from candidates of all backgrounds who share our commitment to inclusion, excellence and faith-inspired education.

At **St Bede's Catholic College**, we are proud of our commitment to languages and the vital role they play in shaping confident, culturally aware young people. As Head of Modern Foreign Languages, you will have the opportunity to:

- Shape the future of language learning across the school.
- Lead, inspire and develop a committed and enthusiastic team of language specialists.
- Work within a supportive environment that values innovation, collaboration and student voice.
- Play a key role in the wider life of the school and its engagement with the local and global community.

WHAT WE OFFER:

- A school that is fully dedicated to developing every child to reach their full potential, irrespective of their ability or prior attainment.
- Collaborative working to support our endeavours to work smarter and achieve an effective balance between home and work.
- A dedicated and friendly team of professionals who are keen to develop and learn.
- Excellent CPD opportunities to grow and develop through mentoring and coaching.
- A successful ECT support program and new staff mentoring
- Comprehensive induction programme
- Onsite parking
- Free Employee Assistance Programme
- Teacher pension scheme
- Marking policy and Communications policy, both designed to reduce workload
- Members of the DfE Staff Wellbeing Charter
- Cycle to work scheme
- Free use of the college gym

IF YOU ARE:

- an inspirational, dynamic and self-motivated leader
- a self-motivated, talented and reflective teacher who can teach French or Spanish to A level
- someone who will teach with excitement and enthusiasm, creating positive energy around them
- a teacher with ambition for every student
- a team player
- a person with strong personal and professional standards

If you are a talented teacher with the passion and ability to be a great leader and would like to play a significant role in the future of this great place of learning, we would be pleased to hear from you.

Please complete the application form and submit this with a letter outlining your experience and suitability for this role. Your application should include your GCSE and A level results and those of your school for the past two years.

Offers of employment are subject to Enhanced Disclosure and Barring Service clearance, excellent references and medical clearance.

WELCOME TO THE MODERN FOREIGN LANGUAGES FACULTY AT ST BEDE'S

Join a vibrant and committed community where languages are central to our curriculum and to students' understanding of the wider world. Our Modern Foreign Languages faculty is dedicated to delivering a rich, challenging and inclusive language education that equips students with the confidence, curiosity and cultural awareness to thrive in a global society.

Through high expectations and engaging teaching, we empower students to communicate effectively, think critically and appreciate other cultures, while developing resilience and independence as learners.

The six pillars of Catholic Social Teaching are embedded in schemes of learning, and are evident in lessons and classroom displays.

Our Vision and Intent

Our aim is to inspire students to see the world through the lens of language and culture, fostering confident communicators who are prepared for further study and future careers. Our curriculum is underpinned by four key principles:

- **Resilience & Independence**
Students are encouraged to take risks, problem-solve and embrace mistakes as part of the language-learning process, developing confidence in speaking and writing.
- **Cultural Capital**
Learners are exposed to a wide range of cultural experiences, including traditions, music, film, literature and current affairs from the French- and Spanish-speaking world, enriching their understanding beyond the classroom.
- **Purposeful Sequencing**
A carefully structured curriculum from Year 7 through to A Level ensures clear progression in grammatical understanding, vocabulary acquisition and spontaneous communication, fully preparing students for GCSE and post-16 study.
- **Inclusive Excellence**
We believe all students can succeed in languages. High expectations, engaging resources and a supportive classroom culture enable every learner to make strong progress, regardless of prior experience.

Departmental Highlights

- **Innovative Curriculum Design**

At Key Stage 3, language learning is delivered through story-based approaches that embed grammar and vocabulary in meaningful contexts. This builds strong foundations for confident communication and supports transition into GCSE study.

- **Academic Rigour and Examination Success**

At Key Stages 4 and 5, teaching is aligned closely with AQA exam board GCSE and A Level specifications, supported by high-quality digital resources and carefully designed assessments that inform progress and intervention.

- **Focus on Speaking and Spontaneity**

Across all key stages, there is a strong emphasis on oracy, encouraging students to ask and answer questions, manipulate language independently and respond confidently to unfamiliar situations.

- **Use of Technology to Enhance Learning**

Students are supported through a range of digital tools that develop vocabulary retention, pronunciation and independent study skills, both in and beyond the classroom.

- **Co-Curricular**

We have a strong tradition in facilitating exam entries for the community languages represented in the school community. There are currently after school Polish classes for pupils from the Polish community.

A recent language immersion trip to France, with a similar visit planned to Spain.

Why Teach Languages at St Bede's?

- **Collaborative and Skilled Team**

Work alongside dedicated language specialists who are reflective practitioners and passionate about sharing best practice.

- **Well-Resourced Learning Environment**

Access to digital platforms and resources that enhance teaching, support assessment and promote independent learning. The faculty is based in three dedicated classrooms and has a work/store room nearby.

- **Strong Outcomes and Destinations**

Students achieve excellent outcomes and leave St Bede's with the confidence, cultural awareness and communication skills needed for further study, travel and employment.

- **A Faculty at the Heart of School Life**

Languages play an important role in the academic, cultural and spiritual life of the College, supporting students to become open-minded, articulate and globally aware young adults.

"We develop learners who are confident communicators, culturally aware and equipped with the skills to succeed in an increasingly interconnected world."



Core purpose of the Faculty Leader at St Bede's

To provide professional leadership and management to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all students.

1. Objectives

- Ensure effective learning takes place across the subject
- Foster enjoyment of learning with the students
- Ensure student entitlement to the agreed curriculum within the subject
- Put in place measures to raise standards of student achievement
- Enhance the teaching of the subject
- Enhance enrichment and co-curricular provision
- Hold people to account for the students they teach
- Develop student engagement in co-curricular activities in the subject
- The Team Leader is required to carry out the professional duties set out in the relevant paragraphs of the "School Teachers' Pay and Conditions" document and to meet the Teachers' Standards.

Principal Responsibility of Faculty Leaders

1. Strategic direction and development of the subjects

Within the context of the College aims and policies, Faculty Leaders ensure the development and implementation of subject policies, plans, targets and practices across all subjects within their teams.

2. Teaching and Learning

Faculty Leaders secure and sustain effective teaching of the subjects in their team, evaluate the quality of teaching and standards of students' achievements and set targets for improvement, based on information about students' performance.

3. Leading and Managing Staff

Faculty Leaders provide to all those with involvement in the teaching or support of the subjects, challenge, information and development necessary to sustain motivation and secure improvement in teaching and students' learning.

4. Efficient and Effective Deployment of Staff and Resources

Faculty Leaders identify appropriate resources for the subjects and ensure that they are used efficiently, effectively and safely.

5. Professional Knowledge and Understanding

Faculty Leaders must have knowledge and understanding of the important role of leadership. Subject knowledge and understanding required to lead a faculty will change over time and it is important that Faculty Leaders recognise their responsibility to remain up-to-date with developments in their own subject area and in the other subjects and of education in general. Faculty Leader expertise is demonstrated by the ability to apply this knowledge and understanding in each of the key areas

6. Skills and Attributes

Leadership skills, attributes and professional competence – the ability to lead and manage people to work towards common goals and the setting of challenging and realistic targets are key components essential to improving the performance of others.

7. Key Outcomes of Faculty Leadership

Effective team leadership results in:

Students who show sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment; understand the key ideas in the subject at a level appropriate to their age and stage of development; show improvement in their literacy, numeracy and information technology skills; know the purpose and sequence of activities; are well prepared for any tests and examinations in the subject, know what they can achieve and where they are at in their learning; are enthusiastic about their work and highly motivated to continue with their studies; through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment.

Teachers who work well together as a team; support the aims of the team and understand how they relate to the college's aims; are involved in the formation of policies and plans and apply them consistently in the classroom; are dedicated to improving standards of teaching and learning; have an enthusiasm for their subjects which reinforces the motivation of students; have high expectations for students and set realistic but challenging targets based on a good knowledge of their students and the progression of concepts in the subject; make good use of guidance, training and support to enhance their knowledge and understanding of the subject and to develop expertise in their teaching; take account of relevant research and inspection findings; make effective use of subject-specific resources; select appropriate teaching and learning approaches to meet subject specific learning objectives and the needs of students.

Families who are well informed about their child's achievements in the subjects and about targets for further improvement; know the expectations made of their child in learning the subjects; know how they can support or assist their child's learning in the subjects.

The Principal who understands the needs of the subjects you lead; uses information about achievements and development priorities in these subjects in order to make well informed decisions and to achieve greater improvements in the whole college's development and its aims.

Other adults in the college and community, including technical and administrative staff, classroom assistants, external agencies and representatives of business, industry and sport who are informed of subjects, achievements and priorities; are able, where appropriate, to play an effective role in supporting the teaching and learning of the subject.

This is an adapted version of the National Standards for Subject Leaders drawn up by the Teacher Training Agency in 1998.

Feb 2026





PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Person Specification

Head of MFL from 1st September 2026, full time, permanent (TLR2c £8,610)

Criteria	Essential	Desirable
Catholicity	<ul style="list-style-type: none"> Willingness to support the Catholic character of the college 	<ul style="list-style-type: none"> Practising Catholic
Qualifications	<ul style="list-style-type: none"> Graduate or equivalent Qualified teacher status 	<ul style="list-style-type: none"> Good honours graduate Higher degree Management qualification
Teaching	<ul style="list-style-type: none"> Excellent classroom practitioner Ability to teach French or Spanish to A level Proven ability to motivate and challenge students to achieve high standards Excellent classroom management skills Evidence of good value added – good examinations record Ability to use ICT effectively in teaching 	<ul style="list-style-type: none"> Teaching experience in at least two schools Ability to offer another subject at GCSE and/or A level
Personal Qualities	<ul style="list-style-type: none"> Evident leadership potential Ability to develop and maintain good student and staff relations Ability to communicate clearly in a variety of forms Flexibility and a good sense of humour Clear thinker Optimistic disposition High Emotional Intelligence A desire to achieve and be highly successful 	
Management Skills	<ul style="list-style-type: none"> Ability to initiate and carry through change effectively Ability to prioritise effectively Ability to meet deadlines Good knowledge of self-review and evaluation A clear vision of what makes a good school and the ability to use this to support faculty improvement Effective people and team management skills Expertise in the intelligent use of data to enable students to achieve and exceed expectations Ability to resolve conflict in a constructive and sensitive manner Ability to make rational decisions that may be unpopular 	
Professional Development	<ul style="list-style-type: none"> Up-to-date knowledge of curriculum and pastoral developments Recent management training or experience 	<ul style="list-style-type: none"> Clear vision of one's own career path Evidence of on-going professional skills development
Health	<ul style="list-style-type: none"> Excellent Health Excellent Attendance Record Stamina 	
Application	<ul style="list-style-type: none"> Ability to address succinctly the essential characteristics of this post Include data on recent GCSE results for your classes as well as the 9-5 E/M results of your school. 	
References	<ul style="list-style-type: none"> Two good professional references 	<ul style="list-style-type: none"> Personal referee, ideally your Parish Priest

The point on the salary range will depend on experience, expertise and professional qualifications.

How to Apply

Please complete the application form, available electronically via Eteach or as a word document on the college website, and submit this with a letter outlining your experience and suitability for this role to Claire Walker, PA to the Principal by emailing walkerc@stbcc.org by noon on Tuesday 10th March 2026

Your application should also include the examination results of your:

- GCSE classes for the past two years and also the 5 9-5 and 5 9-5 in English and Maths for your school during this period
- and A level results for the past two years.

We are an equal opportunities employer and committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

We follow safer recruitment practices and appointments are subject to an enhanced DBS check, satisfactory references, online screening, qualification verification and evidence of your right to work in the UK.

Our safer recruiting and safeguarding policies are available on our website: www.stbedescc.org

No other application forms or curriculum vitae' will be accepted.

St Bede's has a superb reputation locally, within the Diocese and nationally. We are recognised by the Diocese as an Outstanding Catholic school and hold the SEND Inclusion award that recognises our high-quality education for students with SEND. In addition, we hold a Beacon status for Holocaust Education, the Geography Quality Mark and an award from the Incorporated Society of Musicians in recognition of excellence in Music. We have also been recognised for 'Leadership through moral purpose', 'Engaging with evidence and research' and for our outstanding results by SSAT. The College has also recently been awarded the Leading Parent Partnership award in recognition of our work with parents and re-accredited as Investor in People



Why Bristol?

It is no surprise that Bristol is consistently rated as one of the best places to live and work in the UK.

Join us and you'll get more than a challenging job: you'll enjoy all the benefits of living and working in one of Europe's most vibrant and best located cities, known for its cultural diversity.

Bristol has an excellent international reputation as a centre of culture, partly thanks to the regeneration of the city centre and historic harbourside, as well as our festival scene. With great architecture and stunning views, a host of cultural attractions and a great range of places to eat and drink, the city also offers one of the country's widest selections of music, multimedia and performance venues, nightclubs, art galleries, museums and historic buildings. In and around the hustle and bustle of the city, Bristol boasts over 400 gardens and parks, ideal for walking, cycling and relaxation.

As well as all this, Bristol is within easy reach of some of Britain's most stunning landscapes, such as the Cotswolds, Cheddar Gorge, Somerset, Devon and South Wales countryside and coast. It's also close to some of the UK's heritage sites such as Stonehenge, Avebury and Glastonbury.

It's easy to get to the rest of the UK and Europe from Bristol. Of all the major UK cities, it's the nearest to London and has unrivalled rail and motorway links, not to mention one of the country's fastest growing international airports. Bristol has also been named as the UK's first cycling city and one of Europe's most bike-friendly destinations.

