



Wyvern
Academy

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Curriculum Leader of
Modern Foreign Languages
(French & Spanish)



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Curriculum Leader 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:

- Ensuring everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instilling a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp 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 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 expressing an interest in joining Wyvern Academy and Consilium Academies. This post gives you the exciting opportunity to join a strong and developing team in a vibrant, happy, inclusive school and to make a real difference to the lives of our young people, being ready to be successful in their next chapter. I hope this provides some useful context and helps you to decide whether you would be a good 'fit' within our school and Trust.

Our most recent Ofsted and IDSR report from 2019 are now considerably out of date and do not reflect the school you see today. We have made great strides in leaving this behind in the last year. We are a school that is seeking to meet and exceed our PAN (140) in September 2023. We are anticipating that our Year 7 student numbers increase by 15% for September 2022, and are collectively working very hard in order that our student recruitment realises our aims.

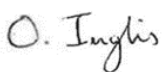
We have undertaken a great deal of work since September 2021 to fully review the Vision and Values for the school in order to support rapid improvement. We are at an exciting time where we have recently recruited into areas of our provision that was underdeveloped, such as whole school literacy and personal development and are already beginning to see the 'green shoots' of opportunity flourish. Our leadership team has increased in capacity - a new Deputy Headteacher who has joined us, with a new Assistant Headteacher joining us in September 2022. Some other notable highlights are our extensive work on our curriculum in order that the intent and implementation supports a much improved impact; the great focus on reading as a passport to lifelong learning and being part of 25 minutes of every school day and the commitment to accommodating the needs of all learners, always.

We have an excellent CPD and induction offer for our staff that is supported by our Centre for Professional Learning (CfPL): at any point in your career, you will be well looked after.

Wyvern Academy really is a great place to work and we are proud to be part of the Consilium Academies Trust of nine schools. Our most recent staff and parent surveys highlight this: 94% would recommend the school to another parent; 89% agree that the school has high expectations for their child; 96% say their child feels safe at this school; 100% of staff feel that this is an improving school; 93% of staff felt that senior leaders and line management help and support them in their work. A recent report by our Trust improvement partner demonstrates our current climate for learning: "Pupils are bright-eyed and keen to learn across subjects, year groups and ability sets. Pupils' behaviour in class, and their relationships with each other and adults in class are great."

Our students are truly fantastic and they deserve an excellent appointment. We really care about them and their futures and pride ourselves on excellent relationships. You can see them - and us - and get a better sense of what we are about on our website here.

I hope that this is the right opportunity for you; good luck with your application.



Mr Owen Inglis

Headteacher – Wyvern Academy

About the Academy

Wyvern Academy is a coeducational secondary school with academy status, located in the Branksome and Cockerton area of Darlington, County Durham, England.

At Wyvern Academy, our school's vision, in the work that our school community conducts is that we achieve 'Excellence in all that we do'. We have a vested interest that all students 'reach for the stars' and that every one of our students receive a world-class education.

As a Consilium Academy, Wyvern Academy is built on the values of the Consilium charter. The purpose of the charter is to ensure our mission and values translate into practice within our Academies, ensuring that every student benefits from our distinctively inclusive ethos.

At Wyvern Academy, we believe in:

Partnerships – Collaboration is the key to success. We work together to deliver on the promise set out in our mission statement.

Opportunity – Our aim of "Enriching Lives, Inspiring Ambitions" applies to all members of our Trust community, with our inclusive approach delivering a breadth of opportunities to give each individual the chance to fulfil their potential and prosper.

Integrity – Through our student-centred approach, advantage and ability are never seen as a ticket to involvement. We believe in every child's right to high-quality education and access to amazing opportunities – irrespective of their individual circumstances. Integrity at Consilium means always putting students at the heart of everything we do.

Equity – We are truly inclusive, believing passionately that every student should be given the skills and support needed for them to meet their full potential. We are aspirational for all of our students, and we will ensure every student has the opportunities they need to achieve the highest of ambitions.

Excellence – We don't settle for second-best, our standards are always high and we support everyone across the Trust to achieve them.

People-Centred – We genuinely want the best for each member of Consilium, that's why everyone is treated with the highest level of respect. Our inclusive culture inspires us to be bold and engenders trust. It brings us together in ways that help us make a difference

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 provides 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: Curriculum Leader of MFL (French & Spanish)

Contract: Permanent

Start date: January 2023 or earlier by agreement

Salary: MPS/UPS + TLR 2b

We are looking for an exceptional candidate as Curriculum Leader of MFL who shares our values and has the right vision and ethos to join us on our journey to becoming a truly outstanding school.

We are seeking an inspiring leader with a track record of improving standards, who is committed to the Trust's values and the impact this can have on every student's individual performance inside the classroom and beyond. Who has excellent classroom practice and is able to model effective teaching and learning.

Working in partnership with the Headteacher, the leadership team and our school community, you will provide the strategic leadership for the high expectations for behaviour and attitudes at Wyvern Academy. You will consistently communicate the school ethos of the Professional Learner, strategically regulating a calm and purposeful climate for learning whilst being innovative in your practice. Your leadership will also uphold the high Trust standards for Safeguarding, ensuring that there is a vested commitment and provision for all students.

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 James Wilkinson (James.Wilkinson@consilium-at.com).

Any queries relating to the role can be directed to our Deputy Headteacher, Scott Parker (Scott.Parker@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 Wednesday 5th October at 1200pm.

Interviews will take place the week commencing 10th October

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:	Curriculum Leader of MFL (French & Spanish)
Reports to:	Leadership Team
Based at:	Wyvern Academy
Grade:	MPS/UPS + TLR 2b

Main purpose of the Role

- To deliver a curriculum to students according to their educational needs, including the setting and marking of work.
- To assist and support student academic progress and emotional development.
- To work with colleagues as appropriate to raise standards of achievement and attainment.
- To lead the development of the MFL Department.

Core Responsibilities & Tasks

Main Duties

- To maintain the highest professional standards as set out in the Teachers' Standards document.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by students in school and elsewhere.
- To be accountable for leading, managing and developing the curriculum area.
- To review, develop and refine schemes of work and encouraging links with other subjects where appropriate.
- To assess records and reports on the attendance, progress, development and attainment of students, and produce such records as are required.
- To monitor progress against the targets and ensuring appropriate action plans are in place where issues are identified.
- To provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that the MFL subject specialism is reflected in the teaching and learning experience of students.
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus.
- To provide a positive, conducive and safe learning environment, encouraging high standards in punctuality, presentation or work and relationships.
- To set high expectations for students' behaviour and maintain a good standard of discipline through well focussed teaching, fostering positive relationships and implementing the school's Behaviour for Learning Policy.
- To set appropriate work for use by supply or substitute staff in the event of staff absence

Operational/Strategic Planning

- To assist in the development of appropriate syllabus, resources, schemes of work, marking policies and teaching strategies.
- To contribute to the department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To be responsible for continuously improving the quality of teaching and learning within the department.

Staffing

- To take part in the school staff development programmes, by participating in arranged training for professional development.
- To continue personal development in the relevant areas, including subject knowledge and teaching methods.
- To ensure the effective and efficient deployment of classroom support.

- To hold staff accountable for their teaching and outcomes.
- To work as a member of a designated team and to contribute positively to effective working relationships within the school.

Quality Assurance

- To help implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation within the department area in line with agreed school procedures; including evaluation against quality standards and performance criteria. To seek, implement modification and improve where required.
- To monitor and evaluate the teaching in the department, take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information to SIMS – registers, behaviour log etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communication and Liaison

- To communicate effectively with the parents/guardians of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communication in the school
- To take part in parents' evenings
- To work closely with the AHT (SEND/CO) to ensure appropriate subject targets are set, and to match curricular materials and approaches to pupil needs.
- To contribute to the development of effective subject links with external agencies.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To lead the department to identify resource needs, and to contribute to the efficient/effective use of physical resources.
- To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of departments and students.

Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students.
- To liaise with the Pastoral Team/Head of Year to ensure the implementation of the school's pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons, and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files, and other reports.
- To alert the appropriate staff of issues/concerns/problems concerning students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents/guardians of students, and with persons/bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and citizenship, and enterprise according to school policy.
- To apply the Climate for Learning Policy so that effective learning can take place.
- To ensure that appropriate safeguarding procedures are in place and applied.

School Ethos and Other

- To play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage staff and students to follow this example.

- To ensure that appropriate safeguarding procedures are in place.
- To participate in the school extra-curricular programme.

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's activities
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Performance Management 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 duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.
- This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.
- Due to the routine of the academy, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary.
- Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the Academy's financial regulations.
- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff will be subject to an enhanced DBS (Disclosure and Barring Service) check.

Person Specification	
Essential Criteria	Method of Assessment
Qualified Teacher Status; degree level or higher	AF/C
Permitted to work in the UK	AF/C
A firm commitment to comprehensive education, with a willingness to teach more than one subject across all abilities.	AF/I
Evidence of teaching at an outstanding level along with the ability to reflect on lessons and continually improve own practice	AF/I
A knowledge of and enthusiasm for your subject; the desire and ability to convey this to the students of the school.	AF/I
A good working knowledge of teaching and learning reflected in own practice, including experience of raising attainment.	AF/I
Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work and project based learning activities	AF/I
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	AF/I
Ability to lead on assessment, evaluation and attainment of all pupils. Understands and interprets complex pupil data to drive lesson planning	AF/I
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	AF/I
Excellent classroom practitioner who models, mentors and monitors workplace behaviour	AF/I
A commitment to student support and guidance.	AF/I
Desirable Criteria	Method of Assessment
Experience of working in more than one school / experience as a middle leader	AF/I
A willingness to participate in extra-curricular activities and go above and beyond for our students	AF/I
Ongoing CPD such as middle leader/senior leader course	AF/I/C
To be involved in In-class support across the curriculum and an interest in study skills.	AF/I