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Candidate Pack

Head of Faculty:
Modern Foreign Languages

FTE Permanent

MPS/UPR

+ TLR 2 £5351

Closing date :
Midday 23rd September 2024

Interviews:
w/c 23rd September 2024

Executive Headteacher's Welcome

Dear Candidate,

Thank you for taking the time to find out more about Aylestone School and expressing an interest in this position. This pack is intended to give you more information about this role and our school's vision and ethos. It is an exciting time at Aylestone School as we build upon the strengths identified in our most recent Ofsted report and now is the time for us to add capacity to our collaborative, resourceful and innovative teaching team.

Aylestone School is located in the picturesque Cathedral City of Hereford, adjacent to the Herefordshire Colleges' campus for Further Education, and 10 minutes walk from the City railway station.

Aylestone is a caring school. Students and staff members matter; consequently a happy and friendly atmosphere has been developed, combined with a sense of purpose and unity in striving to be the best that we can. We would thoroughly recommend any potential candidates visit the school to experience this for themselves; you will not be disappointed.

The successful candidate will be joining the school at an exciting time. Building on Aylestone's success the Local Authority are investing over £13 million to increase the number of pupils to 750. This includes the building of brand new block and sports hall. This expansion will allow Aylestone to retain it's 'small school ethos' whilst expanding its curriculum offer and opportunity.

If you have the vision and passion to contribute to expanding our school, then we look forward to receiving your application.

Simon Robertson



"Staff build warm and supportive relationships with pupils. They work hard to ensure that pupils are well prepared for life beyond school. As one parent commented in response to Ofsted's survey, 'staff genuinely care and make every effort to put parent and child worries at ease.'"

Ofsted 2024



About the School

Based on a beautiful site, Aylestone School is an oversubscribed mixed 11-16 comprehensive school federated with two of our feeder primary schools, Broadlands and Withington. All three schools are led by one Executive Head teacher.

Aylestone is a thriving, collaborative and caring school with high aspirations for all students. We pride ourselves on being able to offer something different in the city. We are a smaller school, but big enough to offer the breadth of choice and opportunities that other schools do. We know **all** our children and have a school ethos based on mutual respect. Put simply, we are a happy, caring school, small enough to know each student, but also big enough to offer extensive choice and opportunities .

Our core belief is that children are treated as individuals, with personalised targets and support, and a real voice in their own education. Our federation of schools is committed to providing excellence in education.

Our aim is for children to leave for the next stage of their education with the confidence and aptitude to make their own valuable contribution to their community, for staff to recognise their own contribution to this development of children and parents to genuinely be able to support their son or daughter's education. We believe that everyone should have the opportunity to develop a love of life-long learning and through a strong sense of team and community we can achieve excellence together.

We are immensely proud of all of our students and their achievements through their time with us. We place a strong emphasis on the holistic development of each child as a valued individual. We provide a positive, challenging and exciting learning environment in which children flourish. We pride ourselves on relationships in the school. Children & staff are welcoming & friendly. We offer a broad and balanced curriculum and are immensely proud of successes in many areas. Our extra-curricular offer is wide and varied and many students are involved in charitable work and community projects both within school and the wider community.

The School was inspected in July of 2024 and graded 'good' for both behaviour and personal development, recognising the excellent work staff do. This grading continues the positive progress for Aylestone, which has seen the school repeatedly praised for improvements made following Ofsted monitoring inspections over recent years. We are very pleased the school has been graded good for behaviour and personal development, and that the improvements being made here continue to be acknowledged.

The inspectors made many very positive comments, including:

- *"Staff build warm and supportive relationships with pupils. They work hard to ensure that pupils are well prepared for life beyond school. "*
- *"Pupils are polite and greet visitors warmly "*
- *"In lessons, pupils generally show a positive attitude to their learning and complete tasks well."*
- *"Pupils say that bullying is rare and that they have every confidence in staff to resolve issues should they occur "*
- *"The school's personal development curriculum is well thought through and age appropriate "*
- *"There is a well-planned careers programme in place. Right from Year 7, pupils have access to careers related learning including workshops and assemblies "*
- *"Governors care about the school and want it to do well. "*

About the Role

Modern Foreign Languages form a very special and unique part of the school curriculum. We offer French to all of our students across both Key Stages, offer an additional language at KS4 and we provide the language teaching at both of our federated primary schools.

We are looking for a leader who has a clear commitment to driving and achieving the best possible outcomes for pupils of all abilities. We are looking for an inspirational and innovative leader who believes in inspiring our students to develop a love of languages and who will be committed to improving teaching and learning across the department. Applications are invited from outstanding classroom practitioners with a proven record of motivating pupils to achieve success. The successful applicant will have a record of delivering consistently good to outstanding lessons and have the ability to raise standards of teaching and learning across the department. Additionally, they should be able to contribute to, organise, develop and deliver schemes of work which help promote engagement, excellence, and independent thought.

Our aim is to enable students to develop a life-long love of language learning, linguistic skills and inter-cultural understanding across the federation. At Aylestone, the study of a foreign language increases pupils' knowledge, skills, understanding and appreciation of different cultures and people from other countries. It also encourages positive attitudes towards speakers of other languages, thus developing international citizenship and contributing to the core values of the school and the country. Languages require the use of different skills which can open many doors, both now and in the future. As well as learning a language, students increase in confidence, improve communication skills and learn to read and listen for both gist and detail, as well as working both individually and as part of a team. The invaluable communication skills and creativity developed through learning a foreign language will foster students' curiosity and deepen their understanding and appreciation of other cultures both in their own country, and when they travel to other countries around the world. The languages team have a collaborative and creative approach to teaching and learning, embedded in daily practice and future planning for regular retrieval and recall. We provide engaging lessons and experiences where all students are given opportunities to develop their communication skills, creativity, thinking skills and the ability to reflect on and learn from their mistakes. We are always looking to create new opportunities for our students and we seek to make language learning useful, relevant and creative in today's society where culture and communication are so important. The languages team have high expectations of all students and the level of challenge is therefore set purposefully high and students are supported in a variety of personalised ways, dependent on their needs, to enable them to meet this challenge. Extra-curricular enrichment activities such as the very popular Paris trip provide students with the opportunity to put into practice what they have learnt in the classroom and to experience first-hand the benefits of learning another language and experiencing a different culture. We are fortunate to have teachers within the department with wide ranging experience who teach well across both Key Stages. All staff members are enthusiastic, committed and hard working. They are ambitious and routinely take on responsibilities in order to further their experience.

In short, Aylestone is a lovely school and a really nice place to be in. This is a really exciting time to join the school, where the successful candidate can really have a big impact and be part of something special.



“In many subjects, the curriculum is taught well. In mathematics and history, for example, teachers present new learning clearly and model tasks effectively” - **Ofsted 2024**

Job Description

Job Title: Head of Faculty : Modern Foreign Languages

Responsible to: Executive Headteacher and Senior Leader Link

Core Purpose: To provide professional leadership, direction and management for modern foreign languages in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement for all pupils.



Strategic direction and development of the Modern Foreign Languages department

You are responsible for providing the vision for the future, for developing and implementing Modern Foreign Languages department and whole school policies, plans, targets and practices within the context of whole school and faculty aims and policies. You are expected to:

- 1.1 Develop, implement and monitor departmental policies and practices which reflect the school's commitment to high standards, high expectations, high achievement and to effective teaching and learning.
- 1.2 Create a climate which enables staff to develop and maintain positive attitudes towards the subject taught, and confidence in teaching it.
- 1.3 Ensure that policies, practices, expectations, targets and teaching methods are informed by relevant national, local and school data, plus research and inspection evidence.
- 1.4 Monitor and evaluate all aspects of the work of the department and use this to inform priorities and targets for improvement.
- 1.5 Establish with the involvement of relevant staff, Subject Development Plans which:
 - contribute to whole school and faculty aims, policies and practices
 - include realistic and challenging targets for improvement in the short, medium and long term
 - detail action, timescales and criteria for success
 - are understood by all those involved in putting the plans into action
- 1.6 Monitor the progress made in achieving departmental plans and targets, evaluate the effects on teaching and learning, and use this to guide further improvement
- 1.7 Establish a shared understanding of the importance and role of the work of the department in contributing to pupils' personal, social, spiritual, moral and cultural development, and in preparing them for adult life.


Teaching and Learning

You are responsible for promoting and sustaining effective teaching and learning within your department, for monitoring and the quality of teaching, for evaluating standards of pupils' achievement and for setting targets for improvement. You are expected to ensure that all staff within the department:

- 2.1 Ensure coverage, continuity and progression in the curriculum area for all pupils, including those of high ability and those with SEND or linguistic needs.
- 2.2 Ensure that detailed schemes of work and lesson plans are in place which meet the requirement of the National Curriculum, provide appropriate challenge and are differentiated to meet the needs of all pupils.
- 2.3 Ensure that teachers are clear about the teaching and learning objectives in lessons and communicate these to pupils.
- 2.4 Provide guidance on the choice of appropriate teaching and learning strategies to meet the needs of all pupils.
- 2.5 Establish and implement clear policies and practice for assessing, recording and reporting on pupil achievement.
- 2.6 Ensure that assessment data is used across the department for recognising pupil achievement, for setting targets for improvement and to ensure good progress
- 2.7 Ensure the effective development of pupil's literacy, numeracy and ICT skills within the curriculum area.
- 2.8 Set expectations and targets in relation to standards of pupil achievement, and evaluate progress and achievement by all pupils
- 2.9 Identify pupils who are underachieving within the department and where necessary create and implement effective plans to support those pupils
- 2.10 Evaluate the teaching within the curriculum area, identify effective practice and areas for improvement and take appropriate action to further improve the quality of teaching.
- 2.11 Ensure the department contributes to the effective development of pupils' individual and collaborative study skills necessary for them to become independent learners.
- 2.12 Work in partnership with parents and provide information about the curriculum, attainment, progress with learning targets.
- 2.13 Develop links with the local community in order to extend the subject curriculum, enhance teaching and learning and develop pupils' wider understanding.
- 2.14 Ensure that appropriate standards of behaviour are established and maintained through the faculty.

Leading and Managing Staff

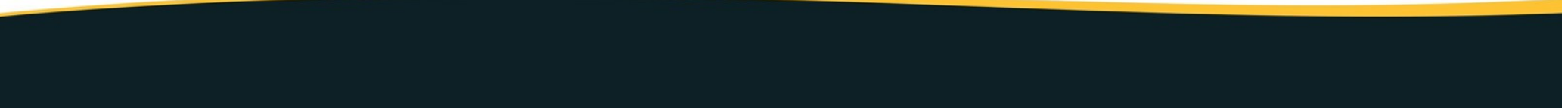
You are responsible for ensuring all members of your department are provided with the support, challenge, information and professional development necessary to continually improve the quality of teaching and learning.



- 3.1 Ensure a consistent team approach to raising achievement within the department
- 3.2 Help departmental staff establish constructive working relationships with pupils.
- 3.3 Delegate tasks and devolve responsibilities as appropriate, evaluating practice and developing a shared sense of accountability.
- 3.4 Sustain the motivation of all departmental staff
- 3.5 Carry out professional development interviews with all departmental staff to identify training needs
- 3.6 Lead the professional development of departmental staff and liaise with appropriate colleagues to co-ordinate the provision of high-quality professional development
- 3.7 Ensure that trainee and Early Career Teacher staff are appropriately trained, monitored, supported and assessed in relation to standards for QT status, the Career Entry Profiles and standards for induction.
- 3.8 Work with the SENCO and other SEND staff to ensure that plans are used to set subject specific targets and to match teaching and learning to pupils' needs
- 3.9 Ensure that the Headteacher, Senior Management and Governors are well informed about departmental policies, plans and priorities.
- 3.10 Appraise staff as required by the school policy and use the process to develop their personal and professional effectiveness

Deployment of staff and resources

You are responsible as the Head of Subject for identifying appropriate curriculum and staffing resources and ensuring they are used effectively, efficiently and safely. You are expected to:

- 4.1 Establish staff and resource needs and advise senior team of likely priorities for expenditure
 - 4.2 Allocate available resources with maximum efficiency to meet the objectives of the school and departmental plans
 - 4.3 Ensure the effective and efficient management and organisation of learning resources including ICT
 - 4.4 Maintain existing resources and ensure the development of new resources
 - 4.5 Create an effective and stimulating learning environment within the faculty
 - 4.6 Ensure a safe working and learning environment in which risks are properly assessed
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PERSON SPECIFICATION FOR: Head of Subject : Modern Foreign Languages

Information for candidates: the person specification provides an outline of the experience, skills and abilities we expect the successful candidate to possess. You should match your own skills, experience and abilities to those listed below. Tell us in what way you have carried out the criteria asked for.

	Relevant Criteria	Essential ✓ where relevant	Desirable ✓ where relevant
1. Education/ Qualifications	<ul style="list-style-type: none"> • A degree and appropriate teaching qualification. • Proven experience as an excellent classroom practitioner teaching the full ability range 11-16. • Successful management experience (as a Head of Subject, Head of Year, or responsibility post-holder). • Evidence of recent relevant professional development activities. • Experience of curriculum development. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>
2. Knowledge/ Understanding	<ul style="list-style-type: none"> • An understanding of the vital contributions made by the department to the personal development of young people. • An in-depth understanding of the nature of Modern Foreign Languages and its relationship to the curriculum as a whole. • Secure knowledge of the statutory requirements for Modern Foreign Languages and assessment, recording and reporting requirements in the subjects. • Good knowledge and understanding of the characteristics of high quality teaching in Modern Foreign Languages and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students. • A full appreciation of the contribution the subjects can make to furthering the school's aims and to its central priority of further raising achievement. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

	Relevant Criteria	Essential ✓ where relevant	Desirable ✓ where relevant
3. Skills/ Personal Qualities (Continued)	<ul style="list-style-type: none"> • Ability to work under pressure, to meet challenging deadlines and to be adaptable. • Good organisation and proven administrative abilities. • Ability to devolve responsibilities and delegate tasks, as appropriate. • Ability to identify professional development needs and encourage continuing professional development, plan and organise INSET. • Ability to develop successful relationships with students and to employ a variety of strategies for behaviour management. • A firm commitment to the comprehensive education system. • A good level of ICT skills and understanding of the ways in which ICT can be used to enhance the teaching and learning of students. • Sound judgement and integrity. • The ability to be a reflective practitioner. • A sense of humour! 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓

Governors are keen to continue to recruit teachers of integrity, with a passion for their subject, and excellent interpersonal skills, to join a group of committed and dedicated teachers.

Should you wish to visit the school or talk to key staff prior to application then we would welcome the opportunity to meet you and show you around our school. If you would like to arrange such a visit, then please call and ask for Mrs Angela Griffith PA to the Headteacher (01432 357371) to arrange this, or to discuss the post over the phone with Mr Robertson, the Headteacher.

Application forms should be completed and returned along with a covering letter and your CV to hr@aylestone.hereford.sch.uk



“Aylestone is a small secondary school where everyone knows each other well. Staff build warm and supportive relationships with pupils. They work hard to ensure that pupils are well prepared for life beyond school. As one parent commented in response to Ofsted’s survey, ‘staff genuinely care and make every effort to put parent and child worries at ease.’ ”

Ofsted 2024

The Governing Body are committed to safeguarding and promoting the welfare of children and young people and vulnerable adults. The successful candidate will be subject to an enhanced disclosure through the Disclosure and Barring Service and additional recruitment checks