GREENSHAW LEARNING TRUST

STOKE DAMEREL Community College

Lead Practitioner French

Recruitment Pack

ALWAYS LEARNING

GREENSHAW
LEARNING TRUST

Introduction

Dear Candidate

Thank you for your interest in the post of Lead Practitioner French at Stoke Damerel Community College.

We are a proud member of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing their own distinctive character. You may therefore, have the opportunity to work across campus at both Stoke Damerel Community College and Scott Medical and Healthcare College.

Stoke Damerel Community College is a successful, oversubscribed and inclusive college at the heart of the local community. We are a vibrant and forward thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, while securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

Our website provides a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information – Email info@sdcc.net or telephone 01752 556065. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

We are ambitious about diversity and inclusion and very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification and whose experiences also place them in a strong position to deliver the challenges set out in the job description. We encourage applications from candidates regardless of age, disability, gender identity, sexual orientation, pregnancy, marital status, religion, belief, or race.

Stoke Damerel Community College is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS check and uptake of references.

A Frier

Miss A Frier
Principal

Greenshaw Learning Trust – About us

The Greenshaw Learning Trust is a successful multi academy trust that provides high quality comprehensive, non-selective and inclusive education. The Trust is committed to meeting the needs of every student and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve.

Each school in the Greenshaw Learning Trust is led by its own leadership team and a local governing body, who have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure to ensure that they achieve real benefits from collaboration and receive the support that they need. Our culture of trust and openness fosters mutual support and continual improvement.

School-to-school collaboration is enabled by regular contact between school leaders and joint training and development, supplemented by a shared service team of specialist pedagogical and support service experts. Our shared services provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, family liaison, therapies, data management, estates and facilities, finance, HR, catering, and governance.

From its establishment in 2014, the Trust has grown significantly and currently employs around 2,150 people and educates over 14,000 students. We have approval to open a new secondary school and secondary special school in South London and we are planning to grow further over the coming months and years.

The Greenshaw Learning Trust Mission Statement

We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.

We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.

GREENSHAW LEARNING TRUST

Terms and Conditions

Line Managed by: **Lead Practitioner Phase 1 -** Head of MFL

Line Management: N/A

Contract: Permanent

Salary: LP 1 - 5

Hours of Work: Full time

Start Date: Easter (01/05/2022) or September (01/09/2022)

Place of Work: The successful post holder will be based at Stoke Damerel Community College but may have the opportunity to work across campus.

Medical Examination: Appointments are subject to a satisfactory medical report.

Superannuation: Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Teachers' Pension Scheme or a Personal Pension Scheme. Details of the Teachers' Pension Scheme are available at: https://www.teacherspensions.co.uk

Disclosure & Barring Service Check: This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check.

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All teaching and support members of staff must undertake the required pre-employment checks which include the uptake of references both professional and personal and a satisfactory enhanced Disclosure and Barring Service (DBS) Check.

Greenshaw Learning Trust Employee Benefits

The Greenshaw Learning Trust recognises that our employees are our most important asset, and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- A supportive ethos and concern for the well-being of all colleagues
- Excellent CPD opportunities and career progression
- Employer Contributions to Teacher's Pension Scheme
- Cycle to work scheme
- Gym membership scheme
- Employee Assistance Programme
- Eye Care Voucher scheme
- Childcare Voucher Scheme
- Car Benefit Scheme
- My Health discounts

Main responsibilities and duties:

To work within the MFL department to contribute to raising student achievement and the continued development of the department.

We are looking for a well-qualified and enthusiastic colleague to join our ambitious and highly skilled MFL department. You will need to have the knowledge, skills and creativity to be an outstanding teacher, and the ability to teach your specialism to GCSE and A level.

If you have a focus on raising student attainment and a passion for MFL, and are looking to work in an environment that values the learning of students, we would welcome an application from you.

Main duties and responsibilities

● Working within the MFL department to contribute to raising student achievement and the continued development of the department.

● Teach the MFL French curriculum across the ability range to years 7-13

● Teaching the MFL GCSE course at key stage 4

● Contribute to enrichment and intervention supports within the MFL department

Job Description
Lead Practitioner – Phase 1

Lead Practitioner, Phase 1 - Department (18 hours teaching contact per week)

1. **Pay**: The Pay Range for Leading Practitioner is LP 1 - 4
2. **Line Manager**: Curriculum Manager / Subject Leader.
3. **Core Purposes**:

The lead practitioners, phase 1, will work with curriculum areas under the guidance of the curriculum or subject leaders to improve the quality of teaching and learning within their given faculty. They will model exemplary practice and work with colleagues to develop teaching and learning pedagogy in order to improve educational outcomes within the department.

4. **Responsibilities**:

- Model exemplary practice and have an 'open door' culture within the department.
- Research and share the most up-to-date subject research based proven strategies to
- improve student outcomes within the subject.
- To contribute effectively to the developmental drop-in programme within the subject area.
- To mentor/coach members of the department on Stage 2 who are part of the continuous teaching and learning CPD pathway, including team teaching.
- To mentor those new to teaching - trainee teachers, NQT, RQT
- To work with colleagues in the department to develop key Actionable Steps, identifying department trends and creating relevant CPD to address developmental areas.
- Be an expert in the assessment / examination criteria for Key Stage 4 and where applicable Key Stage 5.
- To have a core understanding of subject pedagogy / sequencing at KS1 and KS2 and share amongst department colleagues to ensure enhanced transition within subject area.
- To lead elements of department CPD to improve the quality and consistency of teaching and learning.
- Where appropriate, support teachers in developing teaching principles in line with their performance management objectives.
- Create and develop resources to enhance the quality of instruction within the department.
- Contribute to schemes of learning and the wider curriculum to support the deeper understanding of the given subject.

Job Description
Lead Practitioner – Phase 2

Lead Practitioner, Phase 2 - Whole School & MAT (17 hours teaching contact per week)

1. **Pay**: The Pay Range for Leading Practitioner, phase 2 is LP 5 - 8
2. **Line Manager**: Senior Leader Teaching and Learning
3. **Core Purposes**:

The lead practitioner, phase 2 will work within the Teaching and Learning Team to support, lead and facilitate school improvement through the effective implementation of pedagogical strategies to ensure that students make exceptional progress across all subject areas. The Lead Practitioner will also take a lead role in developing, implementing and evaluating key areas of pedagogical CPD based on common areas of development, following the evaluation of department and whole school performance. The Lead Practitioner, phase 2, will also work within their department area per phase 1.

4: **Responsibilities**:

- To work as a member of the teaching and learning team both within the college and across the MAT.
- To undertake research to evaluate key strategies needed to improve the quality of teaching and learning.
- To work as a coach / mentor to colleagues from all departments to support consistent delivery of the Teaching Principles within the college, and across the MAT.
- Where appropriate support teachers in developing teaching principles in line with their performance management objectives.
- To mentor/coach colleagues who are working at Stage 3 within the continuous teaching and learning CPD support pathway.
- To mentor those new to teaching - trainee teachers, NQT, RQT, and contribute to the training / induction programme for new teachers.
- To lead aspects of Teaching Principle CPD, workshops and evaluations.
- To share strategies to support modelling across all department areas.
- To complete Developmental Drop In’s across the college & MAT, and feedback to
- staff using the EEK/C framework.
- To lead aspects of Teaching Principle CPD, workshops and evaluations, both in
- school and across the MAT.

Job Description

GENERAL DESCRIPTION
To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, actively engages in and takes responsibility for Professional Development, and has students who achieve well.

CORE REQUIREMENTS OF THE POST
In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in students and colleagues
- Build team commitment with colleagues and with students in the classroom
- Engage and motivate students
- Demonstrate analytical thinking
- Improve the quality of students' learning

STUDENT PROGRESS

- Demonstrate appropriate consistent progress *
  - for all students
  - across all teaching areas
  - across all spectrums of background, ability and behaviour
  - that compares favourably with students in similar settings
- Use performance data to evaluate students' progress and set appropriate targets for improvement *
- Use assessment to inform planning and teaching
- Report on progress to all stakeholders

PROFESSIONAL PRACTICE

- Maintain an up to date knowledge of good practice in teaching techniques
- Know subject(s) or specialism(s) to enable effective teaching *
- Take account of wider curriculum developments
- Incorporate national strategies in all teaching
- Use knowledge of students' learning needs *
- Communicate learning objectives
- Effectively use homework and other extra-curricular learning opportunities
- Understand and apply effective classroom management *
- Understand and apply a range of teaching strategies
- Develop students' basic skills including literacy, numeracy and ICT
- Positively target and support individual learning needs
- Maintain high levels of behaviour and discipline
- Make best use of all resources
- Undertake professional development to enhance teaching and students' learning, and
  - Apply outcomes and identify impact
  - Share outcomes with colleagues

- Actively engage in coaching and mentoring programmes to impact on the quality of teaching and learning
- Take responsibility for professional learning

CONTRIBUTE TO THE ETHOS AND PRIORITIES OF THE COLLEGE

- Contribute to College development planning and promote the learning priorities of the College Improvement Plan
- Contribute to the development and/or implementation of College policies
- Use the Performance Management Process to advance student learning and enhance professional practice in line with the College's aspirations and priorities
- Have lead responsibility for a subject or aspect of the College's work and develop plans which identify clear targets and success criteria for its development and/or maintenance
- Promote the wider aspirations and values of the College

The duties and responsibilities in this job description are not restrictive and the post holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

Person Specification

Criteria	Essential	Desirable
Training, Qualifications and Experience: On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:		
	· Successful experience of teaching MFL in previous school · Experience of teaching to at least GCSE higher level · Experience of driving improvement across an area of current school	· Experience of managing people
Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:		
	· Degree & QTS · Quality of teaching at least good · Ability to communicate effectively; orally and in writing · Good organisational Skills · Good ICT Skills · Good behaviour management skills · Competence to monitor, evaluate and effectively improve teaching and learning · Establish and maintain a culture of behaviour for learning within the classroom and the wider school	· Outstanding teacher with a history of outstanding results
Personal Qualities: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following personal qualities:		
	· Enthusiastic and Inspiring · Adaptable, flexible and efficient · Able to take responsibility and show initiative · Able to command respect · A good team worker · Able to form good relationships with young people · Is prepared to ask for advice and support when necessary · Fully competent in analysing data to inform decisions around student progress, interventions and outcomes	· Willingness to contribute to extra-curricular activities

The Recruitment Process

1. Application

To apply for a staff vacancy, please register for an online account to complete the application form. Please visit our website https://www.greenshawlearningtrust.co.uk/join-us/staff

The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

The completed online application form should be accompanied by a personal statement of suitability of no more than 2 sides of A4. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than **midnight on Monday 31st January 2022.**

We reserve the right to close this vacancy early if a suitable candidate is found.

2. Shortlisting

Shortlisting will be finalised as soon as possible. Shortlisted applicants will be invited by telephone or email to attend a formal interview process. Please make sure you have indicated clearly day and evening telephone numbers on which you can be reached. References will be taken up after shortlisting.

3. Interview Process

The interview date is **to be confirmed.** The interview process will consist of a lesson observation and a further shortlisting process may then take place. Shortlisted applicants will be invited to a final interview.

4. Feedback

Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews.

5. Taking up post

The successful applicant will take up post as from Easter (01/05/2022) or September (01/09/2022)

6. Additional information

For further information, please contact the Plymouth HR team via email: hr@sdcc.net

7. Safeguarding

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS and barred list check.