

Mandarin Teacher

Application Pack











Contents

- Safeguarding Statement
- Welcome Letter
- Copy of Advertisement
- Job Description
- Person Specification
- How to Apply



Safeguarding Statement

At the Pennine Trust Schools, the welfare of children is paramount and all schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff will be expected to take responsibility to safeguard and promote the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

All post holders are subject to a enhanced DBS check. Our policy and practice are in line with the current Department for Education's 'Keeping Children Safe in Education' Guidance.



Welcome Letter

Dear Applicant

Teacher of Mandarin

I am delighted you have expressed an interest in the post of Mandarin Teacher across our schools. We are seeking to appoint, from 1 September 2023, an outstanding individual to help to embed Mandarin Chinese across the PennineTrust schools.

This is a full-time, permanent position involving teaching in at least two of the three primary schools and one secondary school. The successful applicant must be able to teach Chinese to GCSE.

The successful candidate will be supported by the Manchester Swire Chinese Language Centre. Adopting innovative pedagogical approaches and the latest digital tools, we are looking for a talented, committed and enthusiastic teacher who is able to bring the Chinese alive to the young people of East Lancashire and embed Chinese in the curricula of our schools.

Alongside teaching duties, the successful candidate will also be expected to make a significant contribution to the vibrant co-curricular programme of the schools in the Trust. This will include planning life-changing trips to China for our older students and organising more locally based co-curricular activities which will allow our students to develop a passion for Chinese culture.

The successful candidate will be based at Park High School, but will spend much of the time teaching in the Trust's primary schools. The schools are all within 5 miles of each other and travel during the school day will be minimal. That said, a car is essential. There is also the prospect of regular outreach work in local schools to promote the study of Mandarin in East Lancashire.

Mandarin has only been a part of our curriculum since September 2022, with one teacher delivering the subject in all 4 schools. From September 2023, Mandarin will be introduced to years 7 and 8 and then be offered as a GCSE option from September 2024. Consequently, we want to recruit another outstanding practitioner to work alongside our current teacher and embed the subject fully.

The post would suit an experienced teacher but would also be suitable to an early Career Teacher with the attributes and the passion to lead a significant development in the curriculum across the Pennine Trust.

The Pennine Trust

The Pennine Trust is a relatively new, vibrant, cross phase multi-academy trust which has been jointly established by three primary schools and one secondary school. The Trust has evolved from the successful collaboration between four schools with shared values.

Our mission statement encapsulates our approach and what we prioritise daily:

Creating opportunity. Inspiring excellence. Shaping tomorrow.

We want to provide every child in our care with the best possible start in life and motivate them to fulfil their individual potential and make a full contribution to their communities and to society.

Building on our mission, we have an ambitious vision for our young people and for the Trust:

Through a child-centred approach and exceptional educational experiences we will inspire excellence from all, develop independence, build confidence and ensure readiness for tomorrow.

We believe every child can achieve and we continually encourage high aspirations amongst pupils and staff. To this end, leaders across the Trust adopt an evidence-informed approach to developing all aspects of school provision and are committed to high quality professional development of staff, so that we have an exceptional curriculum and pedagogy in all our schools. High quality pastoral care and support aligned with diagnostic assessment of needs and targeted interventions, help to ensure appropriate provision for every individual.

Welcome Letter

The geographical proximity of all current member schools means genuine collaboration is easily achievable. It is a chance to work with passionate practitioners with a track record of success, who are committed to high levels of support, but who welcome initiative and innovation in individual school leaders.

The Trust is at an exciting stage of its development, with strong central systems and structures, sound finances and a number of opportunities for growth.

Mandarin is at an exciting stage of its development in the Trust. The subject has been very well received in its first year and there is an opportunity to shape and build our approach as well as develop your own expertise.

We look forward to hearing from you.

John Tarbox

CEO of the Pennine Trust



Advert

Mandarin Teacher

Salary Range: MPS/UPS (National Pay Scales)

Contract Type: Full Time **Contract Term:** Permanent

Start Date: 1 September 2023

Closing Date: 12 noon on Monday 27th February 2023

We are seeking to appoint, from 1 September 2023, an outstanding individual to deliver Mandarin Chinese across the Pennine Trust. This is a full-time, permanent position and will involve teaching at two of our three primary schools and one secondary school. The successful applicant must be able to teach Chinese to GCSE.

Mandarin has been part of our curriculum since September 2022, with provision focused on our primary schools. The subject has been received with enthusiasm by pupils and from September 2023, will be introduced to all pupils in years 7 and 8 at our secondary school. We expect to offer the subject as a GCSE option from September 2024.

The successful candidate will be supported by the Manchester Swire Chinese Language Centre and work alongside the current practitioner sharing further development and delivery of the curriculum. Adopting innovative pedagogical approaches and the latest digital tools, we are looking for a talented, committed and enthusiastic teacher, whether experienced or newly qualified, who is able to bring Chinese alive to young people in East Lancs and further embed Chinese in our schools' curricula.

Alongside teaching duties, the successful candidate will also be expected to make a significant contribution to the vibrant co-curricular programme of the schools in the Trust. This will include planning life-changing trips to China for our older students and organising more locally based co-curricular activities which will allow our students to develop a passion for Chinese culture.

The Pennine Trust will provide:

- Staff who will unfailingly reassure students that by working together there are no barriers that they cannot overcome to achieve their full potential
- Students who strive to attain exceptionally high levels of academic achievement and personal development
- Excellent opportunities for your professional development
- Friendly and supportive colleagues, who go the extra mile

We are looking to appoint a colleague who will:

- Be an outstanding classroom practitioner, providing engaging and creative learning experiences for all students.
- Motivate, challenge and inspire students to be the best that they can be.
- Committed to raising the achievement of every student
- Have high expectations and a commitment to the wider life of the school

For an informal conversation about the role please contact Miss K Dobney at **kdobney@penninetrust.org** or 01282 508624.

Main Scale Teacher Job Description

The fundamental responsibilities applying to all classroom teachers are set down in the current Professional Standards for Teachers document which are summarised below.

All teaching staff will be responsible to the appropriate Curriculum Leader for their teaching role and a Director of House for their pastoral role.

For this post, the member of staff will also be responsible to the CEO for the development of the subject across the Trust.

"All teaching staff shall perform, in accordance with any direction which may reasonably be given by the Headteacher or CEO."

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 Music within the Creative and Performing Arts faculty, 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 schools 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.



Selection	Essential	Desirable	Criteria
Criteria			measured**
Qualifications	 A good honours degree or equivalent in your specialist subject Qualified teacher status 	Evidence of further professional development	C A/C
1/ 1 1 0	Successful experience teaching MFL		A/R
Knowledge & Understanding	 Pedagogy and the process of teaching & learning in MFL Knowledge of current policies and procedures related to the welfare of students 	 Experience or knowledge of the requirements of a form tutor 	A/I A/I
	A good knowledge and understanding of current curriculum developments in MFL		A/I
	A knowledge of the GCSE and NC require- ments in your specialism		A/I
Skills & Expe- rience	 Excellent interpersonal and communication skills. Ability to raise aspirations of students and inspire them to work towards shared goals 	 Experience of teaching in both the primary and secondary phases 	A/I A/I/R
	Ability to organise and prioritise workload effectively	, p	A/I/R
	Ability to analyse and use data to inform planning and match work to pupils' needs		R
	Evidence of effective use of assessment to evaluate progress and plan next steps in teaching		I/R
	Ability to plan, monitor, evaluate and review to support pupils' progress		I/R
	Ability to provide a safe, stimulating, well- organised learning environment		I/R
	Ability to learn from experience		Α
	 Strong written and oral skills Ability to promote and exemplify the Trust's values 		A I/R/A
Qualities	Ability to collaborate effectively as part of a team		I/R
	 Enthusiasm to keep up to date with developments in the subject matter. 		I/R
	Commitment to the safety and welfare of all people	The	I/R
	 Good attendance record Commitment to extracurricular activities and the wider curriculum across the Trust 	Ine	R I/R
	Approachable, committed and enthusiasticAbility to motivate self and othersWell-organised	Pen	I/R I/R I/R
	Good sense of humour		I/R

** **key:** A-Application, R - Reference, I - Interview, C - Certificates

How to Apply

If you do decide to apply, and I do hope you will, I would be grateful if you would complete and return the application form, together with a letter of application, addressed to the CEO of the Pennine Trust. The letter should be no more than 3 sides of A4 in font Calibri (size 12).

In your letter of application please include:

- How your skills and experiences have prepared you for this post.
- Concise information about the contribution you have made to your current school/academy to date and an assessment of the impact of your work on raising standards.
- How you would embed Mandarin across the Trust schools.
- How you would contribute to the wider development of the Pennine Trust.

Closing date for applications is noon on Monday 27th February 2023

Please note we accept electronic applications at applications@penninetrust.org

An automatic confirmation email will be sent once the application has arrived. Please be aware we cannot accept responsibility for mis-sent or late applications.

If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete.

CVs will not be accepted. It is standard practice in the education sector to seek references for shortlisted candidates prior to interview.

The Pennine Trust is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance'.



Contact Information:

The Pennine Trust

Suite 5

Bridgewater House, Surrey Road

Nelson

Lancashire

BB9 7TZ

CEO: Mr J Tarbox

Telephone: 01282 508624

Enquiries: enquiries@penninetrust.org

The Pennine Trust