



Astrea Academy Trust
INSPIRING BEYOND MEASURE

National Lead for Modern Foreign Languages (Secondary)

CANDIDATE PACK

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Open Letter from our CEO

Dear Candidate,

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage. Our academies are based across South Yorkshire and Cambridgeshire, often in areas which have experienced generationally poor educational opportunities. Our role is to change that. We want to play our part in the social regeneration of these areas.

We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve.

With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality, but our sense of what defines us is still evolving. With this in mind, we are looking for leaders who:

- Want to be part of our journey to outstanding, shaping our vision, and helping us to unlock the collective power of our system. If you're a solo flyer, our Trust is not for you.
- Share our commitment to an inclusive, aspirational and academic education for all pupils.
- Believe that in a Multi-Academy Trust, the whole is greater than the sum of the parts and that it is our collective responsibility to get the best outcomes for all our pupils.
- Bring expertise, aspiration, courage, and a collegial approach. We are brave for our communities and we welcome challenge and ambition.
- Are authentic, visible and driven.
- Bring an academic perspective to their work, supported by well-researched, well-evidenced approaches that make us think and push the trust's practice forwards
- Want our schools to be joyful places to learn, underpinned by expert teaching, brilliant curriculum, broad opportunities for learning and excellent consistent behaviour in every classroom.

For our part, we commit to challenging you, inspiring you, supporting your development and giving you access to leadership opportunities not only within your own school, but also across our Trust as your role develops.

Best Wishes

Rowena Hackwood

CEO at Astrea Academy Trust



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Open Letter from our Director of Curriculum & Assessment

Dear Candidate,

Thank you very much for your interest in joining us as National Lead for MFL (Secondary). This is a very exciting time to join us. We are on a shared mission to tackle historic disadvantage and look to do this through a knowledge-rich approach to curriculum and pedagogy. We are a growing team of curriculum experts that will support our teachers and leaders to deliver a brilliant curriculum taught expertly. You could be part of our journey as we look to codesign a common core curriculum across our nine secondary schools in Cambridgeshire and South Yorkshire.

You will join a fantastic team of subject specialists who teach, design curricula, and deliver excellent professional development. Reporting to the Director of Curriculum & Assessment, you will strategically lead the development of a common core MFL curriculum and programmes of professional development. In this role your skills and experience will add to our team and provide even more support to our teachers, leaders, and children.

We are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture. We believe that schools must teach powerful knowledge, *'the best that has been thought and said'* and an *'entitlement curriculum'* for all. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. We believe that the creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything.

We have also embarked on a process of codifying what works across our secondary academies, through publication of a series of frameworks, which inform academy policies. Sir David Carter *states 'Without some degree of standardisation, the turnaround process will be lengthier and more chaotic than is necessary and the casualties are not the adults, but the children who only have 2280 days of schooling between reception and the end of Year 11.'*

As a Trust of 27 schools, we have the capacity to support you educationally and operationally. You will be provided with a strong infrastructure of support– with our financial, HR, technology and data teams, who work with the secondary central team in some key areas.

This position is open to experienced middle and senior leaders with an excellent understanding of curriculum and assessment and proven track record of school improvement. If you are aligned to our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you.

We would encourage you to arrange a conversation with the Director of Curriculum and Assessment (Secondary), Matt Carnaby, ahead of the interview date in XXXX. To arrange a telephone or Teams call, please contact matt.carnaby@astreaacademytrust.org

With best wishes,

Matt Carnaby, Director for Curriculum & Assessment

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Job Description

JOB TITLE: **National Lead for Modern Foreign Languages (Secondary)**

REPORTING TO: **Director of Curriculum & Assessment**

DEPLOYED BY: **Director of Curriculum & Assessment**

SALARY RANGE: **6T 60,838-£75,535**

CONTRACT TYPE: **Permanent**

WORKING PATTERN: **Full time or Part Time. Flexible working considered. National travel.**

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Role Description

Purpose

- The main purpose of the role will be to drive improvement in curricula and outcomes, in standards of teaching, and in assessment in Secondary MFL across the Trust.
- The National Lead for MFL will assist Heads of Department in finding intellectual coherence across curricula, teaching and assessment, ensuring that sound curricular theorising and research drives review and improvement.
- The National Lead for MFL will help position the Trust as a national leader in education, particularly for curriculum development, enhancing the Trust’s reputation for CPD, teaching and standards, and cultivating strong influencing relationships with relevant societies, public and private sector partners, testing and examination consortia and national policy makers.

Key Accountabilities and Responsibilities

Overall:

- Advocate for our MFL subject community of teachers and leaders;
- Strengthen and capture the professional knowledge of the Trust’s teachers so that it can be shared and scrutinised, as well as sourcing the best education knowledge and expertise externally;
- Provide subject specific curriculum expertise to the wider Astrea Curriculum Team;
- Lead on ways in which students’ growing subject knowledge and expertise, from Year 7 to Year 13, can feed into the Trust’s relentless focus on educational outcomes and tackle historic disadvantage;
- Lead on the improvement of student outcomes in your subject and drive forward the improvement of teaching standards; and
- Provide exceptional leadership of your subject, across the trust, and support and develop subject leadership within our schools.

Accountability:

- High quality leadership of projects and delivering on agreed targets;
- Secure exceptional student outcomes across the Trust schools;
- Create measurable, costed, high impact improvement and raising achievement plans to support the identified needs of the schools identified;
- Provide high quality support in the specified subject area, and liaison with other National Subject Leads and Heads of Department, as required to develop curriculum plans, resources and policies;
- Provide assurance that effective procedures are undertaken for recording, monitoring, analysing and acting upon a range of data sets as needed to implement and measure the impact of school improvement strategies;
- Ensure that quality assurance procedures are undertaken rigorously;
- Collaborate across the education, school improvement and academy leadership teams to ensure coherence and effective team working;
- Stay informed of current educational development, policies and research as needed to influence and drive school improvement;
- Provide high quality mentoring and coaching to senior leaders, curriculum leaders and relevant staff;
- Have sound financial management of own budgets (as appropriate);
- Develop effective partnership relationships with outside agencies;
- Lead on the line management arrangements for the performance management and professional development of all members of your team; and
- Undertake any other professional duties, which are reasonably delegated to her/him by the Director of Curriculum & Assessment.

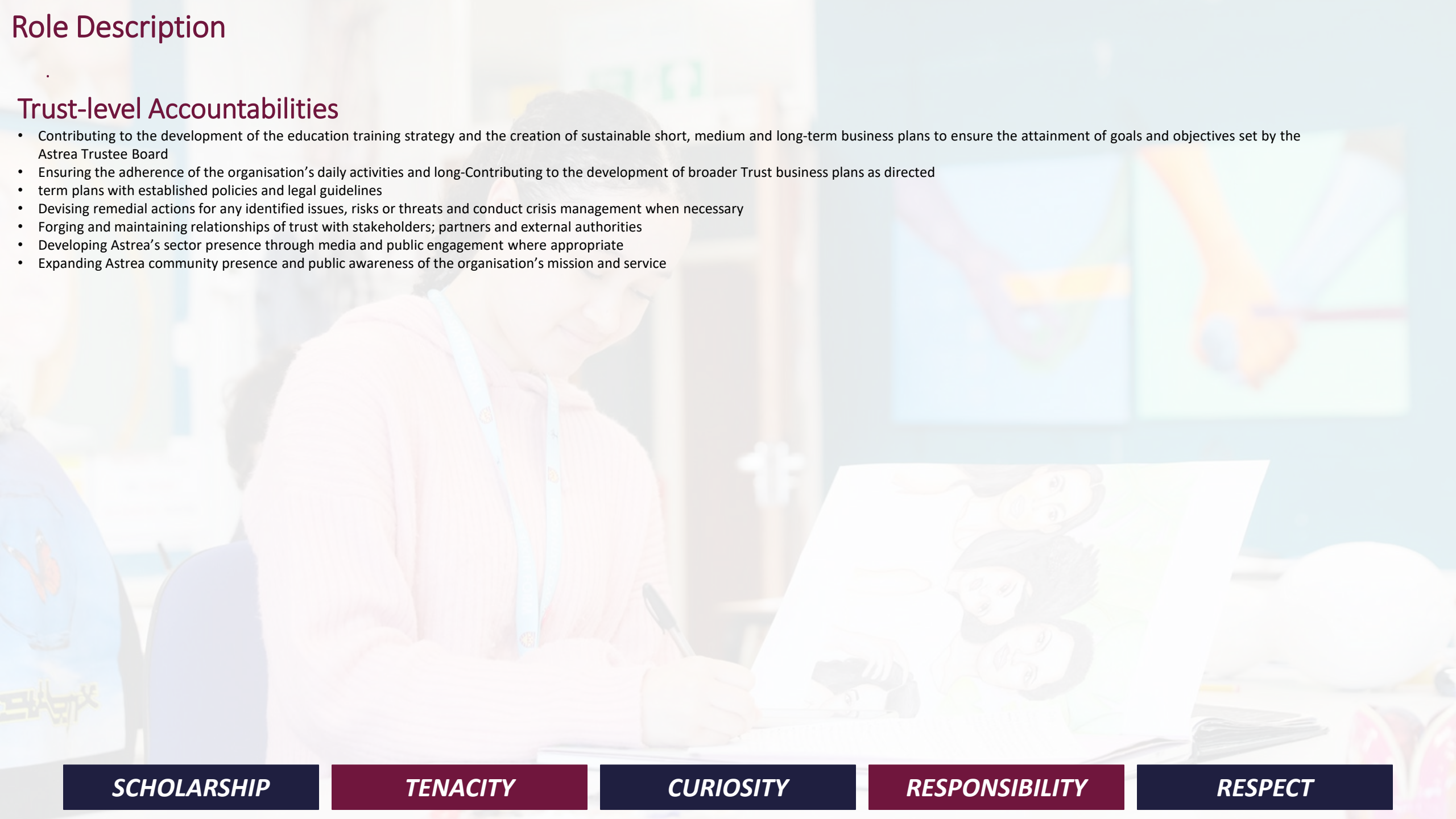
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Role Description

Trust-level Accountabilities

- Contributing to the development of the education training strategy and the creation of sustainable short, medium and long-term business plans to ensure the attainment of goals and objectives set by the Astrea Trustee Board
- Ensuring the adherence of the organisation’s daily activities and long-term plans with established policies and legal guidelines
- Contributing to the development of broader Trust business plans as directed
- Devising remedial actions for any identified issues, risks or threats and conduct crisis management when necessary
- Forging and maintaining relationships of trust with stakeholders; partners and external authorities
- Developing Astrea’s sector presence through media and public engagement where appropriate
- Expanding Astrea community presence and public awareness of the organisation’s mission and service

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Person Specification

Experience

- Currently a senior leader in an educational setting who has a track record of securing clear improvements within your areas of responsibility
- Rapidly transformed and maintained the academic outcomes of students
- Evidence of an ability to plan strategically, build and communicate a coherent vision in a range of compelling ways
- Up to date, evidence-led knowledge of and engagement in curriculum development and formative/summative assessment systems
- Excellent understanding and experience of how a knowledge-rich curriculum is developed and implemented: curriculum design, curriculum sequencing and assessment
- Proven impact of successfully leading MFL curriculum design and implementation
- Excellent understanding of recent developments in cognitive science and how this impacts curriculum design, sequencing and assessment
- Developed and maintained effective line management relationships
- Supported and coached different members of staff to improve their own performance and expertise
- Understand and can demonstrate how you have developed teams to improve aspects of the quality of education
- Experience of developing fruitful links with subject associations to provide subject knowledge enhancement courses for all teachers and educational support staff

Education and Qualification

- Qualified Teacher Status in the relevant subject
- Good relevant degree
- Further academic qualifications or management training
- Evidence of a commitment to self-improvement as a professional.

Skills and Knowledge

- Understanding of, and empathy with, the MAT operating model
- Collaborative and inspirational leadership skills
- Be able to build relationships quickly with Heads of Department and senior leaders
- Ability to use a range of evidence, including performance data, to support, monitor, evaluate and improve academies, including challenging poor performance.
- Proven ability to inspire, lead and participate actively in building and sustaining a learning community and network with others within and beyond schools
- An understanding of and competent use of ICT including emerging technologies
- Clear understanding of the ethos and strategies required to establish consistently high standards in curriculum, assessment and outcomes
- Excellent organisational skills
- Well-developed interpersonal and communication skills and ability to use new and emerging technologies to secure impact
- Demonstrate a personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards
- Demonstrate personal and professional integrity, including modelling values and vision
- Evidence of a commitment to safeguarding and promoting the welfare of children and young people
- Commitment to promote and support the aims of Astrea

These duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Regional Director, National Director of Secondary Education or CEO.

Astrea Academy Trust and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children, and we expect all our staff and volunteers to share in this commitment. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check will be completed for all applicants.

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About Astrea Academy Trust

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

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Astrea Academy Trust – Secondary Provision

Meet the Central Team:



National Director of Secondary

Richard Tutt



Regional Director
(Cambridgeshire Secondaries)

Jo Myhill-Johnson

*P2: Astrea Way
P6: Reading*



Regional Director
(South Yorkshire Secondaries)

Rebekah Ramsden

*P1: Raising Y11 Achievement
P3: Behaviour & Culture*



Director of Curriculum and
Assessment

Matt Carnaby

*P4: Curriculum & Assessment
P5: Curriculum Implementation*



Regional Director (School
Standards)

Dimitris Spiliotis

Primary & Secondary



Head of SEND & Therapeutic
Support

Jenni Machin

Primary & Secondary

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Astrea Academy Trust – Secondary Provision

Central Team



National Lead for English

Louise Jackson

Vacancy

National Lead for Mathematics

To be appointed



National Lead for History

Matt Stamford



National Lead for Geography

Rob Chambers



National Lead for Personal Development

Charlotte Cooper



National Lead for SEND and AP

Ryan Purdy



National Lead for Scholarship and Culture

Tim Blake



Deputy National Lead Maths

Rebecca Sanders



Trust VP (Cambs.)

James Rawlins



Trust VP (Cambs.)

Tomas Fisher



Trust VP (S. Yorks)

Amir Arezoo



Trust A-VP (S. Yorks)

Angela Moore



Trust AP (S. Yorks)

Lorraine Yates



Connecting Maths

Kevin Surrey

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Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer, we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

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