

Subject Specialist Leader – Modern Foreign Languages Application Pack

The Dukeries Academy
New Ollerton, Newark, Nottinghamshire

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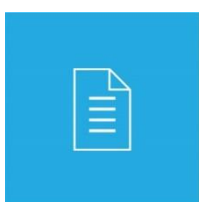
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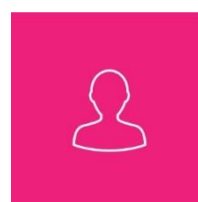
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#TransformingLives



01. About Academy Transformation Trust

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Wellbeing

At Academy Transformation Trust we put our people's welfare and wellbeing at the centre of everything and we know that this is more than just cake in the staff room on a Friday (although that is nice too!) Our Wellbeing Strategy covers 4 key areas: Working Environment, Personal Growth, Health and Lifestyle Initiatives and Culture.

Diversity, Equity & Inclusion

On our journey of *#transforminglives*, we are building a Diverse and Inclusive Community. We are aspiring to promote our Inclusivity, via Curriculum and Employee engagement. Together, we want to break down barriers, enjoy each individual and celebrate the value they bring to our Trust Family.

Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Fast Facts

Our cross-phase group of academies was founded in 2011 and since then we've grown to our current family of 21 academies (primary, secondary, post 16 and FE) operating across 10 English local authority areas. We are responsible for the education of over 13,000 learners, for the careers of almost 2000 colleagues and for the most effective spending of nearly £80 million of taxpayer income each year.

Strategic Aims

- To plan and deliver a curriculum which enables students to reintegrate with learning, delivers improving progress and outcomes for all learners and demonstrates that lessons have been learned from the pandemic experience.
- To create the conditions in which our people can demonstrate independent, thoughtful and confident behaviours in pursuit of our vision and aims.
- To continue to improve our financial performance alongside an enhanced reputation in business operations and governance.



ATT | 21 Academies

Local Authority Areas | 10

Staff | 1720

Primary | 409
Secondary | 1130
Special | 30
FE | 76
Other | 75

Learners | 13,334

Primary | 2711
Secondary | 9280
Special | 45
FE | 1298

Governance

People Engaged | 120+
Trustees | 10
Members | 4

Finance

£78 million in funding and other income

ATT Institute | 42 Leadership Development Pathways across all our directorates

Headline Performance Measures

- **Record progress scores** for many of our academies in 2019.
- **Rising Attainment 8** and **Progress 8** rates for three years running across all secondary academies.
- **Rising Key Stage 5 average points scores** across all academies for three years.

Academy
Ofsted
Ratings

14 Good

5 Requires Improvement

2 Inadequate



Emma Summerfield, Subject Specialist Leader – English, The Dukeries Academy

"As a Teach First participant, I have been so fortunate to start my career at The Dukeries Academy; professional development and quality ECT training has been prioritised, and my teaching has gone from strength to strength under the tutelage of my colleagues. I have been promoted to Subject Specialist Leader in English in my NQT year, something I would never have thought possible were it not for the support and encouragement my department has given me throughout my time here. I am excited to explore further leadership opportunities in the future whilst continuing to learn from the experienced and dedicated practitioners here in the academy."

Selena Marshall, Pastoral Leader, The Dukeries Academy

I first began my journey with ATT in 2008 as a cleaner at The Dukeries Academy. Once my youngest daughter started nursery I wanted a job that would work around my family. In 2016, I began working as part-time administration assistant, this soon increased to full-time and now I am a pastoral leader. I have made the most of every opportunity given to me, which has included studying for a degree with the Open University. ATT have given me lots of opportunities to progress and develop myself.

Abby Bayford, Director of Institute

I started a career with ATT in January 2014 as a Lead Practitioner of English at Bristnall Hall Academy. I was then given the opportunity to take on the role of Assistant Principal of Teaching and Learning as a maternity post. This opportunity was significant in developing my professional capacity to lead. It also helped to develop my leadership competencies and broaden my scope of influence. Fortunately, this became a permanent post. ATT is passionate about mobilising teacher agency and I was encouraged to drive improvement in areas within and beyond my remit. This led to an increase in responsibility and I became responsible for leadership and management and quality of education as Vice Principal. Through ATT's talent management processes, I was then identified as a potential system leader and was given executive portfolio responsibility for people development across our Trust. As such, I was given the opportunity to become Director of Institute, establishing a professional learning Institute as a vehicle to drive people development for all across our ATT family. This is my most rewarding role to date.

Amy Bills, Regional Education Director

It is wonderful to be part of an organisation in which people development commands such a high profile. My own career development within ATT from Assistant Principal to Principal, Executive Principal and now Regional Education Director is an example of the wealth of opportunities afforded to us all - whatever our role - and the high quality professional development available when part of a large MAT which has transformation and collaboration at its core.

Nicola Powling, Faculty Leader Humanities

Since joining Mildenhall College Academy three years ago, I have been well-supported in my development as a middle leader and with the guidance and advice of senior leaders in the academy I have been able to demonstrate significant impact on the quality of teaching and learning in the Humanities subjects. Last academic year I chaired the Eastern TNG for History, which has given me the opportunity to work with colleagues across the Trust and share best practice. Most recently, I have been seconded to the senior leadership team with a responsibility for teaching and learning; this is an opportunity to continue my career development and to gain insight and experience in senior leadership.





02. The Dukeries Academy

Information

Develop more courageous engagement in bolder visions of education that will help young people become change makers in their own and other people's lives.'
Andy Hargreaves



THE DUKERIES
ACADEMY

The Dukeries Academy is part of the Academy Transformation Trust family of academies.

Our Vision

To inspire excellence and maximise opportunities for all.

Our Purpose

To be a beacon of inclusive educational excellence which fosters ambition, facilitates great learning and enables outstanding progress for every student irrespective of their starting point.

To be the trusted Academy of choice at the heart of our community.

To be recognised as an exceptional place to work which attracts, retains and develops the very best staff and leaders.

To develop ambitious knowledge, character and cultural capital to empower our students to be bold and courageous change-makers who are equipped to thrive in, and make a positive contribution to, a rapidly changing world.

Our Values



INTEGRITY

We have the courage to act with moral and ethical intent. We aspire to be honest and to treat ourselves and others with respect and kindness.



AMBITION

We are passionate about working hard and are optimistic and persistent as we overcome barriers to achieving our aspirations.



EXCELLENCE

We are resolute in our desire to be the very best in everything that we do.

To find out more, please visit www.dukeries.attrust.org.uk.

03. Our Institute



What is our ATT Institute? Who does it serve?

Our 'Institute' is an umbrella term for all people development available to all ATT stakeholders. It serves our whole ATT community: children and young people, parents and carers, employees and the wider community.

Our ATT Institute Vision

We are committed to the very best people development. We empower all stakeholders through equality of opportunity and place the needs of our stakeholders and the communities we serve at the front and centre of all we do. We believe we are better together and value collaboration within and beyond our organisation. ATT People Development activities will be the very best learning our stakeholders have ever had. Through high-quality people development we will all transform lives and communities.

Our Institute is a learning eco-system through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system. Leadership does not just come from the top; it has to be genuinely stakeholder-led. Irrespective of our role: admin, education, estates, finance, governance and operations, we all have a responsibility to make things better for children and young people and to help ensure that teachers are delivering a top-drawer education. Thus, we have a professional obligation to keep getting better through engagement in people development activities so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities is the best it can possibly be.

We resolutely believe it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ATT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute. The advancement of our Institute in this way, will lead to whole of system improvement and transform more lives and more communities.

Available people development opportunities for all employees:

Role Performance Development

Our Institute has established 42 Leadership Development Pathways (LDPs) across all our directorates: Education, Finance, Governance, Trustees and Operations, shared through an Institute brochure. The purpose of each LDP is to explain available people development experiences that will support role performance development. Through this menu of opportunities, colleagues can design their own people development journey.

ATT Institute is also a provider of the following people development courses:

- The National Professional Qualification for Middle Leaders
- The National Professional Qualification for Senior Leaders
- ATT Institute Learning Leaders Course & the SSAT Lead Practitioner Accreditation

Strategic collaboration

Collaboration is the oxygen of an improving and self-sustaining Trust. This is facilitated through the following strategic collaboration groups:

- Principals' Development Group
- Strategic Development Group
- Subject Team Network Group

These groups have been described as the 'engine room' of our organisation and the colleagues that lead them, the 'learning brain.'

Research design and its translation

Research is a crucial resource in building knowledge, facilitating learning and renewing our practice. However, it is integral that our research practice does not sit independent to our work in classrooms. Built into our approach is inquiry-based learning. To advance our commitment to research-informed practice, we have established an action research team. The action research team contribute to the advancement of research in areas linked to our strategic improvement priorities and have responsibility for translating their research findings through Strategic Development and Subject Team Network Groups.



04. Job Description

Subject Specialist Leader - MFL Secondary Academy

Job Purpose:

Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

To support the Faculty Leader and to deputise when and where appropriate.

To be accountable for student progress and development.

To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims of the Academy and the curricular policies.

To act as a Curriculum Lead and be responsible for leading and developing this area.

To develop and enhance the teaching practice of others.

To monitor and support the overall progress and development of students as a manager within the curriculum area and as a Tutor.

Key responsibilities and duties are:

➤ Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

➤ Operational / Strategic Planning

- > To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the faculty.
- > The day-to-day management, control and operation of provision within the faculty.
- > To assist in monitoring and following up student progress.
- > To assist in the implementation of Academy policies and procedures, for example Equal Opportunities, Health and Safety, COSHH, Accommodation Strategy, etc.
- > To work with colleagues to formulate aims and objectives for the faculty which have coherence and relevance to the needs of students and to the aims and objectives of the Academy.
- > To assist in the management of the business planning function of the faculty, and to ensure that the planning activities of the faculty reflect the needs of the students and the aims and objectives of the Academy.

04. Person Specification

- > To support the relevant manager in the application of ICT in the curriculum area.

➤ Curriculum Provision

- > To liaise with the Faculty Leader to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy's strategic objectives.

➤ Curriculum Development

- > To support curriculum development within the whole faculty.
- > To keep up to date with national developments in the subject area and teaching practice and methodology.
- > To monitor actively and respond to curriculum development and initiatives at national, regional and local levels.
- > To liaise with the Faculty Leader to maintain accreditation with the relevant examination and validating bodies.

➤ Staffing

- > To work with the Faculty Leader and Professional Development Officer to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- > To engage actively in the performance management review process and act as reviewer for a group of staff within the designated faculty.
- > To promote teamwork and to motivate staff to ensure effective working relations.
- > To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the faculty liaising with the Cover Supervisor to secure appropriate cover within the faculty.
- > To participate in the Academy's ITT programme.
- > To be responsible for the day-to-day management of staff within the designated area and act as a positive role model.
- > To ensure the effective efficient deployment of classroom support.

➤ Quality Assurance

- > To ensure the effective operation of quality control systems
- > To assist in the process of the setting of targets within the faculty and to work towards their achievement.
- > To help to establish common standards of practice within the faculty and develop the effectiveness of teaching and learning styles in all relevant curriculum area within the faculty.
- > To contribute to the Academy procedures for lesson observation.

04. Person Specification

- > To implement Academy quality assurance procedures and to ensure adherence to those within the faculty.
- > To participate in the monitoring and evaluation of the curriculum area in line with agreed Academy procedures including evaluation against quality standards and performance criteria.
- > To seek/implement modification and improvement where required within the relevant curriculum area.

➤ **Management Information**

- > To ensure the maintenance of accurate and up-to-date information concerning the relevant curriculum area on the management information system.
- > To assist in the use of analysis and evaluation of performance data.
- > To help to produce reports within the quality assurance cycle.
- > To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- > To assist in the production of reports on examination performance, including the use of value-added data.
- > To assist in the identification of exam entries within the faculty.

➤ **Communications and Liaisons**

- > To help ensure that all members of the curriculum area are familiar with its aims and objectives.
- > To ensure effective communication as appropriate with the parents of students.
- > To liaise with partner academies, higher education, Industry, Examination Boards, Awarding To contribute to the planning and delivery of Academy liaison activities.
- > To contribute to the planning and delivery of Academy liaison activities.
- > To contribute to the development of effective subject links with partner schools and the community, attending, where necessary, liaison events in partner schools and promoting subjects effectively at liaison events in Academy, partner schools and the wider community.
- > To promote actively the development of effective subject links with external agencies.

➤ **Management of Resources**

- > To assist the Faculty Leader to identify resource needs and to contribute to the efficient /effective use of physical resources.
- > To co-operate with other faculties to ensure a sharing and effective usage of resources to the benefit of the Academy and the students.

04. Person Specification

➤ Pastoral System

- > To monitor and support the overall progress and development of students within the curriculum area.
- > To help to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- > To act as Form Tutor and carry out the duties associated with the role as outlined in the generic job description.
- > To contribute to citizenship and enterprise education according to the Academy policy.
- > To assist in the implementation of the Behaviour Management system in the faculty so that effective learning can take place.

➤ Academy Ethos

- > To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- > Support the Academy in meeting its responsibilities for assemblies.
- > To promote actively the Academy's corporate policies.
- > To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.



05. Person Specification

Subject Specialist Leader – Modern Foreign Languages

	Essential	Desirable
Education & Training	<ul style="list-style-type: none">• DfE recognised Qualified Teacher Status• Good honours degree (Spanish Specialism)• Qualified Teacher Status	Evidence of CPD training courses
Experience	<ul style="list-style-type: none">• Experience of teaching at KS3/KS4• Experience of effective management of student behaviour.• Experience of marking and feedback to meet faculty expectations.	<ul style="list-style-type: none">• Experience in the use of ICT as a teaching and learning tool• Experience of teaching at KS5
Knowledge & Skills	<ul style="list-style-type: none">• How to use data and information to plan for progress.• How to adopt a range of teaching strategies to ensure that students succeed.• Can lead, motivate, enthuse and inspire staff and students to achieve.• Ability to plan, organise and delegate effectively• A commitment to making a positive contribution to the whole school community• Is a reflective practitioner• Believes passionately that every student can succeed• Manages student behaviour effectively and supports others where appropriate	<ul style="list-style-type: none">• An awareness of the issues related to Literacy Across the Curriculum• Awareness of new specifications for GCSE.• An awareness of teaching for life without levels.



06. How to apply

Subject Specialist Leader – Modern Foreign Languages The Dukeries Academy

Status:

- Full time

Applying:

Please apply by visiting
www.academytransformationtrust.co.uk/vacancies

Salary:

- MPS/UPS
- TLR 2.3 - £2,873

Closing Date:

- Thursday 03 February 2022
- 08.00am

Start Date:

Easter 2022

Interviews:

To be confirmed

#TransformingLives

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