



APPLICANT PACK

Position: Teacher of Modern Foreign Languages (French)

Salary: MPR

Contract: Permanent Variable Contract
0.5 – Full Time

Closing Date: Monday, 10th May, 2021

Interviews: Wednesday, 14th May, 2021

Start Date: 1st September, 2021



Believe

Achieve

Succeed

MESSAGE FROM THE PRINCIPAL

Thank you for your interest in becoming a Teacher at our College. Earl Mortimer College & Sixth Form Centre is a thriving and dynamic Specialist Sports College placing the education of our students, in all aspects, at the heart of its drive for excellence. In November 2013 our Ofsted report judged us Good in every single aspect. We are the only secondary school in Herefordshire to have improved its Ofsted grade that year.

At our truly comprehensive College, we have 535 students on roll including those in post-16. Our students come from a large rural catchment area, however, the College itself is the most modern, 'state of the art' and attractive learning environment.

I have a very simple view of our role as teachers. We are here for the benefit of the students. Our success as professionally trained, committed teachers is entirely dependent on the success of our students. If they succeed in growing up as decent, caring, well qualified young men and women, ready to take their place in society and aspiring to even greater challenges, then we have done our job.

The MFL Faculty at EMC has exemplary standards of Teaching and Learning that it sets for our students. Both French and German are currently taught in KS3 and KS4, where the uptake for languages at KS4 continues to impress. From September 2021 German will be phased out and our already existing provision for Spanish will increase.

MFL staff deliver excellent lessons across the age and ability range, and they are extremely dedicated and driven in their efforts to improve the intellectual capacities of all students and to provide opportunities to develop their cultural and linguistic knowledge.

The Faculty has made significant contributions to the KS2/3 transition process, offered a Language Leaders initiative that helps to improve community cohesion and usually runs regular residential trips to both France and Germany, including a well-established student exchange with Collège Les Sources in Saverne, Leominster's French twin town. Clearly, during COVID-19 times, this has not been possible, though we are looking forward to returning to extracurricular activities and residential trips.

If you are enthusiastic, organised and passionate about languages you may just be the candidate we are looking for.

Prospective candidates are more than welcome to visit the College. If you would like to make an appointment, please contact the College Business Manager, Margaret Adams, on 01568 618 930. We look forward to hearing from you.

We welcome applications regardless of age, gender, ethnicity, religion or disability. Earl Mortimer College & Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Earl Mortimer College & Sixth Form Centre is the future of education in North Herefordshire ... be part of it.

**MS A BANNER
PRINCIPAL**

APPLICATION DETAILS

How to Apply

Should you wish to apply for the post, please complete and return an application form along with a covering letter addressed to the Principal, Ms Banner, which clearly demonstrates your suitability for this position. Only applications received on our approved application form will be considered – no CVs.

We are happy to accept applications submitted by e-mail to recruitment@emc.hereford.sch.uk or by post, for the attention of the Principal, to the following address:

Earl Mortimer College & Sixth Form Centre
South Street
Leominster
Herefordshire
HR6 8JJ

Application Forms

These can be downloaded via the online advertisement on E-Teach. A copy can also be requested by e-mailing recruitment@emc.hereford.sch.uk. Wherever possible, please provide an e-mail address for your referees.

Closing Date

Please ensure that your application arrives by midday on the closing date of **Monday 10th May, 2021**.

Interview

Interviews for the role will take place on Friday, 14th May, 2021. If you have not heard from us within two weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.

Safeguarding

Earl Mortimer College & Sixth Form Centre is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. All employees are required to have an Enhanced DBS with barred list check. Pre-employment checks include confirmation of employment history, plus references will be sought and verified with any discrepancies or anomalies in the information provided being discussed at interview.

JOB DESCRIPTION

Teaching and Learning

- To be responsible for setting challenging yet realistic targets for all students that you teach.
- Ensure that you apply the Behaviour Policy at all times both inside and outside the classroom.
- Take responsibility for the behaviour of students in your lessons and seek support with any students causing concern.
- Utilise rewards to promote positive attitudes and apply sanctions as and when necessary.
- Ensure that the literacy and numeracy strands are incorporated into your lessons.
- Make effective use of ICT to support learning and promote independent learning within your subject.
- Keep abreast of changes within your subject area.
- Comply with Health and Safety procedures at all times and ensure risk assessments are documented as and when required.
- Take responsibility for all resources within your classroom and ensure any books / equipment given to students are returned in a reasonable state.
- Refer any concerns regarding a student to the Designated Safeguard Lead in line with our Safeguarding Policy and Procedures.

Management

- Ensure all lessons are fully prepared, that learning objectives are made clear to students and that learning outcomes are measured.
- Attend Faculty and other group meetings as per the College Calendar.
- Ensure that Teaching Assistants are fully involved in your lessons and briefed beforehand as to what is expected of them.
- Contribute fully to the Faculty Development Plan and Faculty SEF.
- Ensure that all work is differentiated so that there are supportive mechanisms in place for AEN students, extension activities for G & T students, Pupil Premium students are identified and each child is treated as an individual.

Monitoring and Evaluation

- Ensure that students' work is marked promptly and feedback is given to ensure that they can improve their work.
- Set homework in compliance with the timetable agreed by the Faculty.
- Assess against targets on a regular basis and identify areas for development.

- Identify individual training/development requirements through the Performance Management process.
- Use Parents Consultation Evenings to ensure students / parents know what level they are working at and what they need to do to improve.
- Complete interim and full reports within the stated deadlines.

Form Tutor Responsibilities

- To ensure the welfare of all students within your form group.
- To liaise with your Pastoral Manager/Head of House regarding any students who may give rise to concern.
- Using the data provided to ensure that students are rewarded if they are on target and those that are not are supported so that they will be in future.
- Use the rewards system to promote positive attitudes to college / learning.
- Promote good attendance and punctuality and make use of the systems in place to support this.
- Liaise with parents of students in your Tutor Group over any matters of concern having discussed with the Pastoral Manager/Head of House first.
- Develop the use of Form Tutor time in line with College Policy.
- To deliver the Skills for Life programme.
- Contribute to the development of the Skills for Life of the year group your form is in.
- Carry out before school, break and end of day duties in line with the annual rota.
- To share good practice with colleagues and learn from them via peer observations.
- Attend all pastoral meetings / staff briefings.

Specific Responsibilities

To be determined with the Faculty Leader.

Safeguarding

It is the post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact with, to adhere to and ensure compliance with the College's Safeguarding Policy at all times. If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the College s/he must report any concerns to the College's Designated Safeguarding Officer.

This job description will be reviewed on a regular basis and may be subject to amendment at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the College in relation to the post holder's professional responsibilities and duties.

PERSON SPECIFICATION

Essential	Desirable	Notes
Qualifications		
1) Qualified Teacher Status.	a) Commitment to continuing professional development activities.	Application Form
Professional Attributes		
1) Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. 2) Hold positive values and attitudes and adopt high standards of behaviour in their professional role. 3) Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity. 4) Communicate effectively with young people and colleagues. 5) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. 6) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of young people. 7) Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of young people, and to raising their levels of attainment. 8) Have a commitment to collaboration and co-operative working where appropriate. 9) Evaluate their performance and be committed to improving their practice through appropriate professional development. 10) Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified. 11) Act upon advice and feedback and be open to coaching and mentoring.	a) Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.	Application form. Letter of application References Interview
Professional Knowledge and Understanding		
1) Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all students to achieve their potential. 2) Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications. 3) Know a range of approaches to assessment, including the importance of formative assessment. 4) Know how to use reports and other sources of external information related to assessment in order to provide students with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement. 5) Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments. 6) Know and understand the relevant statutory and non-statutory curricular and frameworks, including those provided through the National Strategies for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach. 7) Know how to use skills in literacy, numeracy and ICT to	a) Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all students to achieve their potential. b) Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject/curriculum areas they teach, including those related to public examinations and qualifications. c) Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting students' needs. d) Have a more developed knowledge and understanding of their subjects/curriculum areas	Application form Letter of application Demonstration of teaching ability References Interview

Essential	Desirable	Notes
<p>support their teaching and wider professional activities.</p> <p>8) Understand how children and young people develop and how the progress, rate of development and well-being of students are affected by a range of development, social, religious, ethnic, cultural and linguistic influences.</p> <p>9) Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.</p> <p>10) Understand the roles of colleagues such as those having responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.</p> <p>11) Know when to draw on the expertise of colleagues, such as those with responsibility for safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.</p> <p>12) Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</p> <p>13) Know the local arrangements concerning the safeguarding of children and young people.</p> <p>14) Know how to identify potential child abuse or neglect and follow safeguarding procedures.</p> <p>15) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</p>	<p>and related pedagogy including how learning progresses within them.</p> <p>e) Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.</p>	
Professional Skills		
<p>1) Plan for progression across the secondary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge.</p> <p>2) Design opportunities for students to develop their literacy, numeracy, ICT and thinking and learning skills appropriate with the secondary phase and context.</p> <p>3) Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain students' progress and to extend and consolidate their learning.</p> <p>4) Teach challenging, well organised lessons and sequences of lessons across the secondary age and ability range.</p> <p>5) Use an appropriate range of teaching strategies and resources, including e-learning, which meet students' needs and take practical account of diversity and promote equality and inclusion.</p> <p>6) Build on the prior knowledge and attainment of those they teach in order that students meet learning objectives and make sustained progress.</p> <p>7) Develop concepts and processes which enable students to apply new knowledge, understanding and skills.</p> <p>8) Adapt their language to suit the students they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenary sessions effectively.</p> <p>9) Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the students.</p> <p>10) Teach engaging and motivating lessons informed by well-grounded expectation of students and designed to raise levels of attainment.</p> <p>11) Make effective use of observation, assessment, monitoring and recording strategies as a basis of setting challenging learning objectives and monitoring students' progress and levels of attainment.</p>	<p>a) Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of students and which integrate recent developments, including those relating to subject/curriculum knowledge.</p> <p>b) Have teaching skills which lead to students achieving well relative to their prior attainment, making progress as good as, or better than, similar students nationally.</p> <p>c) Promote collaboration and work effectively as a team member.</p>	<p>Application form.</p> <p>Letter of application.</p> <p>References.</p> <p>Interviews.</p>

Essential	Desirable	Notes
<p>12) Provide timely, accurate and effective feedback on students' attainment, progress and areas for development.</p> <p>13) Support and guide students so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent students.</p> <p>14) Use assessment as part of the teaching to diagnose students' needs, set realistic and challenging targets for improvement and plan future teaching.</p> <p>15) Review the effectiveness of their teaching and its impact on students' progress, attainment and well-being, refining their approaches where necessary.</p> <p>16) Review the impact of the feedback provided to students and guide students on how to improve their attainment.</p> <p>17) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that students feel secure and sufficiently confident to make an active contribution to learning and to the College.</p> <p>18) Make use of the local arrangements concerning the safeguarding of children and young people.</p> <p>19) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out of school contexts.</p> <p>20) Manage students' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the College's behaviour policy.</p> <p>21) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of students.</p> <p>22) Promote students' self-control, independence and cooperation through developing their social, emotional and behavioural skills.</p> <p>23) Work as a team member and identify opportunities for working with colleagues managing their work where appropriate and sharing the development of effective practice with them.</p> <p>24) Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.</p>		

