



ALDRIDGE
SCHOOL

Achieving Excellence Together



Application Pack

Teacher of French TLR Subject Leader

Full time
TLR 2a

Aldridge School
Tynings Lane, Aldridge,
Walsall, West Midlands
WS9 0BG

01922 743988



THE MERCIAN TRUST

Contents



About Aldridge School – a Founder Academy of the Mercian Trust



About The Mercian Trust



Job Description



Person Specification



How to Apply

About Aldridge School



Thank you for taking the time to find out more about Aldridge School. This pack is intended to give you information about this role and our school's broader vision and ethos. Further background information is available in our Prospectus and Sixth Form Prospectus on our website.

We are a comprehensive school of over 1500 students situated near the centre of Aldridge village. We believe that it is our responsibility to work to meet the needs of every individual student, challenging them to achieve their best, supporting them to become responsible young adults and preparing them for their next steps into the world of work or further education.

Aldridge School is a good school (Ofsted 2022). It is a school which is proud of its traditions and successes which have been achieved through hard work and high expectations.

Aldridge School has a dedicated, talented and conscientious team of staff who work together to provide a high standard of teaching, excellent pastoral care and professional support services. Our broad curriculum is designed to meet national expectations, be relevant and interesting, support our students in achieving the best possible standards in external examinations and to equip them with the skills they need to be successful in adult life.

At Aldridge School we have a popular and thriving Sixth Form. We are very proud of our students' success with over 80% securing places at some of the top Universities and on Higher Apprenticeships last year. We offer a very broad range of both academic and vocational courses at level 3, ensuring that Aldridge School Sixth Form is an option for a wide range of students.

We also enjoy strong links with surrounding primary schools, working with students in Years 5 and 6 including work in Science, Maths, English, Performing Arts and Enterprise. We are proud of our community and we work hard to promote this pride in all our partnerships, so that we can make sure that future students from these schools enjoy an easy, enjoyable transition to Aldridge School.

Students at Aldridge School are friendly, polite and respectful. Strong relationships between staff and students contribute significantly to ensuring that students are happy and feel safe.

If you would like to find out more, please contact us to arrange a visit to see our school at work. We look forward to meeting you.

Benefits of Working at Aldridge School



- Teachers are all provided with a laptop to support their teaching
- No pressure to "put on a show" in lessons. A culture of typicality is reinforced by no lesson grading (outstanding, good etc.)
- No need to write lesson plans of any kind
- Everyone has the highest expectations of behaviour, with all staff reinforcing those expectations
- A clear system of sanctions which is applied consistently so staff don't have battles with students
- Senior Leadership are very visible
- Excellent pastoral support offered through Year Offices
- CPD tailored specifically to staff needs, based on their feedback
- Time for staff to put new things into action
- Non-hierarchical approach to professional development - there are things a senior leader can learn from an ECT and vice versa
- Targeted support plans for teachers who are struggling
- Regular Staff, Faculty and Pastoral briefings to support good communication
- Comprehensive support for ECTs with dedicated mentors and regular meetings
- Professional Growth conversations provide an opportunity for an honest, reflective and developmental conversation about the contribution of a colleague to the school and our Trust.
- We are constantly streamlining all systems and processes so they take less time
- Open door Senior Leadership Team - no concern is ever too small
- Countless opportunities to get involved with the wider life of the school - Duke of Edinburgh, school performances, sports teams, music
- Contributions of staff recognised through 'Above and Beyond' draws each half term

The Business Communication Faculty



Faculty Overview:

The Faculty is a dynamic and collaborative environment, consisting of Modern Foreign Languages (French and German), Computing, Business Studies, and the Social Sciences. Our staff are friendly and very supportive, fostering a culture of teamwork and mutual respect. We hold weekly briefings to stay connected and informed, while also allowing each department the autonomy to meet within their subjects and design curricula that best serve their students. As the Head of French, you will have weekly meetings with the Faculty leader and work closely with other Heads of Departments, particularly the Head of German. Despite our diverse specialisations, we often face similar challenges and support each other, sharing ideas and strategies to enhance our teaching practices.

Modern Foreign Languages (MFL) Team:

Our MFL team is composed of eight dedicated staff members, plus the advertised role. Most of our teachers are proficient in both French and German, although their specialties vary. Some staff members work part-time, adding flexibility to our team. We pride ourselves on being welcoming and supportive, sharing lesson planning responsibilities among the team. Each teacher is assigned one or two year groups to plan for, and they share their resources with the rest of the team. This collaborative approach has significantly reduced the planning workload for each teacher and improved the quality of our resources, allowing everyone to focus on their assigned year groups. Our assessment systems are designed to allow for accurate assessments whilst considering teacher workload. We use a lot of live marking, mini whiteboards, and immediate feedback in class, instead of marking exercise books. In recent years, we have embraced the EPI pedagogy by Conti, integrating it into our schemes of work and teaching whilst retaining effective practices from the past.

Key Stage 3 (KS3):

At KS3, all students receive three hours of MFL instruction per week, divided between French and German in Year 7. Students then choose which language to continue with in subsequent years. Classes are mixed ability, except for the 'nurture group,' which receives tailored support. We do not follow a specific textbook, but we have access to a variety of printed resources to aid in planning and delivering lessons. This flexibility allows us to adapt our teaching to meet the needs of our students and provide a rich and varied learning experience. We also strive to include cultural content and competitions in our lessons, such as the 'La Chandeleur' competition, examples of traditions across the Francophonie, and 'Le Poisson d'Avril' activities.

Additionally, we run a five-day residential trip in Year 7, where we take students to the Black Forest, including a day trip to France. This immersive experience greatly enhances their language learning and cultural understanding and is a highlight of the year!

Key Stage 4 (KS4):

Approximately 50% of the year group will study a language at GCSE level. We use AQA as our exam board and follow the Pearson AQA GCSE French/German textbook. Additionally, we have access to the resources and assessments on ActiveHub, which support our teaching and learning. We are proud of our consistently improving results, which align with national expectations, reflecting the dedication and expertise of our MFL team.

Key Stage 5 (KS5): The students have the opportunity to study French and German through the MAT programme.



What we can offer you

Getting the basics right

- We are proud to be a Living Wage employer.
- When appropriate to the role, we are very happy to offer the right candidates with specific recruitment and retention incentives.
- We follow the teacher and NJC pay scales, including the awarding of nationally agreed pay increases.
- We have a range of pioneering HR policies that we are particularly proud of – from our flexible working policy to our menopause policy. We always take an informed approach to ensuring our policies are fit for purpose and represent the most equitable deal for all parties.
- We are a committed apprenticeship employer. Many of our current apprentices are former students from our schools, growing our own talent from within.
- We have developed a newly-designed annual professional growth review underpinned by our cultural blueprint.
- We are very proud of our time-back scheme to thank staff who provide students with valuable enrichment opportunities such as regular clubs and educational visits.

Additional benefits

All staff employed by The Mercian Trust are now able to access a fantastic range of additional employee benefits.

These include:

- Discounts on everyday purchases via EdenRed
- A comprehensive free of charge health plan via Simplyhealth
- A salary sacrifice electric car scheme via Tusker
- A cycle to work scheme via Halfords

A sector-leading CPD offer

- We offer a truly comprehensive training programme featuring exclusive Mercian Trust content from the world's leading education professionals.
- You can be assured of getting the very best mentoring and support for all external professional qualifications and programmes such as ECT and NPQs.
- We are proud of our package of goals-focussed training for non-student facing associate staff.
- Our Digital Champions support all staff to maximise the benefits of our multi-million pound digital infrastructure and to transform the way we teach, we learn, we lead and we operate.
- We hold an annual staff development conference for all staff that is packed with content, valuable resources, and networking opportunities.
- Staff can join our wide range of Professional Learning Communities, led by Trust Lead Professionals to develop collaborative practice across our schools and wider sector.
- All staff are invited to have articles published in our half-termly education journal, The Education Exchange, and to be supported to write and speak for external audiences via our excellent links with leading publications and training organisations.

Job Description

Post: Subject Leader (French)
Responsible to: Faculty Leader
Salary: MPS/UPS TLR2a



The post-holder will be expected to undertake duties in-line with the professional teacher standards for qualified teachers.

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 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 the relevant subject(s) and curriculum areas, 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

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 school's 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 wellbeing

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- Treating pupils with dignity, building relationships rooted in mutual respect and, at all times observing proper boundaries appropriate to a teacher's professional position
- **Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions**
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Person Specification



Qualification Criteria

- Qualified to degree level or above
- Possesses QTS status or equivalent

Experience

- Evidence of successful practice as a teacher in a secondary school
- Experience of continually improving teaching practice to increase student achievement and progress
- Evidence of continually improving the teaching and learning of their subject through assisting with schemes of learning and extra-curricular/enrichment activities

Knowledge

- Up to date knowledge in the curriculum area (Inc. A Level/GCSE specifications)
- Understanding of the teaching strategies needed to establish high aspirations with regards to results and behaviour
- Evidence of working with educational research to facilitate learning
- Knowledge of the current legal requirements, national and school policies and guidance on the safeguarding and promotion of the well-being of children and young people

Leadership

- An ability to lead by example
- Effective team worker and leader
- Possesses high expectations for accountability and consistency
- Motivation to continually improve standards and inspire excellence
- Possesses an empathy and the ability to listen
- Commitment to the safeguarding and welfare of all students

Teaching and Learning

- Effective and adaptable ICT skills
- Numerate so that data analysis can be facilitated
- Effective communication skills
- Possesses energy, enthusiasm, resilience and perseverance
- A commitment to educational research to facilitate learning
- Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards
- Thinks strategically about classroom practice and tailoring lessons to students' needs
- Understands and interprets complex student data to drive lesson planning, achievement and progress
- Excellent planning and organisational skills
- The ability to produce correspondence/documents, appropriate for a specific audience and in well-written English, ensuring the tone is appropriate to the purpose

How to Apply



Salary

MPS/UPS

Closing Date

9.00 am Monday 12th May

Start Date

September 2025

Visits to School

For further information, please contact the school either by email info@ald.merciantrust.org.uk or by telephoning Mrs Knight on 01922 743988 ex 2224

Applying

Apply through Mercian Trust application system.



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