



GREENSHAW
LEARNING TRUST

Teacher of MFL Fixed Term Recruitment Pack



**ALWAYS
LEARNING**

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Five Acres High School
Five Acres
Coleford
Gloucestershire
GL16 7QW
01594 832263
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Dear Candidate,

We are looking for a **Teacher of Modern Foreign Languages (MFL), on a 12-month fixed term contract (to cover maternity leave) starting September 2024. Full time or part time hours will be considered.** This is an exciting opportunity to join the GLT and more specifically Five Acres High School. Our commitment to high standards and outstanding teaching has led us to become a school of choice for families in and around the Forest of Dean. This is an excellent opportunity for a committed person looking to join a successful forward-looking school set in a dynamic community. Our world class school quality mark and ACE School of Character Quality Mark Plus show this. This is a school that will give you an opportunity to demonstrate you are remarkable.

Five Acres High School is one of the top 3.5% of schools nationally for progress and recently rated 'Good' by OFSTED. Our world class school quality mark and school of character kitemark plus show this. This is a school that will give you an opportunity to demonstrate you are remarkable. Our values are ambition, confidence, creativity, determination and respect and we pride ourselves on ensuring students work towards our mission which is to encourage students to 'Aim High, Work Hard and Be Kind'.

We are proud members of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing our own distinctive character.

The Trust is a vibrant and forward-thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, whilst securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

GLT is one of the highest performing multi-academy trusts in the country, we currently comprise of over thirty schools: in South London, Berkshire, Surrey, Gloucestershire and South Gloucestershire and Plymouth. We are continuing to grow and have further schools joining us on a regular basis.

We are ambitious about diversity and inclusion and very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification and whose experiences also place them in a strong position to deliver the challenges set out in the job description. We encourage applications from candidates regardless of age, disability, gender identity, sexual orientation, pregnancy, marital status, religion, belief, or race.

Five Acres High School is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

The school websites provide a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information by emailing Dawn Pearce, HR Manager on dpearse@5acreshighschool.co.uk

We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

Yours sincerely



Simon Phelps
Headteacher

The school reserves the right to commence the interview process at any time prior to the closing date.

Greenshaw Learning Trust – ‘Always Learning’

GLT is one of the highest performing multi academy trusts in the country that provides high quality comprehensive, non-selective and inclusive education. The Trust is committed to meeting the needs of every student and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve. We are all ‘Always Learning’.

Each school in GLT is led by its own leadership team and a governing body, which have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure, collaboration, and support. Our culture of trust and openness fosters mutual support and continual improvement.

At GLT it is really important to us that our classrooms are disruption free and the schools are calm and orderly. Our shared behaviour policy assists to make this happen and enables our teachers to have the greatest impact on the educational outcomes of the children in their classes.

School-to-school collaboration is enabled by regular contact between school leaders. Our shared services professionals provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, school improvement, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, pupil services, estates, finance, HR, IT, catering, clerking, procurement and governance.

From its establishment as a multi academy trust in 2014, the Trust has grown significantly and currently employs around 3,000 people and educates nearly 19,000 students. Further information about our schools can be found [here](#).

The Greenshaw Learning Trust Mission Statement

We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.

We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.

Greenshaw Learning Trust Employee Benefits

The GLT recognises that our employees are our most important asset, and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- A supportive ethos and concern for the well-being of all colleagues
- Excellent CPD opportunities and career progression
- Employer contributions to Local Government (LGPS) or Teachers Pension Scheme
- Cycle to Work scheme
- Gym membership scheme
- Employee Assistance Programme
- Free eye tests
- Childcare Voucher scheme
- Car benefit scheme
- My Health discounts

Terms and Conditions

Line Managed by:	Head of MFL
Line Management:	Not applicable
Contract:	Fixed Term
Salary:	Main pay scale 1 – 6 (£30,000 - £41,333) per annum (Pro-rata for part time) Upper pay scale 1 – 3 (£43,266 - £46,525) per annum (Pro-rata for part time)
Hours of Work:	Monday to Friday, 32.5 hours per week
Place of Work:	Five Acres High School, Five Acres, Coleford, Gloucestershire GL16 7QW
Medical Examination:	The appointment is subject to a satisfactory medical report
Superannuation:	Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Teachers' Pension Scheme or a Personal Pension Scheme.
Holiday Entitlement:	Subject to Working Time provisions of the School Teachers Pay and Conditions Document your holidays coincide with periods of school closure
Probation Period:	New employees are required to complete a six-month probationary period
Disclosure & Barring Service Check:	This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check
Right to Work Check:	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations may be required in accordance with the statutory guidance

Department and Subject Information

Our MFL Department

Context and Background:

We are a proud member of the Greenshaw Learning Trust, a ‘family’ of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing their own distinctive character. Our outstanding GCSE results over the past three years places Five Acres High School in the top 5% of schools nationally in terms of progress and we continue to be driven by our aim to ensure that our students will have a better chance of success than if they went anywhere else.

Our school maintains high expectations, with a strong focus on staff development and strong behavioural expectations and routines embedded within the school. This allows teachers to focus on planning and delivering excellent lessons which enable all students to make progress and feel successful. Our school is focused on enabling students to develop into well-rounded young adults who are instilled with the school’s core values of ambition, determination, respect, creativity and confidence. We are able to achieve this through our Character Education programme as well as our embedded practices such as our reading programme and knowledge rich curriculum.

The Department:

The MFL department at Five Acres High School is made up of four dynamic and passionate teachers, including an Assistant Headteacher, Lead Practitioner, Head of MFL, and MFL Teacher. We teach French and Spanish from Y7-11. The team is dynamic, enthusiastic and supportive and we consistently search for new and innovative ways to improve our practice and provide excellence in our teaching. We are dedicated to instilling a love of language, respect for culture and confidence among our students.

MFL at Five Acres is fortunate to be supported by a whole-school approach towards raising cultural capital, and the Languages department is seen to play a valuable role in this. Our goal is to ensure students are able to enjoy languages, which starts with feeling successful in their experience of language learning. This is enabled through an accessible yet challenging curriculum, as well as many extra-curricular enrichment opportunities we organise throughout the year. We aim to provide students with the knowledge, skills and confidence necessary to take languages with them in their futures, thus opening up opportunities for work and travel and widening their personal and professional prospects.

Resources:

Lessons and resources are planned centrally by GLT. As a team of passionate and committed MFL teachers we work reflectively and collaboratively to plan and improve the curriculum and shared resources. Our lessons incorporate up to date MFL pedagogical research, including methods proposed by Gianfranco Conti. In each lesson at KS3, language is introduced using sentence builders through teacher-led listening and translation activities to allow for ‘pushed output’; where teachers have total control over student output to ensure that students have ample opportunity to practise and recycle target chunks and structures. We use mini-whiteboards as an embedded curriculum resource to

assess student comprehension and retrieval for listening activities. We have moved away from textbooks at KS3, and our resources and assessments are bespoke and updated so that they are always relevant and fit for purpose.

All teachers are also supported with specifically curated wider reading and CPD material for every unit to develop ourselves as masters of our subject. This is supported by a wider CPD program directed by the Teaching and Learning Lead and the Developmental Drop In (DDI) process which provides every member of staff across the school with an informal lesson drop in every fortnight which highlights strengths and provides staff with an actionable next step to drive their practice on even further.

Curriculum:

Students begin their language learning experience in Year 7 where they concentrate on one language to enable an in-depth knowledge of the structure of the language and a wide vocabulary, in order to achieve subject mastery. The MFL curriculum starts at the beginning in KS3 with in-depth teaching of the basic components to ensure that all students are able to access the curriculum. Students at Five Acres learn to use three, time frames and complex structures from the very beginning. Students learn content through deliberate practice, chunking and Conti-style 'input flooding' of key structures to create automaticity in students' language abilities.

We also place a strong emphasis on the importance of phonics which is reflected in the curriculum. Every module from Year 7 to Year 11 begins with students explicitly learning and recapping French and Spanish phonics in order to develop and improve their pronunciation and build confidence and oracy in MFL.

Our curriculum enables our students to be fully prepared to undertake a GCSE in the language and creates enthusiastic, passionate language learners who feel confident in their linguistic abilities.

Students at Five Acres follow the Edexcel GCSE in KS4 for MFL.

Job Description

Teacher of MFL

The duties and responsibilities in this job description are not restrictive and the post holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

Responsible for: Teaching and supporting all designated classes in subject area

Job Purpose

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.

To monitor and support the overall progress and development of students as a Teacher/Tutor.

To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

To contribute to raising standards of student attainment.

To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Teaching

To undertake a designated programme of teaching across all key stages

To teach consistently high-quality lessons

To plan and deliver schemes of work and lessons that meet the requirements of KS3 and 4

To be a role model for students, inspiring them to be actively interested in your subject.

To maintain appropriate records and to provide relevant accurate and up-to-date information for Bromcom, registers

To complete the relevant documentation to assist in the tracking of students

To set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching

To prioritise and manage time effectively, ensuring continued professional development in line with the role

To follow the school policies and procedures

To ensure the effective/efficient deployment of classroom support

To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework

To update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology.

Assessment, Feedback and Tracking

- To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy
- To follow department monitoring and tracking systems relating to students' attainment, progress and achievement
- To mark, grade and give written/verbal and diagnostic feedback as required
- To undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To complete the relevant documentation to assist in the tracking of students
- To follow department policy regarding department tracking of student progress and use information to inform learning and teaching

Staff Development

- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the Performance Management process
- To participate in whole school CPD programmes
- To take part in the staff development programme by participating in arrangements for further training and professional development.
- To actively engage with the DDI process.

Student Support and Progress

- To be a tutor to an assigned group of students if and when required
- To promote the general progress and well-being of individual students and the Tutor Group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required
- To contribute to the preparation of Action Plans and other reports as required
- To alert the appropriate staff to problems experienced by students
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To apply the Behaviour Policy so that effective learning can take place
- To meet with students over whom there are concerns and contact home where necessary in conjunction with year head or department head as appropriate
- To participate fully in the tutor time reading programme.
- To provide student involvement in the character education programme.

Safeguarding

Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding Policy within the school

Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

Communications, Marketing and Liaison

To communicate effectively with the parents of students as appropriate

Where appropriate, to communicate and cooperate with persons or bodies outside the school.

To follow agreed policies for communications in the school

To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, liaison events with partner schools, etc.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Person Specification

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Criteria	Essential	Desirable
Training, Qualifications and Experience: On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:		
	• Qualified teacher status • Relevant Degree • Evidence of continuing professional development	• Post graduate qualification • Evidence of wider professional development
Personal and Professional Qualities and Attributes: In their statement of suitability and during the selection process, candidates will demonstrate the ability to:		
	• An outstanding classroom practitioner • Awareness and or involvement with ITT/appropriate CPD • Able to identify strengths and weaknesses in students and act appropriately • Excellent interpersonal and teamwork skills • Excellent communicator – sensitive & effective • An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues • Knowledge of strategies to inspire and improve outcomes for students • The knowledge and vision to put strategies into practice to meet current and future challenges • Outstanding organisational skills to ensure efficient and effective operation • Confidence and experience in the use of ICT for learning, teaching and admin • Excellent logistic and organisational skills	• Experience of policy review, development & implementation • Experience of implementing systems and processes to aid learning, teaching and student development • Proven experience of maximising student outcomes at all levels • Experience of implementing systems and processes to aid learning, teaching and student development • Management and experience of curriculum innovation
Additional Requirements: In their statement of suitability and during the selection process, candidates will demonstrate that they can meet the following requirements:		
	• A willingness to become involved in all aspects of school life • Commitment to high standards and expectations • High levels of professional integrity	

	• The ability to work independently, willingness to take tough decisions and face the challenges of managing change • A commitment to sustaining and raising achievement, attainment and aspirations of all students	
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The Recruitment Process

1. Application

Visit our website to view our current vacancies [here](#)

To apply for a staff vacancy, please register for an online account and complete the online application form. The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

You have the opportunity to upload an attachment to support your application if desired. In the application form you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than **11.59pm on Sunday 23 June 2024**. Applications received after this date will not be considered.

2. Shortlisting

Shortlisted applicants will be invited by telephone to attend an interview. Please make sure you have indicated clearly your telephone numbers on which you can be reached. If we are unable to reach you, we will follow this up by email. References will be taken up after shortlisting.

3. Interview Process

Interviews will be held on Thursday 27 June 2024. Applicants may also be asked to undertake testing related to the knowledge and abilities in the Person Specification.

4. Feedback

Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews.

5. Taking up post

The successful applicant will take up the post as soon as possible.

6. Additional information

For further information, please contact **Dawn Pearse, HR Manager on dpearse@5acreshighschool.co.uk**

7. Safeguarding

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS and barred list check.