# F:\Saddleworth\Branding\Saddleworth Logo_40mm.jpg

**INFORMATION PACK**

**Position: Teacher of MFL**

**Scale: MPS/UPS (Suitable for ECTs)**

*A Letter from the Headteacher*

**Section 1: An Introduction to Saddleworth School**

**Section 2: Department Information**

**Section 3: Job Description**

**Section 4: Person Specification**

**Section 5: Safer Recruitment Safeguarding Statement**

# A picture containing graphical user interface  Description automatically generated

Dear prospective colleague,

Thank you for showing an interest in the post on offer at Saddleworth School. What follows is a snapshot that I hope will give you a genuine insight into our School. I really hope that having read the information and researched the school you feel that your values resonate with ours and you choose to apply.

We are seeking to create an exciting and nurturing learning environment which is inspiring and empowering for all of our students. During their five years with us we ensure that they have the opportunities to explore their passions and interests; find the things which get them excited about their futures and which inspire them to strive for their very best. Our aim is to harness the enormous potential of each and every student so they can be empowered to have happy, successful and rich lives.

At Saddleworth we are looking for people who are ambitious for our students, ambitious for themselves and who are passionate about working with young people to ensure that they fulfil their full academic potential and develop into happy, confident, compassionate, and successful young adults. We are a community, we work and learn together and we support and care for one another. This is what makes our school unique and special.

Saddleworth is a comprehensive school and the only local authority maintained 11-16 school in Oldham. The school is significantly oversubscribed and is forecast to remain so for years to come. It serves a semi-rural area; students join us from villages such as Delph, Dobcross and Uppermill as well as areas closer to Oldham such as Lees and Springhead.

Due to our success, the school has grown over the years and we are now able to accommodate 1425 children, organised into five year groups. We have recently moved into a brand new purpose built school building with a wealth of facilities. This will not only support us to provide a first class learning experience for our students but will also mean that we can continue to grow and increase our student number to 1500 over the next four years.

Currently, we have 85 teachers and 77 support staff at the school. Their hard work, dedication and generosity of spirit is a key strength of our school. We invest heavily in our staff and their development and as part of our commitment to ‘empower and inspire’ everyone in our school community. We want to support colleagues to develop and grow in their roles and be able to take advantage of the many opportunities for career progression. We have a comprehensive CPD programme in school which supports colleagues at all stages of their career.

We also are an associate partner of The Dovestone Learning Partnership made up of eight partner primary schools and expect to become a full partner now that we have moved to our new school building. For more information about the Dovestone Learning Partnership visit: <https://www.dovestonelearningpartnership.org>

Included in this pack is a more detailed profile of the school as well as an application form. I look forward to receiving your application.

Yours sincerely,



# Section 1:

# An Introduction to Saddleworth School

**Our Vision**

To **Empower** and **Inspire**

Enabling young people to develop and find their talent

**Our staff**

The key strength of the school is the staff. There is a genuine sense of community and all

within the school work together to support the students and each other. We have a real blend of youth and experience on the teaching staff and there is a flourishing CPD programme to support all staff at every stage of their career.

**Our geographical area**

Saddleworth School is a 10-form entry, 11-16 Comprehensive School, situated in pleasant rural surroundings at the foot of the western slopes of the Pennines, some four miles east of Oldham. The school enjoys a good reputation. In its Ofsted inspection of March 2018 it was rated “Good” in every aspect. The school caters for the whole rural district of Saddleworth and also for the nearby residential areas on the eastern side of Oldham. This district contains nine large villages with varied industrial undertakings and farming activities. Manchester and the M62 are within easy reach and the region is popular with commuters. The school has recently moved to the village of Diggle just off the main A670 Ashton-Huddersfield Road which links with the A669 Oldham Road.

**Our school organisation**

The school is oversubscribed and the number on roll is currently 1425 but will expand to 1500 over the next 4 years now that the school has moved to its brand premises in the village of Diggle. After more than 100 years at our old school we have now relocated to a new site with a new school building. After a long wait staff and students are delighted to be in our new fantastic new school. We now have a school with state of the art classrooms, fully equipped specialist areas and modern facilities to support our delivery of a first-class learning experience for our students.

On entry, children in Year 7 are placed in mixed attainment classes, but set by attainment in Maths during their first half term. From Year 8 onwards, there is increased setting in maths and science. There is a long-standing record of strong achievement in external examinations and students tend to leave with above average attainment.

A wide range of extra-curricular activities is available. Fieldwork and outdoor pursuits are very strongly supported; a full programme of sporting activities is maintained, as are a wide range of excellent musical and drama activities and the Duke of Edinburgh Award Scheme is particularly well represented.

The school day is shaped around five one-hour lessons and a daily 8:30am form time registration. All students have their lunch break from 1.20pm to 2.00pm. All staff engage in CPD that runs after school on Wednesdays.

The pastoral system is organised on a year basis, with each year led by a Home School Leader. Form tutors play a crucial role and it follows; therefore, that all candidates for teaching posts at the school must be fully committed to the education of the ‘whole child’ and be prepared to contribute to the school as an active and caring form tutor. Standards of student dress and behaviour are good and children are encouraged to play a part in the running of the school, through the elected Senior Student Leadership body and the School Council.

The school has become the focus of many of the leisure pursuits of the local community. It is widely used after school and in the evenings for sport and cultural activities. The element of community service in the Duke of Edinburgh scheme has involved helping the Tame Valley wardens with their conservation work, helping at the museum, and the St John Ambulance, and giving support to the old people in the area.

The school’s high standard of inclusion is well supported by Pastoral Support Assistants who are attached to each year group. The school also has a specialist provision through or Link Department for students in need of additional support and/or a personalised curriculum.

Saddleworth School is a stimulating and rewarding environment in which to work. This is a school where teachers and students can really flourish.

|  |
| --- |
| **Quick Facts** |
| **Age range** | 11-16yrs |
| **Local Authority** | Oldham LA |
| **Number of children** | 1425 |
| **% FSM** | 20.65% |
| **% SEN** | 19.62%  |
| **% EAL** | 1.27% |

**Our Values and Ethos**

The school is over 100 years old and has a proud tradition of enabling our young people to experience academic success whilst also providing a nurturing and supportive environment. Our students and their wellbeing are at the heart of everything we do and our team of dedicated staff will support every young person so that they can thrive and flourish.

At Saddleworth we are ambitious for our students and we aim to instil that sense of ambition in them too. We have high standards and expectations of them and their futures. We want our students to be successful academically but also to gain the knowledge and skills to make sense of the world and to contribute positively to the communities in which they live.

The key to this is building effective relationships for learning. That means children must have a voice, be valued and sit at the centre of all we do. It is vital that children learn to listen, value the views of others and improve their own thinking. We are developing the curriculum, our teaching and assessment so that it is fit for purpose and nurtures self-esteem, self-discipline, confidence and independence.

Ultimately, we want children to leave our school feeling happy, empowered and inspired and we want to work with parents, students and colleagues who share that ambition.

**CPD opportunities**

Saddleworth School is committed to ongoing CPD for all staff. Each Wednesday there is a calendared programme of development opportunities in which all staff engage. There is also a complementary programme of CPD accessible to all staff to support development to their career stage or specific areas of interest may be.

**Equality of opportunity**

Saddleworth School is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, religion, marital status, sexual orientation and/or medical condition.

**Safeguarding**

Saddleworth School is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

**Saddleworth school is a place where:**

* We each feel that we are valued by and belong to the Saddleworth community.
* All work hard and are considerate and courteous towards each other
* We are respectful, compassionate and kind.
* We are all encouraged to explore, find, nurture and develop our passion
* We are ambitious for ourselves and for each other.
* We have high standards and expectations and strive for excellence.
* We embrace success and take pride in our own achievements and those of others
* We develop and encourage a growth mind-set and positive attitudes in ourselves and others
* We all actively contribute to the Saddleworth community to ensure that it remains a place that we all want to work and to learn.

**Section 2:**

**Department Information:**

Within the Modern Foreign Languages department at Saddleworth School, we believe that learning a language is an important skill that all children should have, and one that is essential in the workplace. Our aims are to pursue excellence in language teaching whilst bringing about a passion in our pupils for learning languages.

The MFL department comprises seven members of staff, one part-time and six full-time, with a combined wealth of experience. The department is one of the few schools benefitting from having an in-house Foreign Language Assistant for both languages.

Learning a language is an enriching experience that continues well after school. The Modern Foreign Languages Department at Saddleworth School therefore offers trips to Germany and France which run each year and there are a number of other shorter trips we organise, such as visits to the cinema, Christmas markets, study conferences and university taster days. We look forward to being able to resume these enrichment activities in the not-too-distant future.

At Key Stage 3 level, all students study either French or German and continue with this language throughout their time at Saddleworth. We are proud to say that German and French remain popular choices with our students and the number of students opting to do a language continues to rise. This year we have the highest number of students opting to do a language in our recent history.

The department has fully equipped classrooms, all with brand new, interactive whiteboards with additional relevant software and access to digital course materials (Active Teach, Exampro, Language Gym etc.). All classrooms have dictionaries and stationery for student use (including mini-whiteboards). We use Pearson textbooks and accompanying online resources for Key Stage 3 and the AQA Pearson package for Key Stages 4.

In order to monitor the progress of our students we have a database that tracks the progress of each student and we use this to identify key groups for targeted intervention. This is particularly true at Key Stage 4. Schemes of work are new and comprehensive and play a key part in the development of cross-curricular skills of ICT, literacy, numeracy and links to business and careers. We have a new set of assessments in place which provide all students with rigour and challenge. These are tailored towards the new GCSE.

MFL department colleagues have embraced these developments and the increased opportunities for professional learning and collaboration that has occurred as a result. Teachers form warm, positive relationships with students, based on research-based evidence in high quality pedagogy and as a result, students increasingly understand that questions, mistakes and resilience are all integral and essential learning traits.

The ethos of the department is very much one of mutual support. This is a wonderful opportunity for the successful candidate to join a very hard working, enthusiastic and friendly team with an excellent record of nurturing talented linguists.

We are really proud to be a Language Hub Partner School, working with Kinder Language Hub. Being part of this DfE funded project symbolises our commitment to languages, we want to be at the forefront of the latest research and continually improve our practice as a school and languages department.

The Language Hub project will support schools to increase uptake to GCSE languages, improve outcomes, and re-energise language learning across our school community. We want our young people to be linguists for life because we know that linguistic competence opens doors to cultural understanding which will stay with them far beyond their school years.

**Section 3: Job Description**

|  |  |
| --- | --- |
| **Post Title** | **Teacher of MFL** |
| **Purpose** | * To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate.
* To monitor and support the overall progress and development of students as a teacher/form tutor.
* To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential.
* To contribute to raising standards of pupil attainment.
* To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth.
 |
| **Reporting To**  | **Curriculum Leader for MFL** |
| **Responsible for:** | The provision of a full learning experience and support for pupils |
| **Liaising with:** | Senior Leadership team, teaching/support staff, LEA representatives, external agencies |
| **Working Time:** | Full time |
| **Salary/Grade:** | **MPS/UPS** |
| **MAIN (CORE) DUTIES** |
| **Teaching** | * To teach pupil according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere.
* To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
* To provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils.
* To ensure that ICT, literacy, numeracy and school subject specialisms are reflected in the teaching and learning experience of pupils.
* To undertake a designated programme of teaching.
* To ensure a high quality learning experience for pupils which meets internal and external quality standards.
* To prepare and update subject materials.
* To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and the demands of the syllabus.
* To maintain discipline in accordance with the school’s procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
* To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures.
* To mark, grade and give written/verbal and diagnostic feedback as required.
 |
| **Operational/ Strategic Planning** | * To assist in the development of appropriate syllabi, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
* To contribute to the curriculum area and department’s plan and its implementation.
* To plan and prepare courses and lessons.
* To contribute to the whole school’s planning activities.
 |
| **Curriculum Provision and development** | * To assist the curriculum leader and senior leadership in ensuring that the curriculum area provides a range of teaching that supports the school’s strategic objectives.
* To assist in the process of curriculum development and change to ensure continued relevance to pupils’ needs, examining bodies and the school’s aims and ethos.
 |
| **Curriculum Development** | * To lead curriculum development for the whole area with particular emphasis on the relevant aspects
* To keep up to date with national developments in the curriculum area and teaching practice and methodology
* To actively monitor and respond to curriculum development and initiatives at national, regional and local levels
* To liaise with the Curriculum Leader to maintain accreditation with the relevant examination and validating bodies
 |
| **Professional Development:** | * To take part in the school’s staff development programme by participating in arrangements for further training and professional development.
* To continue personal development in the relevant areas including subject knowledge and teaching methods.
* To engage actively in the Performance Management Review process.
* To ensure the effective/efficient deployment of classroom support.
* To work as a member of a designated team and to contribute positively to effective working relations within the school.
 |
| **Quality Assurance:** | * To help to implement and adhere to school quality procedures.
* To contribute to agreed school monitoring and evaluation processes, including evaluation against quality standards and performance criteria, and to implement modification/improvement when required.
* To review from time to time methods of teaching and programmes of work.
* To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and personal functions of the school.
 |
| **Management Information:** | * To maintain appropriate records and to provide relevant, accurate and up to date information for registers etc.
* To complete the relevant documentation to assist in the tracking of pupils.
* To track pupil progress and use information to inform teaching and learning.
 |
| **Communications:** | * To communicate effectively with the parents of pupils as appropriate.
* To communicate and co-operate, where appropriate, with persons or bodies outside the school.
* To follow agreed policies for communications in the school.
 |
| **Marketing and Liaison:** | * To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings, Review Days and liaison events with partner schools.
* To contribute to the development of effective subject links with external agencies.
 |
| **Management of Resources:** | * To contribute to the process of the ordering and allocation of equipment and materials.
* To assist the head of department/faculty in identifying resource needs and to contribute to the efficient/effective use of physical resources.
* To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and pupils.
 |
| **Pastoral System** | * To be a form tutor to an assigned group of pupils.
* To promote the general progress and well-being of individual pupils and of the form group as a whole.
* To liaise with the pastoral staff to ensure the implementation of the school’s pastoral system.
* To register pupils, 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 pupils and keep up-to-date pupil records as required.
* To contribute to the preparation of action plans, progress files and other reports.
* To alert appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.
* To communicate as appropriate with parents and with persons or bodies outside school concerned with the welfare of individual pupils, after consultation with the appropriate staff.
* To contribute to SPACE (the School’s PSHCE, citizenship and enterprise curriculum) in line with school policy.
* To apply the behaviour management systems so that effective learning can take place.
 |
| **Additional Duties:** | * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example
 |
| **Other Specific Duties:** |
| * To promote actively the school’s corporate policies
* To engage in personal professional development as agreed
* To engage actively in the school’s Appraisal process
* To undertake any other duty as specified by STPCB not mentioned in the above
* Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
* Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callersThe school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment or any employee who develops a disabling conditionThis job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title |

**Section 4: Person Specification**

PLEASE NOTE: The Selection Panel will use the criteria below to shortlist.  Only those

applicants who demonstrate that they meet all the essential criteria to the Panel’s

satisfaction will be invited to interview.

**\*A –** Application form/supporting statement**I –** Interview**R –** Reference

|  |  |  |
| --- | --- | --- |
| Selection Criteria   | Essential or Desirable  | How Assessed  |
| **Education/ Qualifications & Professional Development**  |   |   |
| Degree or equivalent qualification   | E  | A  |
| Qualified teacher  | E  | A  |
| **Experience and knowledge of teaching and learning**  |   |   |
| Proven experience as a high performing teacher of MFL at Key Stages 3 and 4.  | E  | A,I,R  |
| Experience of teaching across the age and ability range | E   | A,I,R  |
| Experience of addressing/responding to the needs of pupils to improve outcomes and achievements   | E  | A,I,R  |
| Experience of using a range of teaching and learning styles to ensure students learn effectively | E  | A,I,R  |
| Commitment to a full and enriching curriculum   | E  | A,I,R  |
| **Professional Attributes**  |   |   |
| A commitment and personal enthusiasm for the school’s mission to ‘Empower and Inspire’ all students and staff  | E  | A,I  |
|  Clear expectations on student behaviour and discipline | E  | A,I  |
|  Administrative and organisational skills, with good attention to detail | E  | A,I,R  |
|  An excellent level of German and/or French | E  | A,I  |
| A desire to engage and work collaboratively with parents, carers and other stakeholders to improve the life chances of our pupils  | E  | A,I  |
| Excellent written and oral communication skills  | E  | A,I,R  |
| Competence in and the understanding of, the use of ICT as a management and education a tool   | E  | A,I  |
| **Personal Qualities**  |   |   |
|  Ability to work co-operatively with a wide range of staff and as part of a  team | E  | A,I,R  |
|  Ability to relate positively to students and show a fundamental commitment  to them and their development | E  | A,I,R  |
|  Ability to work in partnership with Governors, parents and the community | E  | A,I,R  |
|  Commitment to achieving high standards | E  | A,I,R  |
|  Enthusiasm for Modern Foreign Languages | E  | A,I,R  |
| Demonstrate a capacity to work with energy, vigour and resilience to achieve the aims and goals of Saddleworth School   | E  | A,I,R  |
| **Safeguarding**  |   |   |
| Proven commitment to and up to date knowledge of the protection and safeguarding of children and young people  | E  | I,R  |
| The ability to form and maintain appropriate relationships and personal boundaries with young people  | E  | I,R  |
| Knowledge and understanding of, and willingness to cooperate and work with relevant agencies to protect young people  | E  | I,R  |
| Proven and demonstrable experience and commitment to promoting positive behaviour and values amongst staff and pupils and address/respond appropriately to concerns and issues   | E  | A,I,R  |



**Safer Recruitment Safeguarding Statement**

Saddleworth School is committed to our responsibilities for safeguarding and promoting the welfare of children and young people. We are committed to recruiting candidates who share this commitment to safeguarding, and therefore we apply robust recruitment and selection procedures to ensure that all candidates are appropriately screened prior to appointment.

All posts in school are exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020). If shortlisted for an interview you will be required to disclose to us information about any:

* Adult cautions (simple or conditional)
* Unspent conditional cautions
* Unspent convictions
* Spent convictions that are **not protected** as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020

It is an offence for anyone to apply for a role if they are barred from engaging in regulated activity relevant to children.

The school will undertake the following pre-employment checks as applicable:

* Receipt of two satisfactory references - You will be required to provide the names and contact details of two referees who can comment on your suitability for this position. One should be your current or most recent employer. If you are not currently working with children but have done so in the past the second referee should be the employer by whom you were most recently employed in work with children. References will not be accepted from relatives, or persons who only know you as a friend. References will be sought prior to interview, the references will ask your current/previous employer/tutor about any disciplinary offences relating to children. For Headteacher and Deputy Headteacher appointments a reference will automatically be sought from your current L.A.
* Verification of identity
* A children’s Barred List check (when undertaking regulated activity)
* A satisfactory enhanced DBS disclosure
* A prohibition from teaching check
* Verification of mental and physical fitness to carry out work responsibilities
* A satisfactory online search
* Verification of qualifications applicable to the role
* Verification of professional status where required e.g. QTS status
* Verification of eligibility to work in the UK
* Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
* If the person has lived or worked outside the UK, make any further checks the school considers appropriate