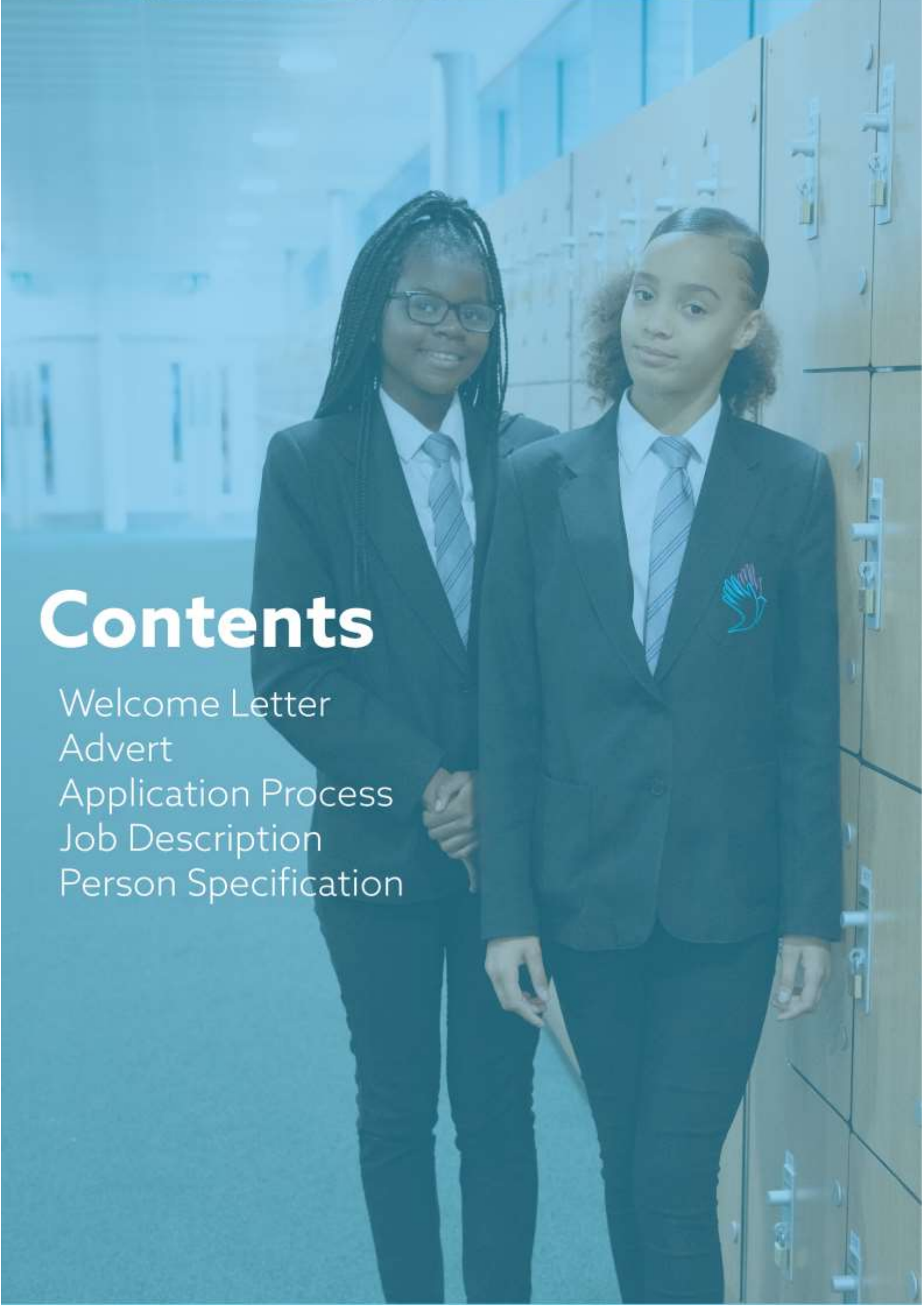
Bishop Young C of E Academy

Recruitment Application Pack

Teacher of MFL and TEFL

Ref: MAR20239252



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Welcome

Dear Colleague,

Thank you for your interest in this vacancy at Bishop Young Church of England Academy.

We hope you will find all the information you need to inspire you to join our team. This pack contains information about the role, from which we hope you will gain an understanding of our ethos and approach and the high aspirations we have for ourselves and our pupils.

To work in partnership to Educate, Nurture & Empower

Our vision is that each of our academies, supported by Abbey MAT, will provide an environment which is welcoming, caring, calm, disciplined and purposeful and will stretch our young people academically, support them pastorally and help them develop socially and spiritually.

We are confident that genuine collaboration fundamentally drives the way in which we make a difference to the lives of all our learners. Through school to school collaboration we can live out our vision and ensure that our students can live 'life in all its fullness' (John 10:10).

We are committed to raising the skills base across our communities by ensuring a focus on quality, encouraging innovation and strengthening the ethos of the academies which will retain their own independent culture and ethos whilst operating within a strategic partnership to improve quality, share best practice and operate effectively and efficiently.

If you are seeking a truly distinctive role within a unique environment, please come and visit us and see what Abbey MAT has to offer.

We look forward to meeting you and reading your application.

Helen Prattern & Catherine Garrett
Co-Chief Executive Officers

Welcome

Dear Colleague,

Thank you for your interest in the role of Teacher of MFL and TEFL (Teaching English as a Foreign Language) at Bishop Young C of E Academy. We are seeking a dynamic, passionate, caring and ambitious person to join our wonderful Bishop Young family.

This pack contains information about the role, from which we hope you will gain an understanding of the requirements, duties and responsibilities, inspiring you to apply.

We are a values driven school, a place of nurture where we know our pupils. Pupils feel safe and enjoy school. In our recent Ofsted visit report, the inspectors refer to the 'calm and orderly environment' which exists at Bishop Young and states that 'within lessons, and across all areas of school, pupils behave well.' It was particularly pleasing to see that the report recognises the fantastic work that our Student Senior Leadership Team does. 'The school's student leadership team are involved in many aspects of school. They are highly regarded and are seen as role models to younger pupils.'

Our Special Educational Needs provision was also highly praised in the report. We were exceptionally pleased to see that Ofsted have recognised the great work that has already started in our new resource provision Dovecote. The report states 'Pupils with SEND are well supported at Bishop Young. Leaders, including the Special Educational Needs Coordinator (SENCo), have created a culture of inclusivity. Support staff make effective contributions in and out of lessons. The systems in place to nurture and support all pupils, but especially those with SEND, are of a high quality. The school's commitment to pupils with SEND has been strengthened by the creation of a new integrated resource for pupils with autism spectrum disorder.'

We continue to do the very best for each student in our care. We strive to help all children to recognise their talents, build on their strengths, recognise where they may find something tricky and help them have the skills to move forward from this. We strive to create caring, thoughtful and articulate pupils who are proud of themselves and the communities they live in.

The Academy values and invests in the continuing professional development of all staff. Our staff wellbeing programme has been recognised nationally and has featured on BBC Look North. As a key part of the Abbey Multi Academy Trust staff also have opportunities to collaborate with colleagues in our partner Academies.

We very much look forward to receiving your application.

Rachael Cole
Head of School

Pupils are proud to attend this school. They are eager to learn. They speak to each other and to members of staff openly and with respect. They are supported in and out of lessons, and always have adults to speak to when they need help or advice.

OFSTED 2021

Position: Teacher of MFL and TEFL

Nature of contract: Permanent

FTE salary: MPS/UPS

Working hours: Full time

Start Date: September 2023

Bishop Young C of E Academy is a thriving and highly successful 11-16 Church of England convertor Academy which serves the community of East Leeds. We are part of Abbey Multi Academy Trust and share in the Trust mission to work In Partnership to 'Educate, Nurture and Empower'.

We are looking for a highly motivated and hard-working individual who can:

- Encourage and enthuse students to achieve their full potential and are passionate about the development of the whole child
- Teach across the ability range.
- Inspire colleagues and students sharing best practice.

You will be:

- A proven good/outstanding teacher with the ability to successfully teach all aspects of MFL and Teaching English as a Foreign Language (TEFL)
- A colleague who is looking to either start or further your career within a supportive team
- A team-player who can develop positive relationships with children, families and colleagues
- Someone who will support the Trust's Christian ethos as well as our shared mission and values.

What our Trust can offer:

- Friendly, welcoming academies with a strong Christian ethos
- Enthusiastic, well-motivated colleagues
- A 24/7, confidential Employee Assistance Programme providing support and counselling for home-life and work-related issues, financial and legal support, specialist information and support for managers
- Free secure on-site parking
- Membership of a pension scheme

Abbey Multi Academy Trust is a Trust consisting of eight academies (three secondary, five primary) in the Anglican Diocese of Leeds and in the geographical areas of Leeds and Calderdale. All academies share in the Trust's mission to work:

In Partnership to Educate, Nurture and Empower

For more information about us or our academies visit www.abbeymat.co.uk. Find out about more about Bishop Young Academy by visiting www.bishopyoungacademy.co.uk.

Visits to our school to meet the team and experience our wonderful atmosphere, are warmly welcomed, and encouraged and can be arranged by contacting obracewell@bishopyoungacademy.co.uk.

If you have questions about the recruitment process, please email recruitment@abbeytrust.org.

Abbey MAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an Enhanced Disclosure and Barring Service check.

We promote diversity and want a workforce which reflects our communities.

How to apply

Please apply via the advert on the Trust vacancies page. All applications are submitted electronically. CVs are not accepted.

Closing date: **9am, Monday 17th April 2023**

Interview date: **To be held soon after closing date.**

You are advised to submit your application at the earliest opportunity. Applications can only be submitted up until the closing date. The Trust reserves the right to close vacancies early if sufficient suitable applications have been received.

We will contact shortlisted candidates soon after the closing date with details of the interview and selection process.

Please note, where a role involves engaging in regulated activity relevant to children, it is an offence to apply for the role if you are barred from engaging in regulated activity relating to children.

In order to access our application form, you will be asked to first confirm that you have a right to work in the United Kingdom.

If you are shortlisted, you will be asked to complete a self-declaration of your criminal record or information that would make you unsuitable to work with children. Any relevant information declared will be discussed and considered at interview before the DBS certificate is received.

Shortlisted candidates will also be the subject of online checks in accordance with Keeping Children Safe in Education.

All offers of employment will be conditional on a series of pre-employment checks in accordance with Keeping Children Safe in Education Guidance. Please ensure you can support the checks with correct documentation and evidence, prior to submitting your application.

You are advised to read the Recruitment Guidance for Applicants in full, prior to completing your application. This contains full details of the recruitment process as well as the pre-employment checks that will be undertaken.

APPLICATION PROCESS

Job Title:	Teacher of MFL and TEFL
Salary Scale:	MPS/UPS
Working Hours:	FTE
Reporting to:	Subject Leader of MFL and Achievement Director for English

Overall purpose of the post:

To promote a secure, caring and challenging educational environment for each class taught and the individual students within it.

Key responsibilities:

- To share and support the Academy's responsibility to secure the highest possible standards of learning and student progress
- To contribute to the high expectations for achievement in the Academy.
- To be aware of the established policies and practices of the Academy and share in collective responsibility for their implementation and for its ethos
- To share and support the corporate responsibility for the well-being, education and discipline of all students.
- To be aware of the professional duties of teachers and the statutory framework in which we work.
- To support the work of the Leadership Team to implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, supporting the curriculum area, in accordance with the aims and objectives of the Academy.
- To have a secure knowledge and understanding of the subject(s) being taught and the relevant pedagogy to teach effectively across the full age and ability range.
- To know, understand and use the relevant statutory and non-statutory curricular and frameworks for the subject(s) or curriculum area taught

Responsible for:

- Teaching, support and accountability of assigned students to ensure high expectations and high standards of learning and good progress for individual and groups of students.
- To set, monitor and evaluate subject and individual student progress targets to make a measurable contribution to whole Academy targets.
- To monitor and evaluate the curriculum target in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.
- To assess, record and report relevant to teaching and learning making effective use of Assessment for Learning Strategies and intervention as appropriate.

Educate

Teaching & Learning

- Ensure the provision of an appropriately broad, balance, relevant and differentiated curriculum for students' study in the subject, in accordance with the aims and ethos of the Academy.

- To know how to make effective personalised provision for those taught, including those for whom English is a second language, have special needs or disabilities or other groups of students.
- To establish a purposeful learning environment within the classroom.
- To teach challenging, well organised lessons and sequences of lessons across the age and ability range they teach in which they:
- Use an appropriate range of teaching strategies and resources, including e-learning and iPads which meet students' needs and take practical account of diversity and promote equality and inclusion.
- Build on the prior knowledge and attainment of these they teach in order that students meet learning objectives and make sustained progress.
- Develop concepts and processes which enable students to apply new knowledge, understanding and skills.
- Adapt their language to suit the students they teach, introduce new ideas and concepts clearly, and using explanations, questions discussions and plenaries effectively.
- To plan, mark and monitor set homework or other out-of-class work to sustain student progress and to extend and consolidate their learning.
- Know how to use skills in literacy, numeracy and ICT, including iPads and digital learning to support teaching and wider professional activities.
- To assist in the development of appropriate syllabi, resources, Schemes of Work, marking polices and teaching strategies in the curriculum area.
- To contribute to the improvement plan and its implementation.
- To undertake a designated programme of teaching and to plan and prepare courses and lessons.
- To participate in 'learning walks' and other learning evaluation and quality assurance strategies in accordance with Academy policy.
- To design opportunities for students to develop their literacy, numeracy, ICT, thinking and learning skills and cross-curricular themes so that they are reflected in the teaching and learning experience of students.

Achievement/Progress

- To use statistical and other information to evaluate the effectiveness of teaching and monitor the progress of those taught.
- To plan for progression across the age/ability range being taught, designing effective learning sequences within lessons and across series of lesson, informed by secure subject/curriculum knowledge.
- To make effective use of a range of assessment, monitoring and recording strategies, including writing reports in line with published deadlines.
- To know and apply the particular assessment requirements and arrangements for the subject(s) taught, including internal and external examinations and assessment for learning strategies.
- To participate in preparing and presenting students for public examinations.
- To maintain appropriate records and to provide relevant, accurate and up to date information using the Academy's data collection systems.
- To complete the relevant documentation to assist in the tracking of student progress.
- To mark, grade and provide written, verbal and diagnostic feedback as required.

Nurture

- To establish a clear framework for class discipline in line with Academy policy to manage students' behaviour constructively and promote self-control and independence.

- To know the legal requirements, national polices and guidance on the safeguarding and promotion of the wellbeing of children.
- To comply with the Academy's Child Safeguarding Procedures and to report concerns to the Designated Child Protection Officer.
- 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.
- Know how to identify and support young people whose progress and development of well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
- To contribute to the preparation of education plans, progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with parents of students and with persona or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff according to the Academy's Policy.
- To contribute to PSHE/Citizenship and enterprise activities according to Academy policy.
- To be a Form Tutor to as assigned group of students.
- To liaise with the Pastoral Team and Achievement Directors to ensure the implementation of the Academy's pastoral system.
- To register students accurately, accompany and supervise them in assemblies and worship activities and encourage their full attendance at all lessons and their participation in other aspects of academy life.
- To support the Academy's extra-curricular offer.

Empower

Staff

- To take responsibility for own professional development and to keep up to date with research and developments in pedagogy and in the subjects taught.
- To participate in arrangements made in accordance with the Performance Management cycle.
- To participate in arrangements for further training and professional development as a teacher.
- To share corporate responsibility for the implementation of academy policies and practices.
- To have a commitment to collaboration and co-operative working.
- To 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.
- To support the implementation of Academy policies and procedures e.g. Equal Opportunities, Health & Safety etc.
- To participate in the Academy's ITT programme where appropriate

Students

- To ensure the involvement of Student Voice in the production of Self Evaluation and the development of the subject.
- To ensure that the delivery of the subject within the curriculum area delivers on the Academy's Mission Statement to empower students.

Partnership

- To communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- To follow agreed policies for communications within the Academy and with external partners.
- To take part in marketing and liaison activities such as open Evenings, Parents' Evenings and liaison events with partner institutions.
- To contribute to the development of effective subject links with external agencies.
- To prepare and present informative reports to parents/carers and attend Parents' Evening/meetings and Academy events.
- To provide opportunities to develop students' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the Academy context. Making use of external opportunities as appropriate.

Abbey MAT responsibilities:

- Contribute to the overall aims and values of the academy and Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required.
- Comply with all academy and Trust policies and procedures including child protection, safeguarding. health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- To safeguard and promote the welfare of children for whom you have responsibility, or come into contact, including adhering to all specified procedures
- To promote and adhere to principles underpinning equalities in terms of employment and service delivery to ensure that colleagues are treated, and services deliver, in a fair and consistent manner.

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in this role profile, but which is in line with the general scope, grade and responsibilities of the role.

	Qualifications	Essential			Desirable		
1	Qualified teacher status for England (or equivalent)	A	R				
2	Relevant degree (or equivalent)	A	R				
3	Recent, relevant professional learning and development	A	R				
4	Record of continuous professional development				A	R	
	Professional knowledge, skills and abilities	**Essential**			**Desirable**		
1	Evidence of high expectations which inspire, motivate and challenge every student	A	R	I			
2	Evidence of track record of results that exceed expectations	A	R	I			
3	Demonstration of in-depth subject and curriculum knowledge	A	R	I			
4	Consistently plan and deliver well-structured lessons that enable all learners to make good progress	A	R	I			
5	Manage behaviour effectively to ensure and foster a safe, engaging, enjoyable and outstanding climate for learning		R	I			
6	Awareness of the need to safeguard students' well-being, in accordance with statutory provisions and policies		R	I			
7	Ability to lead, motivate and develop students to work independently	A	R	I			
8	Awareness and understanding of the wider educational context and national accountability frameworks	A	R	I			
9	Knowledge of/involvement in educational research on teaching and learning				A	R	
10	Consistently good and outstanding teacher in relation to career stage	A	R	I			
11	Confident in the use of ICT to support learning	A	R	I			
12	Able to deliver all aspects of MFL	A	R	I			
13	Able to deliver all aspects of TEFL	A	R	I			
	Experience and Professional Attributes	**Essential**			**Desirable**		
1	Successful working relationships with students, staff, parents/carers	A	R				
2	Experience of pastoral/tutor role	A					
3	Experience of cross curricular initiatives/projects or whole school developments				A		I
4	A willingness to play a full part in Academy life and activities outside the classroom	A	R				
5	A commitment to our mission and values, demonstrated by current practice	A	R	I			
6	Appropriate and effective professional relationships with all		R	I			

7	Excellent interpersonal, written and oral communication skills			I			
8	Support for the Christian ethos of the Multi Academy Trust	A	R	I			
Safeguarding and promoting the welfare of students		Essential			Desirable		
1	An appropriate motivation to work with children and young people	A	R	I			
2	Ability to maintain appropriate relationships and personal boundaries with children and young people	A	R	I			
3	Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	A	R	I			

The criteria will be evidenced as indicated.
'A' refers to the candidate's application form and letter,
'I' to interview, and
'R' to reference
Candidates should address at least all items marked 'A'; referees are asked to comment on items marked 'R'.

Where many candidates meet the essential criteria, the desirable criteria will be used to shortlist for interview.

PERSON SPEC

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Bishop Young

A member of ABBEY MULTI ACADEMY TRUST