



**The Pennine Trust**  
*Creating opportunity. Inspiring excellence. Shaping tomorrow.*

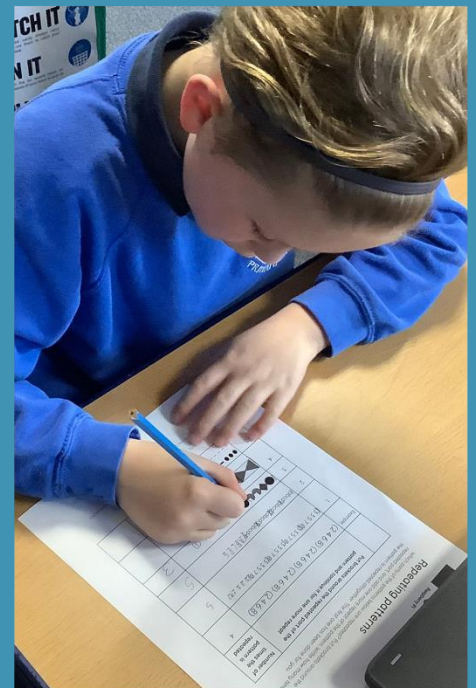


COLNE PARK HIGH SCHOOL

**TEACHER OF MFL (French)**

**with Leadership Responsibilities TLR**

**CANDIDATE APPLICATION PACK**



## A message from the Headteacher



Colne Park High School is a happy and successful community where every student is recognised as an individual and where we all aim to be the best we can be. We believe that every child has talents and strengths and that they can experience success as they develop into young adults through the supportive and caring environment we provide. We are proud of the reputation Colne Park High School has earned within the local community for providing a nurturing ethos in which our children can thrive. We are driven by an unassuming yet unswerving determination that no child in our school will be left behind.

The School is first and foremost a place of learning where students feel safe and enjoy their educational journey. Learning is at the centre of everything we do both in and out of the classroom, and with so many opportunities at Park we feel your child will grow and flourish with the Park family.

At Colne Park High School we respect the traditional values of hard work, good manners, and self-discipline, whilst also preparing our students for their future lives in an ever-changing world. We benefit from a dedicated and well qualified staff who bring 21st century learning alive for each individual.

We pride ourselves on our family atmosphere, the fact that students feel safe and cared for and that, by surveying our pupils, we know that they continue to feel supported.

Cathy Eulert  
Headteacher

## Staff Benefits



Bike 2 Work  
Scheme



CPD  
Opportunities



Employee  
Assistance  
Programme



Local Discounts



Occupational  
Health Support

## **A message from the Chief Executive**



Thank you for your interest in this position at the Pennine Trust. As an employer, we value diversity and are striving to create a fully inclusive workplace. This is an essential aspect of the culture we are building, and the environment we want to create for all members of our community. We welcome applications from anyone who meets the essential criteria for the post, outlined in the person specification. In particular, we currently invite applications from people in groups currently underrepresented in the trust, including, but not limited to, people with disabilities and from non-white British backgrounds.

A key component of the recruitment process will be to provide confidence that you are a good 'fit' with our values. We are also looking for people who will add value to our organisation and support learning and growth across our community.

If, after reading all of the information relevant to this post, you have further questions, please direct these to Amanda Vickery, PA to Headteacher at the school on their e-mail address [avickery@parkhigh.penninetrust.org](mailto:avickery@parkhigh.penninetrust.org). Subsequently, if you believe you are a good fit for us, we very much look forward to receiving your application and, hopefully meeting you during the recruitment process.

John Tarbox  
Chief Executive Officer



# The Pennine Trust



The Pennine Trust is a vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school in 2018.

Our mission statement ***‘creating opportunity, inspiring excellence, shaping tomorrow’*** encapsulates our approach and what we prioritise daily. We want to provide every child in our care with the best possible start in life and motivate them to fulfil their individual potential and make a full contribution to their communities and to society.

Our core values of ***ambition, respect*** and ***collaboration*** are fundamental to our approach and shape all our policies, systems and decisions. We believe building a strong culture is the most important ingredient for success. Everyone working in the trust should be committed to these values and aligned with them. This is essential for us to be a genuinely values-driven organisation.

There are three associated behaviours that follow from each value, which should be exemplified in our conduct and feature in our dialogue with young people with increasing automaticity and, most importantly, authenticity. This helps to build the best possible environment in which all members of our Trust communities can flourish.

Ambition	We are determined to achieve and believe everyone can succeed	Try our best and take pride in what we do
		Be curious and eager to learn
		Persevere and try to bounce back from setbacks
Respect	We are considerate of everyone and our environment	Be polite and use good manners
		Show consideration for the beliefs, rights and feelings of others
		Take responsibility for our own choices
Collaboration	We are a community who believe we achieve more by working together	Actively play our part
		Listen to other people’s views
		Support each other to solve problems

This emphasises that our energies go into development of high-quality provision, both curricular and co-curricular, with the needs of the child central to that provision. Our goal is to equip every young person with the knowledge they will need to thrive in the future and to support development of their attributes and talents to their full potential.

Leaders across the Trust adopt an evidence-informed approach to developing all aspects of school provision and are committed to high quality professional development of staff, so that we have an exceptional curriculum and pedagogy in all our schools. High quality pastoral care and support aligned with diagnostic assessment of needs and targeted interventions, help to ensure appropriate provision for every individual.



## **Safeguarding Statement**

At the Pennine Trust, the welfare of children is paramount, and all schools are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

All staff will be expected to take responsibility to safeguard and promote the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

All post holders are subject to an enhanced DBS check. Our policy and practice are in line with the current Department for Education's 'Keeping Children Safe in Education' statutory guidance.



## **Advert for Teacher of MFL (French) with Leadership Responsibilities TLR**



<b>Salary Range:</b>	<b>MPS/UPS (National Pay Scale)</b>
<b>Contract Type:</b>	<b>Full time</b>
<b>Contract Term:</b>	<b>Permanent</b>
<b>Start Date:</b>	<b>1<sup>st</sup> September 2024</b>
<b>Closing Date:</b>	<b>12pm noon on Wednesday 29<sup>th</sup> May 2024</b>

We are seeking to appoint an experienced and enthusiastic Teacher of MFL with an outstanding track record, to work in our Modern Foreign Language department.

### **Why choose Park High School?**

- Park High School is an ambitious, happy, and vibrant place to work with a family of supporting colleagues who are committed to promoting a warm and friendly atmosphere.
- A strong team of staff who work together with a common goal.
- Quality First teaching is at the core of everything we do.
- Every student is entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential and be the best they can be.

### **The Pennine Trust**

The Pennine Trust is a vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school in 2018. We are committed to high quality professional development and a strong commitment and approach to the development of people at all levels of the organisation. Working at the Pennine Trust offers:

- A strong culture driven by values
- A supportive Central Trust Team who believe that through strong collaboration, all children within our trust will have better outcomes
- High quality professional development opportunities
- A commitment to providing every child with the best possible start in life
- Exceptional curriculum and pedagogy in all our schools
- High quality pastoral care and support

The right candidate will be totally aligned with our values, embrace our behaviours and play a full part in fulfilling our mission: Creating Opportunity, Inspiring Excellence, Shaping Tomorrow.

## Main Scale Teacher Job Description



The fundamental responsibilities applying to all classroom teachers are set down in the current Professional Standards for Teachers document which are summarised below.

All teaching staff will be responsible to the appropriate Curriculum Leader for their teaching role and a Director of House for their pastoral role.

All teaching staff shall perform, in accordance with any direction which may reasonably be given by the Headteacher.

### **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 on 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **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**

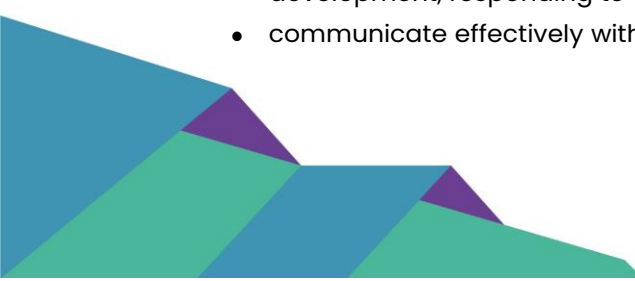
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular 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 schools 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 well-being.





## Person Specification

Selection Criteria	Essential	Desirable	Criteria measured**
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• A good honours degree in French</li> <li>• Qualified teacher status</li> <li>• Successful experience teaching French</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further professional development</li> </ul>	C A A/C A/R
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Pedagogy and the process of teaching &amp; learning in French</li> <li>• Knowledge of current policies and procedures related to the welfare of students</li> <li>• A good knowledge and understanding of current curriculum developments in French</li> <li>• A knowledge of the GCSE and NC requirements in your specialism</li> </ul>	<ul style="list-style-type: none"> <li>• Experience or knowledge of the requirements of a form tutor</li> </ul>	A/I  A/I  A/I  A/I
<b>Skills &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal and communication skills.</li> <li>• Ability to raise aspirations of students and inspire them to work towards shared goals</li> <li>• Ability to organise and prioritise workload effectively</li> <li>• Ability to analyse and use data to inform planning and match work to pupils' needs</li> <li>• Evidence of effective use of assessment to evaluate progress and plan next steps in teaching</li> <li>• Ability to plan, monitor, evaluate and review to support pupils' progress</li> <li>• Ability to provide a safe, stimulating, well-organised learning environment</li> <li>• Ability to learn from experience</li> <li>• Strong written and oral skills</li> <li>• Ability to promote and exemplify the Trust's values</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in the secondary phase</li> </ul>	A/I/R A/I/R  A/I/R  A/I/R A/I/R  A/R/I  I/R  I/R A /I/R I/R/A
<b>Qualities</b>	<ul style="list-style-type: none"> <li>• Ability to collaborate effectively as part of a team</li> <li>• Enthusiasm to keep up to date with developments in the subject matter.</li> <li>• Commitment to the safety and welfare of all people</li> <li>• Good attendance record</li> <li>• Commitment to extracurricular activities and the wider curriculum across the Trust</li> <li>• Approachable, committed and enthusiastic</li> <li>• Ability to motivate self and others</li> <li>• Well-organised</li> <li>• Good sense of humour</li> </ul>		A/I/R  I/R I/R  I/R A/I/R  I/R I/R I/R I/R

**\*\*Key:**

A - Application, R – Reference, I – Interview, C - Certificates

## How to apply

If you share our core values and associated behaviours and meet the criteria for the role, please apply by following the process below.

Complete and return the application form, together with a letter of application, addressed to Mrs C Eulert (Headteacher). The letter should be no more than 2 sides of A4 in font Calibri (size 12).

In your letter of application please include:

### Teachers

- How your skills and experiences have prepared you for this post.
- Your philosophy on the teaching of French.
- How you would enthuse students in French.
- How you would contribute to the wider life of the school.

**Closing date for applications is noon on Wednesday 29<sup>th</sup> May 2024**

Please note we accept electronic applications at:

[teacherapplications@parkhigh.penninetrust.org](mailto:teacherapplications@parkhigh.penninetrust.org)

An automatic confirmation email will be sent once the application has arrived. Please be aware we cannot accept responsibility for mis-sent or late applications.

CVs will not be accepted. It is standard practice in the education sector to seek references for shortlisted candidates prior to interview.

*The Pennine Trust is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance'.*



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