



**King Arthur's School**

# **TEACHER OF MFL**

**START DATE: SEPTEMBER 2024**



**SAST**

SCHOOLS ACHIEVING SUCCESS TOGETHER

April 2024



Dear Applicant,

Thank you for expressing an interest in the post of Teacher of Modern Foreign Languages at King Arthur's School.

Accompanying this letter is information about the school, general information about the role and a job description, which we hope will provide you with everything you need to know to apply for the post. The school website also gives further details about us.

This is a permanent, full-time post commencing in September 2024. We believe this is an outstanding opportunity to take on a key support role in a school that works hard to enthuse students and instil in them high standards.

This is a wonderful opportunity to join a school with a great community feel, real strengths and the ability and desire to develop further. From September 2023 there are just under 500 students from age 11-16, with numbers increasing every year. When you visit the school you will notice the:

- Friendly and welcoming atmosphere
- Students are well-behaved, comfortable and safe
- The range of experiences and opportunities
- Hard working, committed and caring staff
- Beautiful location and space for learning
- Strong local community

This is a wonderful opportunity to join a school within a Trust with a great community feel, real strengths and the ability and desire to develop further.

We are looking for a team member with high expectations and standards, the ability to inspire but also the capacity to laugh and enjoy the challenges of this role. You need to be a team player and you will go the extra mile to support. In return, you will join a Trust that is full of activity, opportunity, and optimism. You will be strongly supported by our SLT in your work to ensure our provision is the best.

SAST is a strong and ambitious Trust of both primary and secondary schools seeking to ensure an excellent and sustainable 0-19 education for children within our community across West and North Dorset as well as South Somerset and is looking to grow further.

You are very welcome to visit us in advance of an application or to contact us to find out more.

We look forward to reading your application and we will contact all applicants following shortlisting.

Yours faithfully,

Jen Jacklin,  
Headteacher

# THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Wednesday 15<sup>th</sup> May 2024**

If invited for interview, these will be held on **Tuesday 21<sup>st</sup> May 2024**

**Salary:** Teacher Pay Scales

**Contract:** Permanent, Full-Time

We are seeking to appoint an ambitious, creative, and inspiring teacher or ECT with energy, enthusiasm and a love of Modern Foreign Languages to join our team. This is a full-time, permanent post commencing in September 2024.

The successful candidate will:

- Have a passion for foreign languages and learning
- be able to plan and deliver high quality teaching
- have excellent communication skills
- have the ability to embrace and contribute to the vision of the department and school
- be able to build relationships quickly
- show respect to others and be able to embrace the ethos and values of the trust
- be positive, optimistic, caring, kind and approachable
- be willing to be immersed in the life of a busy school
- have the ability to support, challenge and inspire our students, encouraging them to achieve the best they can through the promotion of outstanding teaching and learning

You are asked to provide the following:

- A completed application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise.

Completed applications should be returned by email to: [recruitment@sast.org.uk](mailto:recruitment@sast.org.uk)

Should you wish to arrange a visit to view the School, please do not hesitate to contact Claire Hamblin, Office Manager on [claire.hamblin@kingarthurs.org.uk](mailto:claire.hamblin@kingarthurs.org.uk) or at 01963 32368 who will also be happy to arrange this.

*SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.*

*Safeguarding responsibilities associated with this role will include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have some contact with young people on a day-to day basis. SAST 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 have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.*

*SAST recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff*



*from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.*

*This role is UK- based and your right to work will need to be established as part of the appointment process.*

*(Internal ID Number: RAF401)*



# JOB DESCRIPTION



**Job title:** Teacher of MFL

**Grade:** Teacher Pay Scales

You are required to carry out the duties of a School Teacher as set out in the School Teachers' Pay and Conditions Document.

## **Main Job purpose:**

Under the co-ordination and direction of the Head of Department, to contribute to the teaching of MFL and other work as directed.

## **Relationships:**

The post holder:

- Is ultimately responsible to the Headteacher in all matters and through the appropriate Assistant Headteacher, Head of Department and Year Progress Leader for academic and pastoral matters within a given tutor team;
- Interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them in order to promote mutual understanding of the subjects in the school curriculum and cross-curricular links, encouraging development and improving the quality of teaching and learning in the School.

## **Key Tasks:**

- Teaching Spanish / French and, if necessary, subsidiary subjects for which qualified to teach, and to participate in the development of appropriate syllabuses, materials and schemes of work in these subject areas, attending team meetings as necessary.
- Controlling and overseeing the use of and storage of books, stationery and other teaching materials related to their teaching and ensuring that relevant Health and Safety Regulations are observed.
- Carrying out a share of supervisory duties in accordance with published rosters or as detailed by the Headteacher.
- Participating in appropriate meetings with colleagues and parents as required in respect of duties connected with the post.
- Keeping abreast of trends and developments in education, relevant to the post.
- Undertaking other tasks/responsibilities specific to the post holder's subject area or work.
- Assisting the Year Progress Leader in their work through delegated key tasks and carry out the duties of a group tutor (if required) in respect of the students in the tutor group to include:
  - the maintenance of discipline and acceptable standards of conduct and appearance of students;
  - the establishment of rapport with students to develop their social and academic potential and be a main source of reference for their problems;
  - the marking of the tutor group register (a legal document), ensuring that all information therein is kept up to date and that absences and lateness are accounted for and taking appropriate action where they are not;
  - the compilation of reports and references on the students as required, the maintenance of and conversance with the contents of the tutor group's students' files;
  - the monitoring of homework, student planners and the academic progress of students;

- the effective use of mentoring and tutor periods through activities/tutoring, supervising movement to and from assemblies with the tutor group, and attending tutor team meetings and briefings
- Promoting and safeguarding the welfare of children and young people in accordance with the Trust's safeguarding and child protection policy.
- Promoting and supporting the values of an inclusive culture that is free from discrimination and harassment, which recognises the benefits and importance of a diverse trust community.

The job description allocates duties and responsibilities. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities the post holder must use directed time in accordance with the School's published time budget policy, and have regard to Section 67 of a Teacher's Conditions of Employment.

**NB:** The duties and responsibilities of this post are not restrictive and the post holder may be required on occasion to undertake other duties, tasks and responsibilities commensurate with the grade of their post. This will not substantially change the nature of the post.



# PERSON SPECIFICATION

## Teacher of MFL

### Inter-personal attributes

- Able to build relationships quickly, with humility and empathy, whilst showing respect to others - students, parents and colleagues - to get the best out of them
- Positive, optimistic, caring, kind and approachable
- Willing to be immersed in the life of a busy and successful school

### Communication and Interaction

- Communicate clearly and accurately both orally and in writing
- Able to listen and respond appropriately
- Flexible to adapt your style in different situations
- Strong and confident ICT skills for teaching and management
- Contribute as a great team player

### Planning and Organising

- Manage daily responsibilities and priorities
- Work efficiently and effectively to meet deadlines and deliver successfully
- Design, produce and share high quality learning schemes and resources

### Knowledge

- Good honours degree and/or relevant high level expertise
- A real interest in educational issues, approaches and alternatives from around the world
- Strongly support the ethos and culture of the school

### Leadership Skills

- Proactive and confident, yet humble and considered
- You can inspire and motivate others
- Make informed decisions on a daily basis
- Ensure high professional standards including student progress of all groups of students

### Problem Solving

- Enjoy facing new challenges
- Find, propose and lead solutions
- Use resources, intellect, creativity and innovation to be successful

### Resilience

- Hungry for a challenge
- Have patience and endless energy to persevere through the challenging moments
- Tenacious and versatile
- Maintain a positive mind-set

### Self-evaluation

- You are aware of strengths and weaknesses
- Strong desire to learn from others so that you can be even better
- Able to share and support others

We are interested in all these attributes for colleagues joining the King Arthurs' School family but appreciate that some will be areas that you have a desire to develop and grow with our support once you are here. A sense of realism and humour are really important.

# MFL DEPARTMENT – USEFUL INFORMATION

## Your Role

We are seeking to appoint an outstanding teacher or ECT who recognises the importance languages for the School and for students in their wider learning. They will be able to enthuse students and will show a real passion for languages themselves. This is an outstanding opportunity to join a new team in a school with a range of extra-curricular activities, including a trip to France in Year 9.

We are offering the successful candidate the opportunity ...

- To join a new and creative team in a thriving school.
- To work with students across the full age and ability range in an 11-16 School.
- To help shape and create an enhanced provision beyond the great range and quality we already provide.
- To work in an innovative and outward looking school.
- To be part of a community with a diversity of cultural backgrounds within our student and teaching bodies.
- To teach challenging and engaging schemes of work.

## Department Outline

- There is a dedicated French classroom with the ambition to add another dedicated room from next school year.
- There are two full-time teachers in the department, a French specialist and a Spanish specialist, teaching across the whole school and team-teaching Years 10 and 11.
- Most students study both French and Spanish in year 7 to experience both languages before moving to study just one in years 8 and 9. Our nurture groups currently study Spanish throughout KS3.
- There are currently 30 students in Year 10 and 11.
- We follow the AQA examination board.

## The Curriculum

In KS3 we do not follow a set curriculum or textbook series. We have designed our own, culture-rich, research-based curriculum which is built around 10 keys of language.

Our curriculum is designed to:

- create enthusiastic linguists
- develop sound grammatical understanding
- develop a wide vocabulary
- develop phonological awareness
- develop spontaneity and fluency
- produce confident linguists who are keen to communicate
- build cultural capital
- prepare students for the next stage of study

We use Sentence Builders, and aspects of the pedagogy of Gianfranco Conti, to deliver our curriculum in an engaging and research-based way which produces high outcomes for all students. Our lessons use the MARSEARS pedagogical sequence as a starting point.

In KS4, we teach to the AQA specification. We follow the Studio textbooks to provide a basis for the scheme of work. However the topics are planned in a logical sequence considering the complexity of the subject matter as well as the grammatical topics covered within each unit of work.





# ABOUT KING ARTHUR'S SCHOOL



**King Arthur's School**

## **About Us:**

King Arthur's School was built in 1958 and is based in the Somerset town of Wincanton. We serve the local community across the area including surrounding villages in Dorset and Somerset. On the 1st April 2019 King Arthur's School became an academy and joined SAST. Serving students from the local community and surrounding Dorset and Somerset villages, King Arthur's has been supported by SAST prior to joining, and has close links with all SAST schools.

We are a small secondary school and this helps us to develop a special family atmosphere within our school community, where every student feels cared for and valued. Every child really does matter and all children are known by all staff. Students thrive and succeed in our positive, caring and respectful environment.

Our special culture and ethos focus on high achievement both personally and academically. We want all students to be the best that they can be in respect of their academic achievement and personal growth. We also want them to develop a strong sense of belonging. This comes through their significant contribution to our school community, as well as benefitting from it.

Our goal is to see every student within our school community succeed and achieve their individual best. We aim to support and nurture students to develop confidence and resilience through a wide range of learning and enrichment activities. We continually emphasise high expectations and remind students that there are no limits to what they can achieve, if they have the right mindset.

We believe firmly in opportunity and achievement for all and we are proud to provide an education that aims to equip all students with the self-belief, knowledge, skills and understanding to fit easily and actively into a rapidly changing society.

Our journey of school improvement is well under way and we are all committed to the rapid development of our school. We have already seen huge improvements in outcomes for our young people and growth in our staff. Our improvement priorities currently include: improving the quality of teaching, securing high levels of challenge, and raising pupils' attainment and progress; enhancing parental engagement to best support our young people in their educational journey; improve standards of behaviour and foster a positive culture that promotes learning; ensure pupils and staff have a rich, positive experience of school and are well-looked after.

## **Our Mission**

We support and encourage every student to strive for the highest possible levels of academic achievement, alongside developing the personal attributes and qualities to thrive and make a positive contribution throughout life.

## **Our aims are to:**

- Create a challenging, inclusive, collaborative, creative and happy learning community;
- Ensure high quality teaching and learning, honesty and respect for others, with a collective will to bring out the best in every student in our care;
- Instil in students a belief that they can and will achieve beyond expectations in order to meet their dreams and lead their lives;
- Enable students to take their place in the world as happy, healthy, kind, confident, ambitious and independent individuals, with enquiring minds ready to face the challenges of tomorrow.

## **What we value – The King Arthur's ethos**

- Our students come first
- Enjoyment and fulfilment, with hard work - going the extra mile
- Friendliness and strong sense of community
- Support and care for everyone and each other
- Integrity, manners and honesty
- Inquisitiveness through a breadth of opportunities and experiences
- An engaging, calm and purposeful learning environment
- Leadership, aspiration and ambition
- Pride, quality and excellence – the details matter

## **Care and Support**

King Arthur's School prides itself on the quality of its pastoral care, which helps all students to remain engaged and motivated to learn. At King Arthur's we believe that every child matters and should feel valued as part of our community. Young people need to feel safe and secure in order to thrive academically and socially. Our pastoral team works tirelessly to ensure that this is possible and to help students and their families deal with problems if and when they arise.

## **Our Facilities**

King Arthur's School is set in a spacious green campus with far reaching views across the town of Wincanton and the Blackmore Vale. We have specialist science laboratories and IT suites, food technology rooms, a range of outdoor hard courts and grass pitches and a Performance Centre, which is used for our school productions and special events.

Our library provides a bright and welcoming environment for research and study, with students having access to a wide variety of resources in both print and digital formats.

Café @King Arthur's offers students a selection of nutritious, hot and cold food prepared daily by our dedicated catering team. Our healthy and nutritious menu is popular with students, and we cater for many with dietary requirements.

Students also benefit from access to an on-site sports centre with a fully equipped gym, a sports hall and a 25m swimming pool.

A number of community groups meet regularly at the school, including Guides, Brownies, Rainbows, Army Cadets, and the Choral Society, offering students enrichment opportunities in addition to the many extra-curricular activities available during the school day.



# INFORMATION ABOUT WORKING FOR SAST



SAST is a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with a Sixth Form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

## **Our Schools:**

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

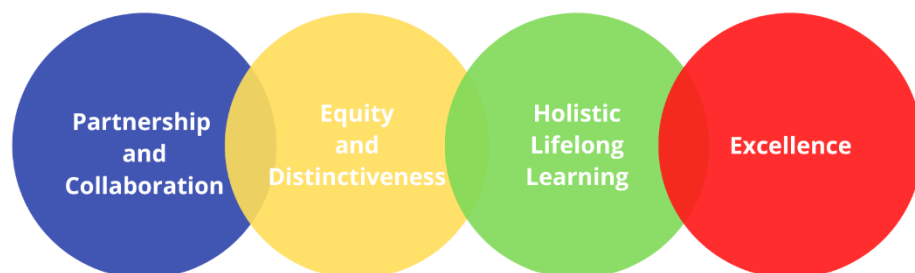
At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

## **Our Vision:**

*Delivering educational excellence through aspiration and collaboration.*

## **Our Values:**



### **Partnership and Collaboration**

Our schools support each other, by sharing expertise and resources, to ensure improvement.

### **Equity and Distinctiveness**

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

## **Holistic Lifelong Learning**

We promote the personal development of every child and a love of lifelong learning for our students and staff.

## **Excellence**

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

## **Organisation - How we work:**

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every school to continue to provide an excellent education for all our students while protecting their role at the heart of the community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

## **Partnerships:**

Partnership and collaboration is a core feature of all our schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The schools have always worked closely together across Dorset and Somerset.

## **SAST Benefits:**

As part of SAST, we can offer you a range of benefits including:

- High- quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders
- Access to the Local Government Pension Scheme
- Employee Assistance Programme
- On-site nursery provision at some of our schools
- Cycle to work scheme

