



Moorside
High School
Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Teacher of Modern Foreign Languages



Consilium
Academies
Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Teacher of Modern Foreign Languages at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton
Chief Executive of Consilium Academies.

Welcome from the Headteacher

Dear Candidate

Thank you for showing an interest in this position at Moorside High School, part of Consilium Academies Trust. An exciting opportunity has arisen for the post of a Language Teacher.

The successful candidate will have a proven track record of working within a Modern Foreign Language department, in a secondary education setting and share the school's ambition to raise standards and aspirations by having a positive impact on our students, their families and the wider school community.

Moorside High School is a fantastic place to work, and I am extremely privileged to lead an inspired team of staff who are dedicated to the education of our 1116 students. We are a school where we get the balance right between academic progress, pastoral support, and the wider curriculum enrichment. As we move from the challenges of the pandemic, we are focusing on a balance of measures to tackle catchup and then move us on to become a truly great school. There is an energy and a passion amongst staff to work on marginal gains and continually refine what we do. The fact that it really is a lovely place to work should not lead anyone to under-estimate the level of ambition we have here. There is no doubt that the school has improved very significantly over the past few years, but we are conscious about not wanting to rest on our laurels and recognise that we have created the opportunity to do something special.

Moorside High School is a proud member of Consilium Academies, a family of nine schools throughout the North of England. As part of this family, we work collaboratively with a focus on 'Enriching Lives and Inspiring Ambitions' of all the children who attend our schools.

At Moorside High School, we are very proud of our inclusive ethos, and our core purpose, 'To ensure every student leaves us ready for their next successful chapter, with students attending university or starting a fulfilling career.'

This is an exciting time to join Moorside High School and we thank you for your interest in joining us. We are looking for a candidate with energy and commitment to ensure the highest of standards are met by all students in our all-inclusive school.

I look forward to hearing from you.

Kind regards

Helen Ryles-Dean

Headteacher

About the School

Moorside High School is a popular and successful school that offers education for students aged 11-16. We have strong links with our partner primary schools ensuring when students arrive, they are already familiar with many of our teachers and have visited our site to enjoy lessons here numerous times before formally joining us.

We work in partnership, with integrity to ensure our students are at the heart of all we do, ensuring every opportunity is available, instilling equity, being completely inclusive, striving for excellence, whilst staying people centered. Above all, we will live by our school values, **Consideration**, **Aspiration**, **Resilience**, **Equality**. We have a clear moral purpose and strong educational philosophy to provide each student with the very best education and ensure that, no matter what their background is, students leave us with the skills and support they need to thrive in life beyond school. It seems simple and obvious, but there is nothing more important than the quality of teaching and learning in our classrooms – every minute, every lesson, every day. Staff are learners too. We place significant emphasis on staff development and collaborative partnerships to ensure what goes on in and beyond our classrooms is as good as it can be.

Our school is located on the state-of-the-art Moorside Campus, where we embrace the latest technologies, facilities, and equipment to provide a platform for students to prosper.

In March 2022, we were judged by Ofsted to be 'Good' which is testament to the hard work and dedication of the staff and students. As Moorside High School continues to grow and develops as part of the Trust, this appointment will play an integral part in shaping the future of our school.

Our *Core Purpose* is to ensure every student leaves us ready for their next successful chapter, with students attending university or starting a fulfilling career.

We enrich lives and inspire ambitions to ensure students thrive in the world around us.



Consideration

Considerate about ourselves, others, and our community.

Aspiration

Aspire to be the very best in all that we do.

Resilience

Work hard and never give up.
Seek help and help others.

Equality

Value diversity and tackle discrimination.

About the Trust

The Consilium Mission

"Enriching Lives, Inspiring Ambitions"

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-School Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management. The professional development review process is focused on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

- Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers.
- Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.
- Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.
- Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education and help them to provide the best experience possible for our students.

About the Role

Job Title: Teacher of Modern Foreign Languages

Start date: 1st September 2022

Contract: Permanent

Salary: MPS/UPS

Are you passionate about teaching and determined to make a real difference? We are looking to appoint an inspirational, dynamic and enthusiastic teacher of languages to join us.

We are looking for someone who is passionate about their subject and determined to impart knowledge, skills and understanding to all our young people, whilst exciting and engaging them in their learning. The successful candidate will teach both KS3 and KS4 pupils and to have experience of delivering to GCSE examination level would be an advantage.

You will need to be ambitious in your determination to ensure all our learners achieve and develop to their full potential and be inspirational in the classroom.

You will be part of the supportive and committed team. We aim to offer students an exciting curriculum and a huge range of extra-curricular opportunities within a safe, secure and encouraging environment.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to MHS-SLT-PA@consilium-at.com

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is 9am on Wednesday, 18th of May.

Interviews will take place on a date to be agreed.

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.

Job Description

| | |
|-------------|-------------------------------------|
| Job Title: | Teacher of Modern Foreign Languages |
| Reports to: | Head of Department |
| Based at: | Moorside High School |

Main purpose of the Role

- The provision of a full learning experience and support for pupils.
- To carry out the duties of a teacher in accordance with the provisions of the current School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.
- To carry out such duties within the framework of the school's agreed aims, objectives and policies.

Core Responsibilities & Tasks

Knowledge and Understanding

- Demonstrate that they have a thorough and up-to-date knowledge of their subject.
- Take account of wider curriculum developments which are relevant to their work.
- Planning and Setting Expectations.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area.
- To contribute to the Curriculum Area's development plan and its implementation.
- To assist the Head of Department and the Leadership Team to ensure that the curriculum area provides a range of teaching which complements the school's development plan.
- Demonstrate consistent and effective planning of courses and lessons to meet pupils' learning needs.
- Demonstrate consistent and effective use of information about prior attainment to gain well-grounded expectations for pupils.

Teaching and Managing Pupil Learning

- Develop a classroom environment and teaching practice which secures effective learning across the breadth of the curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and high standards of achievement, behaviour, and discipline.
- Support the identification of, and provision for students with additional educational needs within the classes they teach.
- Regularly evaluate the effectiveness of their teaching and learning as part of the performance management process.
- Ensure setting of realistic and challenging expectations of students in the classes they teach.
- Liaise effectively with staff to ensure the successful transition of students through the school.
- Contribute fully to meetings, discussions and management systems necessary to coordinate the work of the school as a whole.
- To teach, pupils 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 pupils 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 are reflected in the teaching/learning experience of students.
- 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 demands of curriculum content.
- 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, curriculum areas and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Assessment and Evaluation

- Demonstrate consistent and effective monitoring of progress to give clear and constructive feedback.
- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information effectively to inform teaching and learning.

Pupil Achievement

- Demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school based assessment for pupils where national tests and examinations are not taken.

Managing Own Performance and 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 professional development 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 school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where 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 pastoral functions of the school.

Pastoral Duties

- To be a Form Tutor to an assigned group of pupils as required and to carry out the duties associated with that role as outlined in the generic job description.
- To promote the general progress and well-being of individual pupils and of the Form Group as a whole.
- 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 student records as may be required.
- To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PHSE and citizenship and enterprise according to school policy.

Communication

- To communicate effectively with the parents of pupils as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools as required in the conditions of service documentation.
- To contribute to the development of effective subject links with external agencies.

School Ethos

- To play a full part in the life of the school community, to support its distinctive vision and ethos and to encourage and ensure staff and students to follow this example.
- To promote actively the school's corporate policies.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust.
- To plan, monitor and review health and safety within areas of personal control.
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

Person Specification

| Qualifications and CPD | Essential | Desirable |
|---|------------------|------------------|
| Qualified Teacher Status; degree level or higher | X | |
| Honors Degree | X | |
| Awareness of current GCSE syllabus development | | X |
| Experience, Knowledge and Skills | Essential | Desirable |
| Able to enthuse, motivate and discipline students | X | |
| Experience of teaching across the full age and ability range of an 11-16 school | X | |
| Ability to teach to KS3 and GCSE | X | |
| To be committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them | X | |
| Enthusiasm to inspire in students a desire to learn and participate | X | |
| Ability to have the vision to plan ahead and to get things done | X | |
| Efficient manager and administrator | X | |
| Good, up-to-date subject knowledge and skills | X | |
| Full working knowledge of the National Curriculum requirements for Spanish | X | |
| To be able to work as a member of a team | X | |
| To be able to work effectively with pupils, staff, parents and members of the community | X | |
| Interest in innovation in the classroom including interactive whiteboard skills | | X |
| To be able to assist in the planning and organisation of school trips/visits | | X |
| Personal Attributes | Essential | Desirable |
| Suitability to work with young children | X | |
| Able to form and maintain appropriate relationships and personal boundaries with children and young people | X | |
| Emotional resilience in working with challenging behaviors | X | |
| Positive attitude and authority in maintaining discipline within both the practical and classroom environment | X | |
| English Fluency | | |
| Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad | X | |
| Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad. | | X |