



Teacher of MFL: Spanish

Closing Date: Friday 10th January 2025
at 9:00am

Interview Date W/C 13/01/2025



Welcome to Matthew Moss High School

Thank you for your interest in the post of Teacher of Spanish at Matthew Moss High School. In this pack, you will find information about our school ethos, CPD opportunities and the Modern Foreign Languages faculty.

Matthew Moss High School is an inclusive school, where all learners are treated equally and have access to a full range of subjects and learning opportunities.

We are proud of our diverse and cohesive community, where relationships are at the heart of school. In our latest Ofsted report (April 2024) Inspectors noted that: *"Pupils at Matthew Moss High School feel safe and happy"*. The report also highlighted that: *"Pupils build strong relationships with staff, and they have adults who they can speak to in school if they have any worries"*, and that *"Staff feel well supported with their workload and well-being"*.

Matthew Moss High School is located in the Castleton area of Rochdale. Matthew Moss High School is a "Good" school (Ofsted 2024) and is over-subscribed. There are 1220 learners on roll, including a Hearing Impaired Base and more recently, a partnership with Redwood School. Redwood School caters for young people aged 11-19 who have additional needs.

At Matthew Moss High School we believe in three things:

- Respect everyone and fear no-one;
- Everything starts with the learner;
- Thoughtful hard work shifts anything.

At the centre of our curriculum and pastoral care is our **CHANGE** ethos.

Composure

High Standards

Agency

Numeracy and Literacy

Growth Mindset

Empathy

In Year 7, learners receive a dedicated CHANGE curriculum, which instils the values and ethos to which school would like staff and learners to aspire to. Moving forward, we are

working to embed CHANGE throughout the life of school, so that learners are able to 'Engage CHANGE' and be active citizens in the world around them.

Matthew Moss High School is part of the Watergrove Trust and the successful candidate will enjoy exceptional self-development. All staff currently receive an individual CPD programme and new staff receive training in Transactional Analysis, which forms the basis of our Behaviour and Relationship Policy.

If you are new to the profession, you will receive excellent support from your Induction and Trainee mentor through our Early Careers Framework offer. All staff new to school will receive excellent induction and access to our wider CPD programme, to allow you to develop as an outstanding practitioner, with a range of future opportunities available within our growing school and Trust.

At Matthew Moss High School, every member of our community has the opportunity to flourish.

If you have any further questions or would like to visit Matthew Moss High School, please contact our Human Resources Team at: hr@mmhs.co.uk.

I look forward to meeting you,

A handwritten signature in black ink, appearing to be 'CLR', written in a cursive style.

Ms C Leach-Rogers
Headteacher

About the MFL Faculty

At Matthew Moss we really love languages, and believe studying a language is a positive, enjoyable experience and is accessible to all our learners. Our rationale is to enable learners to successfully communicate and understand Spanish in a variety of contexts and for a variety of purposes. We aim to provide an ambitious, inclusive and well sequenced curriculum for learners. We look to foster transferable skills, such as confidence, resilience, problem solving and critical thinking skills, which we believe enable deeper learning. Learning a foreign language is also an excellent opportunity to broaden horizons, learn about other countries and traditions whilst developing an understanding of cultural differences and showing empathy towards others.

The Modern Languages Faculty is led by the Head of Faculty and supported by a Second in Faculty. Our faculty is made up of 5 members of staff (including the HOF and 2nd) and we currently teach Spanish at KS3 and KS4. Our learners study Spanish for 3 lessons a week in Years 7, 8 and 9. In Year 10 learners start GCSE Spanish and we follow the AQA specification. At KS4, we have an allocation of 3 lessons a week.

We have an innovative and progressive KS3 curriculum, highlighted as an area of strength during an Ofsted deep dive in 2024, using a variety of methods to improve pupils' linguistic and cultural knowledge. Our curriculum is based on four Golden Threads: Vocabulary, Grammar, Phonics and Culture. These Golden Threads are carefully woven throughout each unit from Years 7 to 9, enabling our learners to immerse themselves in all aspects of the Spanish language and Hispanic culture. We are proud to offer units in Music, Media, History and Art, which stretch knowledge and raise engagement in learning, in addition to more traditional units of study.

In KS3 Spanish lessons we introduce new language, primarily an average of 10-15 new items of vocabulary a week, in addition to focusing upon phonics and new grammatical structures. We practise this new language through games in pairs/groups, using songs, quizzes and our Golden Threads Homework. We provide regular opportunities to explore Spanish culture and texts, alongside linguistic and cultural challenge tasks.

Learners choose their options in Year 9 to commence their GCSE Studies in Year 10. Languages remain an option subject. At KS4 learners are developing their skills in the 4 key areas: listening, speaking, reading and writing. We use the AQA GCSE Foundation

and Higher textbooks and Kerboodle, alongside our own resources.

The Faculty endeavours to keep up with all developments in language pedagogy and uses a variety of approaches in both the creation and the delivery of lessons. A key strength of the Faculty is the co-creation and sharing of good practice and resources. Colleagues are open and supportive of each other and as a school there is a willingness and openness to trial and adopt new ideas and methodologies.

We have five specialist teaching rooms which are all equipped with interactive Whiteboards. As a faculty we are well resourced with a set of Chromebooks and dictionaries in the classrooms which can be used to supplement learning.

At Matthew Moss, we have a wide variety of subject CPD to support our teachers in their individual development and these opportunities are valued by staff. This includes Transactional Analysis 101, Leadership Development, Weekend Think Tanks and other opportunities to work within and across schools within Watergrove Trust. Our Faculty has a wide variety of resources to support this, including online subscriptions to Kerboodle and Exampro.





Organisation:	Watergrove Trust
Section:	Teaching
Location:	Matthew Moss High School
Job Title:	Teacher of MFL: Spanish
Hours:	In line with STCP, working Term Time Only
Grade:	MPS/UPS
Grade Range:	MPS1 - UPS3
Accountable to:	Headteacher, Head of Faculty
Accountable for:	N/A
Special Conditions of Service:	<ul style="list-style-type: none">• All posts require satisfactory pre-employment checks including enhanced DBS clearance prior to appointment.• From time to time you may be expected to work outside normal working hours to participate in duties that are otherwise not indicated in your job description. (Example): Supporting Open Evenings and other out of hours school events as and when required.• A full driving licence and access to a vehicle with business insurance is required.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PURPOSE AND OBJECTIVES OF THE ROLE

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.

Monitor and support the overall progress and development of students as a teacher/
Form Tutor

Facilitate and encourage a learning experience which provides students with the
opportunity to achieve their individual potential.

Contribute to raising standards of student attainment.

Support the school's responsibility to provide & monitor opportunities for personal &
academic growth.

Safeguarding

Fulfil responsibilities and obligations in relation to the safeguarding of children.

To adhere to the Academy Trust rules and regulations relating to the use of IT, e-mail
and intranet/internet access.

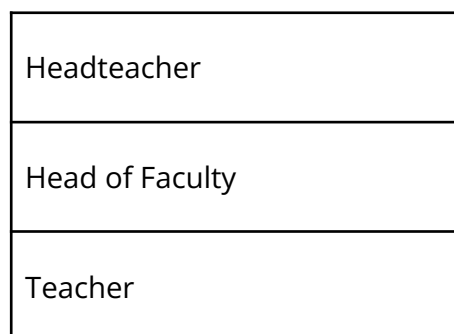
Health/Safety/Welfare

Responsibility for the safety and welfare of self, colleagues and students in accordance
with the Health and Safety Policies of Watergrove Trust, and current legislation.

Relationships (not exhaustive)

- Headteacher
- Senior Leadership Team
- Colleagues
- Teaching Staff
- Associate Staff
- Students
- Parents
- Visitors
- Contractors
- Governors /Trustees

Organisational Chart



Values and Behaviours

Our mission is to be ever **“Providing more”** to the communities we serve, to enable life in all its fullness. Our Trust is enabled by a mutual interdependency within which we will always:

- Coach
- Challenge
- Innovate

Watergrove Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

Responsibilities

The postholder must:

1. Perform his/her duties in accordance with the Equal Opportunities Policy.
2. Ensure that the Trust’s commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

Principal Duties - Teaching

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Support the school’s responsibility to provide & monitor opportunities for personal & academic growth.

STRATEGIC AND OPERATIONAL PLANNING

Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and faculty.

Contribute to the curriculum area and faculty's improving performance and its implementation.

Plan and prepare courses and lessons.

Contribute to the whole school's planning activities.

CURRICULUM PROVISION & DEVELOPMENT

Assist the Head of Faculty to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

Participate in the organisation of extra and co-curricular activities

Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

STAFFING

Take part in the school's staff development programme by participating in arrangements for further training and professional development.

Continue your own professional development in the relevant areas including subject knowledge and teaching methods.

Engage actively in the appraisal review process.

Ensure the effective/efficient deployment of classroom support.

Work as a member of a designated team and to contribute positively to effective working relations within the school.

QUALITY ASSURANCE

Help to implement school quality procedures and to adhere to those.

Contribute to the process of monitoring and evaluation of the curriculum area/faculty in line with agreed school procedures, including evaluation against quality standards and performance criteria. Seek/implement modification and improvement where required.

Review from time to time methods of teaching and programmes of work.

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.

MANAGEMENT INFORMATION

Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.

Complete the relevant documentation to assist in the tracking of students.

Track student progress and use information to inform teaching and learning.

Participate in the school's rewards programme.

COMMUNICATIONS & LIAISON

Communicate effectively with the parents of students as appropriate.

Where appropriate, communicate and cooperate with persons or bodies of external agencies.

Follow agreed policies for communications in the school.

Take part in liaison activities such as parent's evenings, review days and liaison events with partner schools.

Contribute to the development of effective subject links with external agencies.

MANAGEMENT OF RESOURCES

Contribute to the process of the ordering and allocation of equipment and materials.

Assist the Head of Faculty to identify resource needs and to contribute to the efficient/effective use of physical resources.

Cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, faculty and students.

PASTORAL

Be a Form Tutor to an assigned group of students.

Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.

Liaise with Pastoral Leaders to ensure the implementation of the school's pastoral system.

Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.

Evaluate and monitor the progress of students and keep up-to-date student records as may be required.

Contribute to the preparation of action plans, progress files and other reports.

Alert the appropriate staff to challenges experienced by students and to make recommendations as to how these may be resolved.

Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.

Apply the behaviour management systems so that effective learning can take place.

SCHOOL ETHOS

Play a full part in the life of the school community, supporting our distinctive mission and ethos and encouraging staff and students to follow this example.

Support the school in meeting its legal requirements for worship.

Promote actively the school's corporate policies.

Comply with the school's health and safety policy and undertake risk assessments as appropriate

Secondary Duties

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents / carers and the wider community and adhere to the principles expressed in the aims of the Trust
2. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.
3. Be aware of and comply with policies and procedures relating to child protection, health & safety and security, confidentiality and data protection, reporting all concerns as appropriate
4. To support and participate in team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder.
5. To undertake duties as part of the team rota - To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, students and families. Be a positive, collaborative team member.
6. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).
7. The postholder's duties must at all times be carried out in compliance with the Trust's

Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.

a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.

b) Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, eg operate safe working practices including both mental and physical wellbeing.

c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.

8. To attend and participate in meetings as required.

9. Play a full part in the life of the Academy community, supporting our ethos and values encouraging staff and students to follow this example.

10. Support the Academy & the Trust in meeting our legal requirements for worship.

11. Actively promote the Academy & Watergrove Trust corporate policies.

Job Description Prepared by: _____Charlotte Longthorne__ Date: ____21/11/2024_____

Postholder Signature: _____ Date: _____

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.

Watergrove Trust Person Specification

Organisation :	Watergrove Trust	Post:	Teacher of MFL: Spanish
Section :	Matthew Moss High School	Grade:	MPS/UPS

Note to Applicants:

Essential Criteria (E) are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.

There are a range of methods by which this information can be obtained. The 'How Identified' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You must include examples from either paid or voluntary work. Do not leave gaps in employment.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment.

Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview A Assessment
Qualifications		
Qualified Teacher Status	E	AF, A
Appropriate Honours degree	E	AF, A
Skills and Experience		
Excellent knowledge of subject	E	AF, I
Ability to teach subject up to GCSE	E	AF, I
Excellent knowledge of intervention strategies designed to raise attainment levels	E	AF, I
Excellent knowledge of strategies designed to increase students' motivation to learn	E	AF, I
Excellent communication and interpersonal skills	E	AF, I
Knowledge and Ability		
Understanding of the importance of safeguarding/child protection when working in a school setting	E	AF, I
Ability to use ICT both as a classroom resource and as a management tool	E	AF, I
Understanding the importance of safeguarding/child protection when working in a school setting	E	AF, I
Ability to establish effective classroom management and discipline	E	AF, I
Identifiable record of raising standards of student attainment in your subject	E	AF, I

Ability to plan lessons in line with relevant schemes of work and exam syllabuses	E	AF, I
Experience of successful curriculum design and innovation leading to raised standards of achievement	D	AF, I
Ability to teach additional National Curriculum subjects	E	AF, I
Commitment to team work and the sharing of good practice	E	AF, I
Enthusiasm and enjoyment of teaching	E	AF, I
Appropriate appearance and presence	E	AF, I
Willing to take part in and lead extra-curricular activities	E	AF, I
Ability to communicate effectively with staff and students	E	AF, I
Special Working Conditions		
Enhanced DBS clearance	E	A