



Recruitment Pack

Teacher of MFL (Maternity
Cover)

St James School

March 2025 - December 2025

Closing Date: 23/02/25

Interview Date: TBC

Ted
Wragg
TRUST

Ted Wragg Trust



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



**Welcome from the Ted Wragg Trust
CEO, Moira Marder**



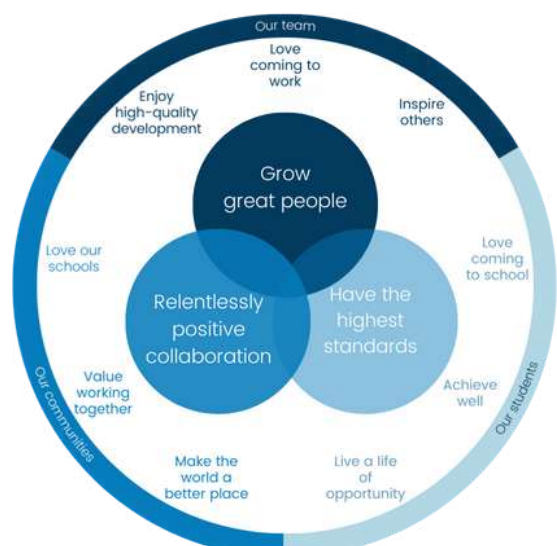
On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working with us. The Ted Wragg Trust is an **ambitious** and **inclusive** Trust of schools **strengthening our communities** through **excellent education**. Our values driven, rapidly growing 2-18 Trust has the highest expectations for every child, every day, with social justice at our core.

This is a hugely exciting time for us as a growing Trust who work closely with other local schools and Trusts across Devon.

We demonstrate our love through our values



How we will succeed





St James School

We are looking to appoint a terrific leader to join our team as a Teacher of MFL (Maternity Cover) at St James School. It is an exciting role and a great opportunity for anyone who loves teaching and learning and is passionate about improving the life chances of young people.

At St James, we are a community with an ambitious curriculum, focused and thoughtful classrooms and great learning. From the moment they join us, we ask our students to work hard and be kind. We know these behaviours are important for staff and students.

As a community, we empower our students to use their education to be kind and community minded, to lead happy and healthy lives and to thrive in life's opportunities.

We do this by living our four values:

- Kindness
- Equity for all (through the highest of standards)
- Community at the heart
- Diversity and celebration

We are proud of our school and our community. We know our students; our staff and our families are happy at school. The best way for you to experience this is by visiting our school and meeting us.

For this role, the successful candidate will:

- work hard;
- be kind;
- believe in equity for all and strive for this in education;
- be a good teacher who is keen to develop their classroom practice;
- be a passionate and innovative advocate for teaching and learning;
- have great curriculum knowledge;
- and, have a good sense of humour.

Does this sound like you? If so, then we would welcome your application. If you have any questions, please email to recruitment@stjamesexeter.co.uk.



The St James MFL Department

The MFL Department at St James School is a fantastic place for someone who is motivated by the opportunity to build on their skills and expertise and to continue to develop as an excellent practitioner. We were one of only nine schools in England to become a Department for Education MFL Hub, which meant we were the first to hear about the latest research in language learning and it gave us the opportunity to attend regular training in our field and to work with many other schools in the local area. Further details can be found here <https://www.gov.uk/government/news/languages-boost-to-deliver-skilled-workforce-for-uks-businesses>

Modern Foreign Languages are an integral and well-valued part of our curriculum at St James. We enter a large cohort (approx. 75% of all students) for either French or Spanish GCSE and our EBACC results are good over a sustained period of time.

We are a dedicated and passionate team who put teaching and learning at the heart of everything. We strongly believe in giving all of our students the best opportunities for language learning and successful outcomes. We have achieved this through developing a challenging and robust curriculum, building excellent relationships between staff and students and ensuring that the quality of teaching and learning in our classrooms is always exemplary. At KS3, we have fully embedded language-driven pedagogy, and lessons focus on phonics, vocabulary and grammar. In KS4, our schemes of learning centre around the acquisition of skills and language needed to get top grades at GCSE and around the importance of communication and having a skillset in MFL for life beyond St James.

A GCSE in languages is compulsory for the vast majority of our pupils at KS4, a change that was made long before the introduction of the EBACC or Progress 8 measure because of the value the school places on learning a language. On arrival at St James, students study either French or Spanish and they continue to learn this language through their time at school with us.

At KS4 we use the AQA GCSE specification and we use a range of online resources to support this, as well as working very closely with the other secondary schools in the Ted Wragg Trust on our curriculum alignment project. Most of our homework is set using Quizlet. We have completely redeveloped our planning to support students move towards the new GCSE and have relished moving away from legacy qualifications to a new system that helps students be better linguists. Our students would tell you that they enjoy languages and that their lessons are highly engaging. We communicate regularly with parents and our students receive high-quality feedback. Teaching is very strong in the department and there is a strong ethos of collaboration and professionalism.

There are currently six members of the MFL team, which includes a Head of Department, a Second in Department, an Assistant Head and the Head Teacher. All teachers teach French and most also teach Spanish. The Head of Department is also the Subject Leader for MFL across the Ted Wragg Trust.

The MFL department currently has four designated classrooms, each classroom has a projector with speakers, as well as a department office. In 2023 we ran a successful trip to Brittany, and another trip to Rome in 2024 as part of our involvement in the Latin Excellence Programme. We are keen to establish links with schools in France and Spain and to extend the opportunities that we offer to our students outside of the classroom. We celebrate events such as the European Day of Languages, and offer our linguists the chance to take part in national competitions, such as the GCHQ National Language Competition. We are an outward looking department and we maintain close links with colleagues in the region through our collaborative work with the other Ted Wragg schools. We also work with trainees from Exeter University and Schools Direct.

Key Details

Job Title: Full Time MFL Teacher (Maternity Cover)
See advert for full details.

Location: St James School

Salary: MPS-UPS

Closing Date: Sunday 23rd February 2025

Interviews: TBC

Required From: March 2025 on a fixed term basis until 31st
December 2025

We are a community with an ambitious curriculum, focused and thoughtful classrooms and great learning. If you share our mission to have the best outcomes in the country by 2027, we would love to hear from you.



How to apply

If you would like an informal conversation about this role please contact our recruitment team at recruitment@stjamesexeter.co.uk

Please use the application form available on the Trust website to apply.



Teacher of MFL Job Description

Key purpose of the role

Enable the Trust to realise its mission to 'Transform lives, strengthen communities and make the world a better place by providing high calibre teaching and learning environment, challenging the educational and social disadvantage in the South West.

Your responsibilities

- Live our mission and values every day
- Promote safeguarding policies and procedures to protect students maintaining a culture in which students are protected and achieve the best outcomes
- Meet Teachers' Standards and pursue continuous professional development
- Prepare, deliver, and review effective lessons in accordance with schemes of work and our Trust learning model
- Reflect on your own lessons, curriculum resources and interactions with all students and stakeholders to find areas for continued improvement
- Use adaptive teaching to meet diverse student needs and maximize potential
- Foster a positive, safe, and inclusive classroom environment, ensuring that your work is equitable and values the diversity and experience of the whole school community
- Implement strategies for high standards of behaviour and attendance
- Complete assessment, recording and reporting procedures.
- Participate in great management meetings, coaching, and external quality assurance.
- Participate in at least fortnightly coaching
- Fully understand and implement all exam requirements
- Support students with pastoral responsibilities and enrichment activities
- Carry out any other reasonable duties as requested by Headteacher or Line Manager

Your key objectives

To support students to:

- Love coming to school
- Achieve well
- Live a life of opportunity

To support colleagues to:



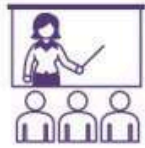

- Love coming to work
- Build high quality professional relationships with Trust networks
- Inspire others

To support communities to:

- Love our schools
- Value working together
- Make the world a better place



Our model of teaching and learning has been informed by the **Great Teaching Toolkit** (2020) by Rob Coe et al, published by **Evidence Based Education**. The toolkit reviews existing research and frameworks in order to identify the 'best bets' that will increase student learning. We use the **WALKTHRU** series to ensure that we have a shared pedagogical understanding and practice.

Dimension	What does this look like at St James?
Lesson preparation: Understanding the content 	<p>We have expert curriculum knowledge and sequence concepts in small steps and the connections students should make with previous knowledge.</p> <p>We use lesson preparation before we teach and plan for reading.</p> <p>In our preparation, we identify misconceptions and typical errors in each topic and plan for examples and non-examples.</p> <p>We prepare live modelling by writing model answers that solve the most difficult problems our students face.</p> <p>We prepare for giving an explanation, which might involve using analogies.</p> <p>We decide when and how we will check for understanding of the whole class and individuals.</p> <p>Using our seating plans, we anticipate where we may need to use adaptive teaching to meet the needs of all students.</p>
Disruption-free classrooms: Maximising opportunities to learn 	<p>We maximise time by getting lessons started promptly. Students are greeted at the <i>threshold</i> for the first three minutes before the register. Students immediately start meaningful work with a <i>Do Now</i> activity.</p> <p>We consistently apply the <i>lesson expectations</i> by awarding merits and behaviour points.</p> <p>We expect students to fully engage in the lesson with no opt out and to silently <i>track the speaker</i>.</p> <p>To allow all students to concentrate, silence is golden.</p> <p>We have positive relationships with students which is reinforced by a <i>warm-strict</i> manner. We use positive framing to <i>narrate the room</i> to acknowledge where expectations are being met.</p> <p>There is an organised routine for ending lessons.</p>
Great Learning: Activating hard thinking 	<p>Lessons begin with spaced retrieval practice through the <i>Do Now</i>.</p> <p>We introduce content by sharing the big picture, small picture and key learning ideas, threshold concepts and powerful knowledge with our students.</p> <p>We present new content through chunking and giving an explanation, considering cognitive load and link new content to prior knowledge. Our explanations include examples & non-examples as well as worked examples.</p> <p>We check for understanding by asking lots of questions, using techniques such as think, pair, share, show-me boards and cold calling. We correct misconceptions with <i>right is right</i>. Students are given feedback and encouraged to say it again better.</p> <p>We use live modelling, often using a visualiser.</p> <p>We get the learning to stick using the modelling handover: I do, We do, You do. We support students to move from guided practice to independent practice and we circulate with live marking and show call.</p>
Adaptive teaching: Creating a supportive environment 	<p>Using whole-class feedback, we adapt our teaching.</p> <p>We provide scaffolding and support, including the use of <i>structure strips</i> and <i>writing frames</i>. Students who have been absent are supported through our attendance <i>marginal gains</i>.</p> <p>We support all students to be able to read aloud in lessons through whole-class reading routines and our <i>reading consistencies</i>.</p> <p>We circulate to spot and correct misconceptions.</p> <p>We work with teaching assistants in tandem to support some students' learning.</p> <p>Our planning is informed by a wide range of assessment data and SEND information, enabling us to aim high, plan support and teach to the top.</p>



Person Specification

Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Good honours degree • Further CPD or relevant qualifications 	Essential Essential Desirable
Experience	<ul style="list-style-type: none"> • Strong teaching ability – demonstrated through previous experiences • Track record of excellent outcomes • Working in areas or school communities with high levels of SEND and/or deprivation 	Essential Desirable Desirable
Key skills	<ul style="list-style-type: none"> • Able to fulfil all aspects of the role with confidence and fluency in English • Excellent subject and relevant curriculum knowledge • Meeting and effectively delivery of all the teaching standards. • Effective use of formative assessment • Adaptive teaching that challenges and supports all students • Ability to receive and act on feedback • Commitment to safeguarding • Desire to develop yourself 	Essential Essential Essential Essential Essential Essential Essential
Values	<ul style="list-style-type: none"> • Ambitious: you work hard, have the highest standards and are positive for the future • Selfless: you are self-aware, emotionally intelligent and are able to support yourself and others to thrive. You work selflessly to support the Trust's mission and strategic priorities • Collaborative: you build strong relationships and networks 	Essential Essential Essential

The Ted Wragg Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.



Growing great people

Our aim is to be the greatest place to work in the South West. We know that to succeed in our mission, we must invest in and grow great people. Our comprehensive suite of development opportunities are available for everyone, whether you are just starting in your career or an experienced leader, there will be a development pathway to suit you.

Tim Rutherford – Deputy CEO

We know to be the greatest place to work we must welcome great people, retain great people and develop great people.

Click on the areas below to find out about our comprehensive benefits and development opportunities.

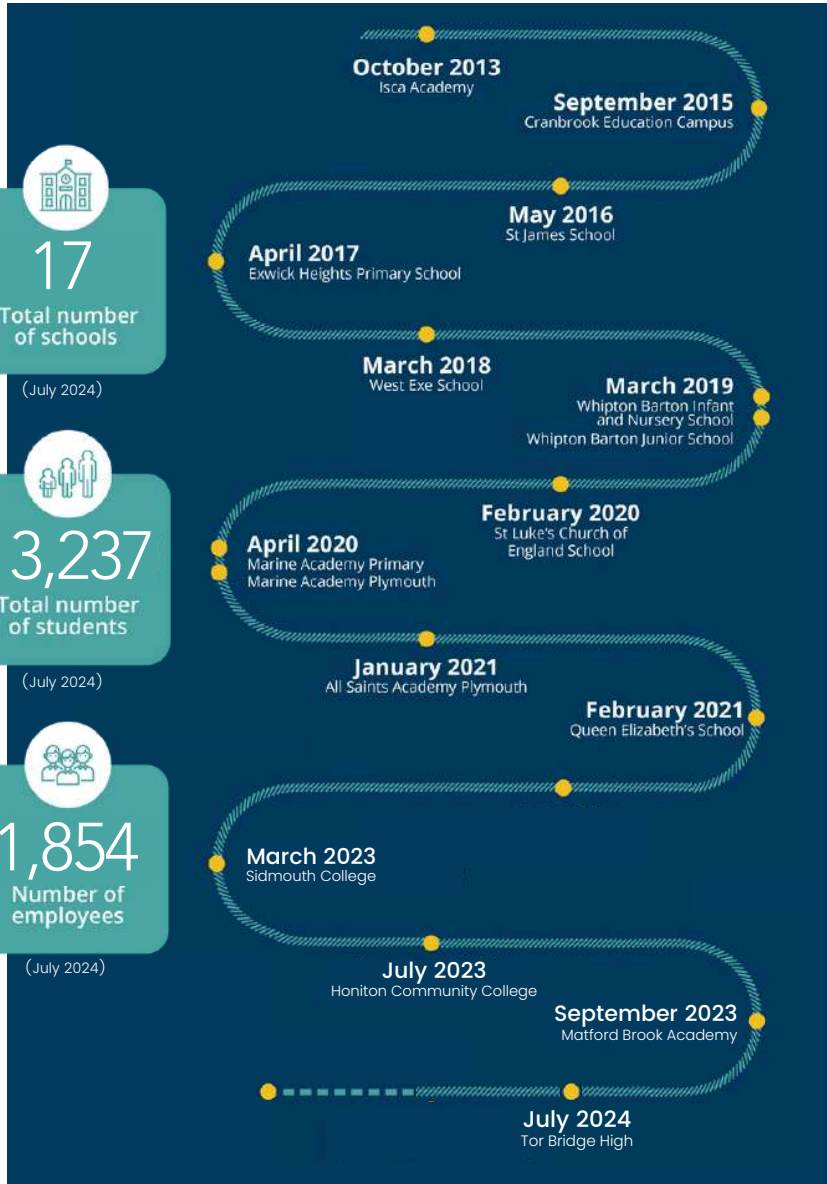


In our Trust, we are committed to nurturing a workplace where our employees feel that they belong. We believe that the culture of our trust thrives when individual differences are embraced so that everyone feels comfortable and confident in being who they are. This is supported through ensuring inclusivity in culture and equity in opportunities. We are committed to high quality and reflective employment practice so that we attract, retain and grow employees from diverse backgrounds and communities.

Our Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Our Partnerships:

Our ongoing partnerships with the following organisations creates opportunities for a Headteacher joining our Trust to access leadership development, study tours and wider networks with some of the best schools, trusts and leaders across the country.





Recruitment Pack

Thank you for your interest!

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