



Candidate information pack

Teacher of MfL (September 2026)

Part-time MPS/UPS Pay Scale

Dear Candidate,

February 2026

Thank you for your interest in the post of Teacher of Modern Foreign Languages (MfL) at Thomas Keble School. This is a part-time (0.7FTE), permanent position available from September 2026.

I hope the information contained in this pack informs you about our school and helps with your decision about making an application. Choosing the school for the next stage of your career is a really important one and, to that end, we welcome prospective applicants to come and have a look around before making the decision to apply. If this would be helpful, my PA, Amanda Oxberry can be contacted via recruitment@thomaskeble.gloucs.sch.uk. She will be happy to assist. The successful candidate will be appointed on their skills and experience, however, as important to me will be your approach, attitude and beliefs. You can use our current website at www.thomaskeble.gloucs.sch.uk to find out more about what we do and why we do it.

The application process is outlined later in the pack (page 9). Should you decide to make an application, you should submit this through Eteach. The completed online application form includes space to include a personal statement of your suitability for the role. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Applications must be received no later than noon on Monday 16th March 2026 and interviews will take place the following week (23rd March).

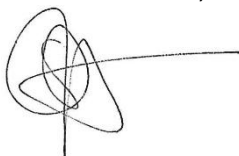
Please note that Thomas Keble School is committed to safeguarding and the post will be subject to satisfactory completion of enhanced checks through the Disclosure and Barring Service.

I fully appreciate the amount of time and effort it takes to prepare an application for a post such as this and I thank you in advance. In return, I undertake to read every application very carefully, and to ensure that short-listed candidates have every opportunity to see the school in action, to meet as many colleagues as possible and to ask whatever they wish.

Please do not hesitate to contact Amanda Oxberry, my PA, by telephoning 01452 770 301, or emailing recruitment@thomaskeble.gloucs.sch.uk should you wish to discuss the post further, or to arrange a visit.

I look forward to receiving your application.

With best wishes,



S P Shaw
Headteacher

Our Vision

Thomas Keble- a school where every individual belongs, is valued, and thrives. We prioritise what is right for our students, rooted in strong relationships, guided by high expectations, and driven by a culture of continuous improvement. Through exceptional teaching, compassionate pastoral care, and rich wider opportunities, every student will grow in confidence, contribute meaningfully, and succeed- both now and into the future.

Our Values

Our REACH values are the foundation of everything we do. They shape our culture, guide our decisions, and define the expectations we hold for ourselves and each other.

- **Respect** ensures that every member of our community feels valued and heard, creating an environment where diversity is celebrated and relationships thrive.
- **Excellence** drives us to deliver the highest standards in teaching, learning, and personal development, inspiring students and staff to achieve their full potential.
- **Ambition** encourages us to set bold goals and embrace challenges, fostering resilience and growth in all aspects of school life.
- **Compassion** reminds us to act with empathy and kindness, supporting wellbeing and nurturing a sense of belonging.
- **Honesty** builds trust and integrity, ensuring transparency and accountability in everything we do.

Our Mission Statements

- Belonging is being seen, heard and valued-, of feeling safe to be yourself. Belonging is embodied in our shared language, behaviour culture, and daily practices. It means high attendance and active participation in school life.
- We are the school of choice for our community—valued and respected for who we are and what we offer. We work beyond our walls, building strong partnerships with wider stakeholders to support every child’s journey.
- We recruit and retain exceptional staff, removing barriers so that roles can be fulfilled brilliantly. By prioritising calm and orderly behaviour, workload, wellbeing, and professional autonomy, we work in a culture where colleagues feel valued and are proud to belong. Our high- quality training, effective induction, and supportive leadership ensure that every role is sustainable and every individual thrives.
- Our Exceptional outcomes are a symptom of a vibrant school culture rooted in compassionate pastoral care and enriched through a diverse and inclusive extra-curricular programme. Our curriculum is designed with our students at its heart—not league tables—and is delivered by specialist teachers drawing on the best evidence and practice.
- We nurture a culture of improvement at all levels, supported by a drive to know and understand ourselves deeply. We see improvement as a collective endeavour rooted in reflection, enquiry, and purposeful action. We value honest feedback, expert advice, and the quality of contribution each person makes. we create actionable ideas that move us to where we want to be.
- Financial stability enables strategic investment in state -of -the -art facilities and supports our staffing model. We have the agility to respond to changing needs, supporting high- quality education in an exceptional environment that serves our community.

Introduction

This vacancy has arisen due to the resignation of the current postholder and we looking to appoint an experienced and highly effective individual to build on the strong foundations already in place, to continue and enhance the provision for our young people.

The Role

The primary focus of the role is to provide excellent and inspiring teaching in MFL to secure high levels of attainment and progress, for all students, through an effectively planned and delivered curriculum. The job description is set out on Pages 12, 13 +14.

The Person

The ideal candidate will have a fascination with the learning and teaching of Languages, have high standards, work well with their colleagues, and bring a fresh and dynamic approach to improvement. We are also looking for someone who shares our values, is ambitious for all children, and will help to build and sustain our school culture.

It might be useful if I expand a little on what I mean by this. As an example, we don't seek to define ourselves by an Ofsted grade or student outcomes. We do educate students well and provide strong levels of pastoral support; the excellent exam results are an *indicator* (one of many) that we are doing this well. We do spend time as leaders understanding and testing assumptions and beliefs, making any changes 'with and not to'. Further information is set out in the Person Specification on Page 10.

The School

Thomas Keble School is an 11-16 Single Academy Trust (SAT) school in Eastcombe, a village in the Stroud Valley in easy commuting distance from Cirencester, Stroud, Gloucester, and Cheltenham. Staff do travel in from further afield each day, including from Bristol and Gloucester. The school is named after Thomas Keble, a Church of England clergyman and Vicar of Bisley, who contributed four of the *Tracts for the Times*. He was also the brother of John Keble, of Keble College, Oxford. The school was known as Manor School until September 1990 and gained foundation school status in 2007 before converting to academy status in August 2011.

We are the school of choice for many parents in the Stroud Valley, and as such we are heavily over-subscribed with waiting lists in each year group. Students who attend the school come mainly from eight feeder primary schools, with around a third traveling in each day from out of our catchment area. We have a PAN of 142 students split into 5 Tutor groups, giving an overall maximum role of 710. The role is currently at 724 following a request to admit over-pan in September 2023.

Thomas Keble was chosen as one of the first 50 schools nationally to be rebuilt under the Schools Rebuilding Programme (SRP). Work commenced in February 2023, with 80% of the estate being replaced with a state-of-the-art facility, we moved in February 2025 and are enjoying the features and resources it affords. Science and Humanities was unaffected and we remain in their original buildings, however improvements and redecoration has enhanced these areas in line with the new building.

The successful candidate will have the opportunity to work in a fantastic physical environment, within a supportive and aspirational culture. I have shared 2 elevations of the build:



Our last Ofsted inspection was in July 2023 and the school was graded as 'Good'. The statements below are taken from this report:

"Thomas Keble continues to be a Good School."

*"Leaders have created a **nurturing** environment which supports pupils to learn and **achieve well.**"*

*"Pupils' **behaviour is calm and friendly** and **disruption to learning is rare.**"*

*"Leaders have designed a **broad and ambitious curriculum.**"*

*"Teachers are **knowledgeable** about their subjects and **present new information clearly**"*

*"Parents and pupils **value** the **enrichment** and **extra-curricular** opportunities at the school."*

*"Leaders provide pupils with a **rich set of experiences** during their school life."*

*"...**Rigorous** and **cohesive** programme to support pupils' **wider development.**"*

*"Leaders provide **comprehensive careers support** for pupils **from Year 7 to Year 11.**"*

*"Pupils are **confident** to share their concerns with staff and know that they will **be taken seriously.**"*

*"Leaders **take effective action to tackle bullying.**"*

*"Pupils with special educational needs and/or disabilities (**SEND**) are **well supported**"*

*"Pupils feel **happy** and **safe** at school."*

Thomas Keble is a school where teachers can teach and our students are eminently teachable. This means you can impart your passion for Languages without having to constantly assert your authority. We don't grade lessons or prescribe how to teach and we are informed by the new and emerging evidence around learning and teaching, rather than the latest fad or government whim. As a small school, we can be agile and innovative, as we look to respond to the changing educational landscape.

In September 2019, the school created Teaching and Learning Communities (TLCs). The aim was to build and share subject knowledge, develop curriculum quality and coherence, co-plan upcoming lessons and units of work, and develop evidence-informed pedagogical practices, with a focus on Consistent Challenge for All. Significant time is devolved to departments to do this work, and a key aspect of the role is making effective use of this time to drive standards. There are also opportunities for staff to join annual action research groups to share expertise and engage with research in areas pertinent to school development. These have previously included Assessment and Reporting, Boys' Achievement, and Homework.

SEND

A small number of students need a differentiated curriculum (i.e. they are taught different content in a different way). However, most students with special educational needs or disabilities are taught the same curriculum as the majority and be supported by the teacher to access this curriculum. It means our expectations for what students should achieve are high, and we adjust instruction and support to ensure all students access our challenging curriculum. We have a large number of Teaching Assistants who are experienced and expert. We are proudly inclusive, meaning students of ALL abilities and with varying needs are welcome. We have significantly higher numbers of students with EHCPs and who are registered as having SEND. Our EHCP cohort is currently 7% of the cohort, and our SEND cohort sits at 111 (K Code) which is 17% of our cohort.

School strengths

- Excellent outcomes for **ALL** students over time;
- Positive relationships and a strong inclusive community ethos;
- Research-led and engaged staff body. Established, committed, and skilled Teaching Assistants and Support Staff;
- Broad/ balanced curriculum, 3-year KS3, all well-sequenced and delivered by subject experts.
- High-quality guided choice and support through school and for 'life after TK';
- Broad and layered pastoral care offer: Tutors, HoY, Pastoral Hub structure, and Trailblazer provision;
- Student leadership opportunities mapped out and an exceptionally rich extra-curricular offer;
- Experienced Safeguarding team with robust processes in place;
- Mental Health provision is strong with SMHL (Senior Mental Health Lead- CR) in place and Trailblazer Pilot School;
- Kirkland Rowell Survey (Parents, Students and Staff) in December 2021;
- Gloucestershire Schools Well Being Pupil Survey in April 2022.

The Curriculum and Academic Success

All students study the same broad and balanced curriculum, up to the end of Year 8, with some specialisation introduced into Year 9 (see model below). Specialisation enables more time to deepen learning in specific subjects. This is a three-year KS3. We teach at least the National Curriculum through Years 7 and 8 and Year 9 for those areas chosen by students. Most subjects are taught in mixed ability groups throughout KS3, with streaming in Maths, Science and PE, with students accessing the same broad curriculum, at an appropriate pace and depth to secure a good level of understanding.

7	Eng	Mat	Sci	PE	His	Geo	MFL	RE	PSHCE	Art	Mus	Dra	CS/ICT	DT
	6	6	6	4	3	3	5	2	3	2	2	2	2	4
8	Eng	Mat	Sci	PE	His	Geo	MFL	RE	PSHCE	Art	Mus	Dra	CS/ICT	DT
	6	6	6	4	3	3	5	2	3	2	2	2	2	4
9	Eng	Mat	Sci	PE	His	Geo	MFL	RE	PSHCE	Option 4	Option 4	Option 4	Option 4	
	6	6	6	4	3	3	5	2	3	3	3	3	3	

At KS4, all students study a core curriculum, including 2 hours of PE each week. There is a wide range of optional subjects with 13 GCSE and 4 Vocational courses. All students study RE until the end of Y10.

10	Eng	Mat	Sci	PE	RE	PSHCE	Option 1	Option 2	Option 3	Option 4
	7	6	10	4	2	1	5	5	5	5
11	Eng	Mat	Sci	PE	Option 1		Option 2	Option 3	Option 4	
	8	8	10	4	5		5	5	5	

At GCSE, the school achieves consistently strong outcomes for all students. In 2024, the school Progress 8 score was around +0.23.

Students opt for French or Spanish prior to entry into Year 7 and follow this choice for 3 years, followed by an optional two-year KS4 course in either French or Spanish. We examine with AQA and enter our students for either foundation or higher tier, depending on confidence and skills.

The Department

This vacancy has arisen due to the resignation of the current postholder. It is led by our Head of Department, Miss Hardstaff, and there is 1 other member of teaching staff in the faculty.

Resourcing & Facilities

The department is housed in 3 specialist classrooms within the new building. There is access to bookable laptop trolleys, as well as a set of iPads, delivered by a team of dedicated in-house IT technicians. Each room has a new Interactive White Board and visualiser.

Department strengths and priorities:

- 5 lessons per fortnight in each year group at KS3.
- 2 popular options at KS4 (Spanish and French)
- Engagement with a local language school bringing several visiting groups into the school each year from Spain, Italy, Japan and China.

Extra-Curricular Opportunities:

We have a host of clubs in which students participate, and there is the opportunity for the new postholder to add to this with additional clubs. We enjoy a strong reputation for sporting success, competing at regional and national level with different age ranges and sports. Music, drama and the arts also flourish at the school. We provide an extensive programme of educational visits and take part in many competitive activities across schools, such as photography, languages and Mathematics. Participation in the Duke of Edinburgh Silver and Bronze Awards are popular and several members of the staff are involved with the delivery.

School Day

We run a 2-week timetable with 50 periods a fortnight. The current timings of the day are shown below:

All days	
08.40 - 08.45	Warning bell
08:45 – 09:00	Registration / assembly
09:00 – 10:00	Lesson 1
10:00 – 10:05	Movement Time
10:05 – 11:05	Lesson 2
11:05 – 11:25	Break
11:25 – 12:25	Lesson 3
12:25 – 12:30	Movement Time
12:30 – 13:30	Lesson 4 (Y7 lunch 13:20)
13:30 – 14:15	Lunch (14:10 movement bell)
14:15 – 15:15	Lesson 5

Trustees

Thomas Keble is an Academy School and the Governors of the Academy Trust are known as Trustees. They are supported and overseen by a separate panel of independent Members. The Trustees and Members together are known as the Trust Board. The Trustees oversee the strategic development of the school, supporting and advising the senior leadership team. Members oversee the Trust's governance and maintain an awareness of the Trust's business, but are not expected to attend regular Trust Board meetings.

Application Process

Applications should be via Eteach and the accompanying statement within the online should address the following;

- Why do you want this post?
- What aspects of the school indicate that it is somewhere you would like to work?
- What relevant experiences have you had which prepare you for this post?
- What personal qualities will you draw upon to be successful in this post, and why?
- What have been your most notable successes and failures in a school context?

Please be concise and include the most pertinent information in your statement. There will be an opportunity for candidates selected at interview to outline further their suitability for the post. You are advised to read the information carefully prior to writing your letter of application, including the person specification and information about the school.

Selection Process

Recruitment live	February 2026
Window for school visits	w/c 2 nd or 9 th March
Application deadline	Monday 16 th March at midday
Shortlisting	w/c 16 th March
Invitations to interview with interview programme	Before interview
Interviews	w/c 23 rd March
Candidates informed of outcome	By 26 th March
Feedback offered to unsuccessful candidates	By 17 th April

Person specification – Teacher of MfL

The successful candidate will meet the following person specification. Please note the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and, where appropriate, citing supporting examples within their application.

Criteria	Essential	Desirable	Evidence
Training and Qualifications	<ul style="list-style-type: none"> - Degree (Languages or related) - UK recognised Teaching Qualification - Commitment to CPD - Qualified to live and work in the UK 		<ul style="list-style-type: none"> - Application form - Certification - Identification
Educational Leadership and Management	<ul style="list-style-type: none"> - A wide experience of teaching across a range of key stages - Raising student achievement and adding value within specialist subject - Working effectively within and, occasionally leading a team - Effective liaison with parents - CPD demonstrating a secure knowledge of current thinking in pedagogy and practice - Additional responsibilities over and above that of a classroom teacher - Intervention and support where underachievement has been identified resulting in positive outcomes. - Excellent understanding of both Languages and general teaching pedagogy - Experience of reflecting on and improving teaching practice to increase student achievement 	<ul style="list-style-type: none"> - Experience of coaching - Experience of development planning 	<ul style="list-style-type: none"> - Application letter - Selection process - References
Personal and Professional Qualities and Attributes	<ul style="list-style-type: none"> - Consistently effective classroom practice - Excellent organisational skills - Excellent communication skills - Confidence in using, applying and interpreting student data - The ability to work collaboratively with others - Ability to experiment with new technologies that can enhance learning - Genuine passion for and a belief in the potential of every student - Educational vision that aligns with that of Thomas Keble School - Seeking, and acting on, feedback from others - Building and maintaining effective relationships - Principles and practice of educational inclusion, diversity and access. 	<ul style="list-style-type: none"> - Experience of working with other agencies to promote mathematics and develop extra-curricular opportunities - Experience of working with the wider staff body to secure continuous school improvement. 	<ul style="list-style-type: none"> - Application letter - Selection process - References

<p>Personal Qualities</p>	<ul style="list-style-type: none"> - Enjoy working with young people and have enthusiasm for teaching and learning - Commitment to providing students with a first-class education and raising the standards of student achievement to improve the life chances of all students - Aspirations beyond the post - Capacity to work hard under pressure and to possess a sense of humour - Ability to inspire and motivate others - Punctual and flexible - Ability to work well under pressure - A passion for Languages 		<ul style="list-style-type: none"> - Selection process - References
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Title: Teacher of MfL

Salary: Mainscale/UPS

Line Manager: Head of Dept/Faculty

CONDITIONS OF EMPLOYMENT

- The responsibilities below are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment)
- The postholder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- To ensure confidentiality appropriate to working in a school/business environment and to adhere to all policies regarding same.
- To uphold the school's policy in respect of child protection and safeguarding matters.
- S/he shall be subject to all relevant statutory and institutional requirements.
- The postholder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the postholder.
- All staff participate in the school's performance management/appraisal scheme.

CORE PURPOSE:

The education and welfare of designated classes of students in accordance with the requirements of Conditions and Employment of School Teachers, having due regard to the school's aims, objectives and schemes of work and any policies of the Trust Board. To share in the corporate responsibility for the education, well being and discipline of all students.

TEACHING RESPONSIBILITIES:

- Teach across a full range of classes.
- Employ a variety of teaching and learning styles in accordance with department and school policies to engage and challenge all students.
- Prepare, present and review lessons in accordance with department schemes of work and any published curriculum requirements.
- Mark students' work, make and record assessments in accordance with department and school policies, examination board regulations and statutory requirements. Report results of the assessments to parents and other interested parties.
- Play a full role as a department team member and share in general tasks, responsibilities and administrative duties in the department.
- Contribute to curriculum development in the department.
- Attend all department meetings as required.
- To comply with the Health and Safety Policy of the school, including being responsible for 'risk assessment' as appropriate.

Responsible to: ***SUBJECT LEADER***

OUTLINE JOB SPECIFICATION: SUBJECT TEACHER:

All Teachers - Main Scale

Purpose

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area.
- To have responsibility for the planning, delivery and assessment of learning activities for allocated/identified groups of students.
- To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential.
- To monitor and support the overall progress and development of pupils as a teacher and to ensure student achievement within allocated groups is at least in line with expectations.
- To be accountable for progress and achievement of students within these groups
- To contribute to raising standards of pupil attainment.
- To implement school policies and procedures as appropriate in day-to-day activities.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Teaching:

- Plan appropriate high quality learning experiences for all allocated groups of students; which meets internal and external quality standards
- Use knowledge of prior attainment and on-going assessment data to ensure planned learning activities are appropriate for all students, providing support for students with SEND and challenge for more able students.
- Mark, assess, grade, record, provide diagnostic feedback and report on students' work regularly in accordance with published subject marking policies.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual pupils or groups of pupils
- Undertake regular assessments of students' progress, in accordance with published school, subject and examination board assessment requirements; report the outcomes of such assessments to the subject leader, students and parents as appropriate; ensuring all set deadlines are met.
- Attend parental consultation evenings for all groups of allocated students.
- Consistently teach effective lessons, with the aim of supporting progress for all students.
- Manage the classroom behaviour of allocated groups of students using the school's published procedures for rewards, referrals and sanctions to encourage high standards of punctuality, behaviour, standards of work and homework
- Attend all subject team meetings and all pastoral team meetings as per staff calendar / time budget.
- Contribute to developments within the subject / year team, as agreed with the Subject Leader / Head of Year
- Contribute to the delivery of catch-up and enrichment programmes, as agreed with the Subject Leader.
- Except in emergencies, ensure appropriate cover work is set when unable to fulfil teaching responsibilities

General:

- Undertake continued personal professional development activities, as agreed with the Subject Leader and/or Deputy Headteacher (CPD). Play a full part in the life of the school community; support the school's priorities and ethos and encourage students to follow this example.
- Undertake the role and responsibilities of an academic tutor for an identified group of students.
- Contribute to the support and welfare of students by acting as a tutor (where required.)
- Participate in subject team activities arranged for open evenings.
- Undertake duties as per published rotas and in accordance with the published time budget.
- Maintain a positive working relationship with all pupils and support the maintenance of high standards of pupil conduct and appearance.
- Undertake any other responsibilities or tasks as reasonably requested by the Headteacher.

Teachers on Upper Pay Spine (M7 – M9)

In addition to the Main Scale specification, teachers who have progressed to the Upper Pay Spine will be expected to undertake additional significant and sustained responsibilities in line with their contracts (STPCD).

- The scope of these should increase along with UPS progression. (ie M7 – M9):
- Teach consistently highly effective lessons. Where appropriate, to model best practice for other staff including teaching ‘demonstration lessons’ as required.
- Contribute to developments within the subject / year team and lead on appropriate aspects, as agreed with the Subject Leader and / or link SMT.
- Develop resources for use by other staff.
- Undertake induction, coaching and mentoring of identified staff or trainees, as agreed with the Deputy Headteacher (CPD).
- Contribute to the whole school professional development programme as appropriate.
- Actively pursue ways to improve working practices and student outcomes across the school.