

# Teacher of MFL

## Information for Candidates



Wolfreton School and Sixth Form College  
Well Lane  
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May 2022

Dear Applicant

Re Teacher of MFL vacancy

Thank you for your interest in our vacancy for a permanent, full time Teacher of MFL, to commence in September 2022. We have an exciting opportunity for an aspirational and committed teacher to join our Modern Foreign Languages faculty. We invite applications from language specialists who are able to teach Spanish. The ability to teach French as a second language would be advantageous, however, not essential. We welcome applications from those beginning their teaching journey as ECTs and from more experienced candidates on MPS or UPS. Flexible working will be considered.

The successful candidate will be an ambitious, talented and creative teacher, equipped to play an important role in leading staff and students in their to achieve their ambitions.

Wolfreton School and Sixth Form College is a large and forward thinking school and is a part of The Consortium Academy Trust (TCAT). We are an ambitious community and recognise the impact of exceptional staff on the development of our positive and engaged student body.

In 2016 we moved into our new single site, purpose-built school. With state-of-the-art facilities and a real commitment to the values encapsulated in our strapline, 'The Wolfreton Way – Excellence, Endeavour, Respect', the school really is at an exciting stage of its development.

You will find information about the school, the role and the application process in this pack. Please visit our website [www.wolfreton.co.uk](http://www.wolfreton.co.uk) for further information about Wolfreton School and Sixth Form College.

Yours faithfully

Susanne Kukuc  
Headteacher

## Our Vision and Values

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At Wolfreton we are motivated by our Vision and Mission, that everyone is able to achieve their ambitions.

Our Vision	Our Mission
Igniting Fires, Expanding Horizons, Achieving Ambitions	We aim to enable everyone to fulfil their potential, providing the foundations for them to excel in all that they do and to move forward, prepared to achieve their ambitions.

### Our Values

Excellence	Endeavour	Respect
We aim to INSPIRE – to be the best that we can be	To promote the qualities of DETERMINATION and COURAGE	We are firm advocates of FRIENDSHIP and EQUALITY

### Our Goals

<b>Create</b>	An inclusive caring environment that enables every student to enjoy learning and achieve their academic potential.
<b>Prepare</b>	Responsible young adults who value learning, helping them to make a positive contribution to society.
<b>Develop</b>	Self-confidence, motivation, aspiration and commitment in every student, celebrating all achievements.
<b>Respect</b>	Every young person's right to learn while encouraging them to stay safe, be healthy and enjoy equal opportunities.
<b>Provide</b>	All students with a broad and balanced curriculum, enabling them to develop and achieve economic well-being.

## General School Information

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Wolfreton School and Sixth Form College is a large comprehensive school with over 1500 students on roll, including 230 in the Sixth Form. We are a successful school with a positive and engaged student body and a dedicated and talented staff.

The school is set in the attractive leafy suburbs of the East Riding of Yorkshire close to the Wolds and only seven miles from the market town of Beverley. The catchment area covers the pleasant residential districts of Willerby, Kirk Ella and Anlaby in the East Riding of Yorkshire. These are relatively affluent areas with good quality housing and access to varied leisure opportunities. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

Historically Wolfreton was a split-site school, however in August 2016 we took possession of our new single site school. Having had the opportunity to work with the design team and construction company during the build period, many have had an input into the new school. This has ensured that the building really can deliver. Staff and students alike are now enjoying the benefits of high quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region.

Wolfreton is a good and ambitious school. Having been graded in good in our Section 5 Inspection in all areas in 2013, this was endorsed again when they most recently inspected the school in October 2021. We continue to work to secure further improvements across the school. Staff are ambitious and students are too. Students are keen to work with staff and take advantage of the many opportunities they are offered.

The school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our students are positive and respond well in all aspects of school life.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium Sixth Form', a long-standing and successful sixth form partnership with two other local schools who are now also part of our multi academy trust. Students are able to study at Wolfreton as well as having the option to study subjects at any of the other Consortium schools. The Sixth Form has a dedicated suite of teaching rooms and facilities within the building, giving it a bespoke Sixth Form College feel in this area. Sixth Form students play a full roll in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

Wolfreton teachers are known for their caring approach with all students and we are committed to providing strong and effective pastoral support. Our established House systems creates a smaller family feel in a large school. Each tutor group belongs to one of our five Houses, with tutors in this team led by a Head of House who is a member of the teaching staff, and a non-teaching Pastoral Manager. Heads of House are committed to developing the ethos of their House. As well as recognising successes, they focus on student progress and lead valued opportunities to work collaboratively through inter-house competition and charity challenges across the House and the school.

As a school we firmly believe opportunities and experiences play a huge role in enabling young people to develop their skills and attributes beyond the classroom. The school prides itself on the wide range of extra-curricular opportunities offered to our students. Annually, students take part in over 250 teams, clubs, and events. Staff give a great amount of time to these and the students and school have achieved many accolades in the widest range of fields.

The school has a strong community ethos. We have built close links with employers and have developed links both nationally and internationally. We also support many charity initiatives and have good relationships with community partners.

Wolfreton remains a popular choice for secondary education. Our annual intake of 270 students is taken mainly from five neighbouring primary schools, with whom we have excellent and close relationships. We are also committed to high quality induction and ongoing training and staff development.

### **The Consortium Academy Trust**

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In September 2017, Wolfreton School and Sixth Form College, along with Cottingham Academy Trust and The Hessle Academy Community Trust founded a new multi academy trust, 'The Consortium Academy Trust'. The schools have a shared history of over 25 years of working together through our Consortium Sixth Form partnership. In September 2018, Howden School joined the Trust, shortly followed by Holderness Academy and Sixth Form and most recently Winifred Holtby Academy. Croxby Primary joined in October 2017 and Keyingham Primary is the most recent addition.

The Trust has been developed in order to provide a platform to deliver high quality educational experiences for the children and young people within our local community, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent careers opportunities for staff.

The Consortium Academy Trust:

- Promotes excellence for all learners
- Actively encourages shared working, adopting common approaches where it is in the best interests of learners
- Establishes robust and transparent systems of accountability

The Consortium Academy Trust (TCAT) currently comprises of sixth secondary school and two primary schools with over 7000 learners and a significant staff team.

## Curriculum

At Wolfreton, our aim is to build a curriculum which truly enables us to deliver our Mission, one that enables everyone to **'Achieve their ambitions'**.

Our approach to achieving this is underpinned by what we call The Wolfreton Way; the promotion of what we judge to be important in life – the principles or standards of Excellence, Endeavour and Respect.

This ethos of 'Excellence, Endeavour, Respect', has informed the principles we identified to lie behind our curriculum.

We have and continue to establish a curriculum based on 4 key principles. A curriculum that will ensure that the education we provide is:

1. Ambitious	2. Broadly based and balanced	3. High quality "rigorous, coherent, sequenced"	4. Stimulating and demanding
Designed to develop ENDEAVOUR	Designed to develop RESPECT	Designed to deliver EXCELLENCE	Designed to ensure we are Igniting Fires
To promote the qualities of determination and courage	We are firm advocates of friendship and equality	We aim to inspire – to be the best that we can be	and Expanding Horizons as we grow

Our strategic intent therefore encapsulates our ethos (The Wolfreton Way) and principles:

To offer an <b>ambitious</b> curriculum that is broadly based and balanced aiming to deliver a <b>high-quality</b> provision with a range of pathways that provide a <b>stimulating and demanding</b> education for students of all abilities - 'Igniting Fires and Expanding Horizons.'
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### Key Stage 3 Curriculum

Wolfreton students follow a three year Key Stage 3. We believe in the importance of all subjects and therefore the Key Stage 3 curriculum includes Art, Computing, Drama, English, Geography, History, Maths, Languages, Music, Religious Studies, PE, Science and Technology. All students follow the National Curriculum and subject teachers use this as a basis to develop their knowledge rich curriculum. To find out more about our current curriculum, visit our curriculum booklets using the website link below:

[Key Stage 3 - Wolfreton School and Sixth Form College](#)

## Key Stage 4 Curriculum

The Key Stage 4 curriculum is organised to enable students to follow more individual learning programmes that meet their individual needs and aspirations. We provide high quality vocational options, work related learning and work based learning to ensure our students are better prepared for the world of work. Our students will have the chance to mix different types of learning, in terms of location of delivery, style of teaching and content.

At Key Stage 4 students are maturing and developing and are more aware of their own strengths and interests. All students make some choices about their programme of study from a diverse selection of opportunities within a broad and balanced framework.

The opportunities provided are part of the overall provision from 14 – 19. Students should see that subjects chosen at Key Stage 4 lead to further opportunities post-16 either in the Sixth Form at Wolfreton or at other post-16 providers. Our BTEC courses help some students experience a different learning environment, and recognise the opportunities for work based learning.

At Key Stage 4 all students must study a core curriculum of English, Maths, Science, Computing, Humanities, Religious Studies, PE, and PSHE. Students then follow a Guided Choices programme to select their other courses. Some will be guided to consider a language; all will have opportunities to express their preference to follow courses selected from a wide range of GCSEs including modern languages, expressive arts, technology subjects and vocational courses.

Our aim is to maximise the opportunity every student has to succeed. This may be through studying groups of similar subjects, choosing a vocational pathway, or continuing with a wide range of subjects. We place a strong emphasis on the value of work related learning. In addition, to our Careers Education programme and our work experience provision, students will participate in work related learning activities in their Key Stage 4 courses and participate in tasks to develop their enterprise and employability skills.

[Key Stage 4 - Wolfreton School and Sixth Form College](#)  
[Guided Choices - Wolfreton School and Sixth Form College](#)

## Key Stage 5 Curriculum

The Key Stage 5 Curriculum at Wolfreton Sixth Form College offers students the opportunity to follow their own strengths and interests, building on what they have achieved at Key Stage 4.

Students are able to choose a programme of study from a very wide range of courses including A Levels, Applied A levels and BTECs, which are available both at Wolfreton and through other Consortium Sixth Forms.

The Consortium Sixth Form Partnership (Cottingham High School, Hessle High School and Wolfreton School and Sixth Form College) opens up a vast variety of resources for students to develop as individual learners. This increases the number of subjects on offer, and enables students to study a very diverse range of subjects. In 2022, subject to uptake, we currently plan to deliver both Art and Music at Wolfreton with Drama being delivered at Cottingham.

Post 16, the main focus of the curriculum is Level 3 courses; however, some students will need to continue with GCSE English and/or Maths.

The Extended Project Qualification is undertaken by many sixth form students. This course is designed to help the students develop the necessary skills in research, analysis, problem solving and other independent study skills required by higher education establishments.

At Key Stage 5, Wolfreton aims to maintain the highest standards to encourage every student to achieve their potential. There is also a full range of enrichment opportunities available to students across all three schools, this includes the provision of self-canvassed work experience and bespoke support for future university and training applications.

## Staff Development

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The development of all staff is a key feature of Wolfreton and of The Consortium Academy Trust. We know that, in order to deliver continued quality education for our young people, our staff need to be well-trained, dedicated, energised and happy. In addition, we expect everyone in our school to want to get better, from students to teachers to support staff to senior leaders. To that end, our CPDL programme encourages staff to take responsibility for their own developmental priorities, fully supported by SLT and Faculty leaders.

As a school we recognise the value of investing in staff development and the impact this has on new and experienced teachers, aspirant and developing leaders and ultimately our young people and their experience in school. Our approach includes a wide range of opportunities to meet individuals' differing and developing interest, needs and aspirations.

*The information here provides a brief overview of the school, please refer to our website [www.wolfreton.co.uk](http://www.wolfreton.co.uk) for full information on all aspects of Wolfreton School and Sixth Form College.*



## Curriculum Area Information

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The MFL Faculty consists of six teaching staff who share a passion for their subject and the desire to achieve the very best for our student. The department occupies a suite of new classrooms, fully equipped with resources including interactive SMART boards and visualisers. Within the department area, there is also a dedicated work area for the team.

The team is hardworking and innovative and they work together to develop their practice. Sharing good practice is at the heart of what the department values. The carefully planned schemes of work are structured around learning objectives and assessment outcomes and they continue to be developed by the team. Assessment is built around key pieces of work with formative assessment strategies used throughout teaching.

Students in Key Stage 3 will complete the key stage over three years. This enables student to progress to Key Stage 4 at an appropriate level and pace.

At Key Stage 4, the GCSE courses taught are:

- French AQA
- Spanish AQA
- Japanese Edexcel
- German AQA

At Post-16, courses taught are:

- French AQA
- Spanish AQA
- Japanese Edexcel



THE CONSORTIUM  
ACADEMY TRUST

**Wolfreton**  
SCHOOL AND SIXTH FORM COLLEGE



## Job Description

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**Job Title:** Teacher of MFL

**Pay Scale:** MPS / UPS

**Post Status:** Full time, permanent

**Reporting to:** Lead Practitioner - MFL

## Core Purpose

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In addition to the generic responsibilities of teaching staff, to be responsible for supporting the Lead Practitioner in raising the standards of attainment for all students in MFL through a high standard of learning and teaching.

- To provide a quality of teaching and learning provision that can be judged to be at least 'good' (according to the Ofsted evaluation framework) and ensures all students make at least good progress
- To be accountable for the attainment and progress of all students who are taught by the post holder
- To supervise and guide the work of any support staff including Teaching Assistants (TAs) who are assigned to work with post holder's classes/students
- To provide pastoral support and guidance for all students in the post holder's care, classes or form group
- To contribute to the overall development work of the curriculum area team.

## Duties and Responsibilities

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All teaching staff at Wolfreton will have their performance judged against the Teachers Standards. This job description should be read in conjunction with the school's Pay Policy – Appendix 1b which provides the benchmark framework for the expectations of teachers based on their career stage.

### **1. Set high expectations which inspire, motivate and challenge students**

- a. Establish a safe and stimulating environment for students, rooted in mutual respect.
- b. Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

### **2. Promote good progress and outcomes by students**

- a. Be accountable for students' attainment, progress and outcomes.
- b. Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these; guide students to reflect on the progress they have made and their emerging needs.

- c. Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- d. Encourage students to take a responsible and conscientious attitude to their own work and study.

### **3. Demonstrate good subject and curriculum knowledge**

- a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard Maths, whatever the teacher's specialist subject

### **4. Plan and teach well-structured lessons**

- a. Impart knowledge and develop understanding through effective use of lesson time.
- b. Promote a love of learning and children's intellectual curiosity.
- c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- d. Reflect systematically on the effectiveness of lessons and approaches to teaching.
- e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5. Adapt teaching to respond to the strengths and needs of all students**

- a. Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- b. Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- d. Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with Maths as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **6. Make accurate and productive use of assessment**

- a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Make use of formative and summative assessment to secure students' progress.
- b. Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- c. Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- a. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour, Discipline and Rewards policy.
- b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- c. Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- d. Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

### **8. Fulfil wider professional responsibilities**

- a. Make a positive contribution to the wider life and ethos of the school.

- b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- c. Deploy support staff effectively.
- d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- e. Communicate effectively with parents with regard to students' achievements and well-being.

#### **9. Other specific aspects of the role**

- a. To attend meetings as part of the agreed meeting cycle.
- b. To undertake professional development identified through the performance management/appraisal structure and as organised for staff to promote individual, Curriculum Area and whole school improvement work.
- c. To support and implement all relevant teaching and learning area policies, including the Code of Conduct for staff and whole school policies.
- d. To act as a role model to students in respect of dress, attendance and punctuality and general conduct.
- e. To ensure that all deadlines are met as published in advance.
- f. To undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Head Teacher (eg duties, registering students, emergency cover).
- g. To fulfil the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties.

#### **Core Purpose of a Teacher**

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the academy.

#### **As a member of staff of The Trust**

- Role model appropriate behaviours within a professional environment including conduct, communication and personal appearance
- Demonstrate a commitment to challenging and supporting young people to meet high expectations in relation to behaviour and conduct
- Role model high levels of literacy and numeracy including modelling appropriate language
- Have high expectations of young people
- Aspire to develop your professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of The Consortium Academy Trust academies
- Contribute to systems of evaluation and performance of the organisation positively

Your duties may involve access to information of a confidential and sensitive nature which may be covered by Data Protection Act 2018. All employees of The Consortium Academy Trust will be expected to comply with the Data Protection Act when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the academy in relation to the post holder’s professional responsibilities and duties. In addition, you may be expected to take part in any other reasonable duties which may be required.

Employee signature:			
Print Name:		Date:	

## Person Specification

**Job Title:** Teacher of MFL

Category	Essential	Desirable	Evidence
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>Degree/Equivalent in relevant subject</li> <li>PGCE/Equivalent</li> <li>Commitment to further training</li> </ul>	<ul style="list-style-type: none"> <li>Good honours degree</li> <li>Evidence of management training (leading from the middle)</li> </ul>	<ul style="list-style-type: none"> <li>Letter of application</li> <li>Application form</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Effective experience as a teacher or trainee teacher of KS3 and KS4</li> <li>Understanding of current KS3 National Curriculum and of GCSE specifications</li> <li>Experience as a teacher or trainee teacher in the role of form tutor</li> </ul>	<ul style="list-style-type: none"> <li>Experience of teaching at KS5</li> <li>Experience of assessment of students' progress</li> <li>Understanding of developing, monitoring and evaluating practice</li> </ul>	<ul style="list-style-type: none"> <li>Letter of application</li> <li>Interview</li> <li>References</li> </ul>
<b>Skills, knowledge and aptitude</b>	<ul style="list-style-type: none"> <li>Good teacher and classroom manager</li> <li>Good understanding of a range of teaching and learning strategies</li> <li>Potential to contribute to the development of courses</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of new initiatives</li> <li>Good ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>Letter of application</li> <li>Interview</li> <li>References</li> <li>Teaching</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Energy, ambition and enthusiasm</li> <li>Self-motivated</li> <li>Good organisational skills</li> <li>Good interpersonal skills</li> <li>Good team member</li> <li>Good health and attendance record</li> <li>Commitment to personal development</li> <li>Commitment to raising standards</li> <li>Sense of humour</li> </ul>	<ul style="list-style-type: none"> <li>The desire to progress and contribute to the continued development of the school</li> <li>Ability to contribute to the wider life of the school</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Letter of application</li> <li>Interview</li> <li>References</li> </ul>

## How to Apply

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Thank you for taking time to read our Candidate Information Pack and we hope that you have gained a useful insight into our school.

Further information about the school can be found on the school website [www.wolfreton.co.uk](http://www.wolfreton.co.uk)

### Application Form

An application form can be downloaded from the school website. Within the personal statement please outline how your skills and experience equips you for this role.

Completed applications should be returned to [recruitment@wolfreton.co.uk](mailto:recruitment@wolfreton.co.uk) no later than 9.00am on Thursday 19 May 2022.

We reserve the right to close this vacancy earlier than the advertised closing date.