



Archbishop Sancroft High School

(A Church of England Academy)



Diocese of Norwich
St Benet's
Multi Academy Trust

Executive Headteacher: Mr Rob Connelly, BSc. (Hons)
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Recruitment Pack

Teacher of Modern Foreign Languages (0.4-0.6 FTE)

The Harleston Federation - Archbishop Sancroft High School

The Harleston Federation – Archbishop Sancroft High School and Harleston CE Primary Academy

Diocese of Norwich St Benet's Multi Academy Trust Registered Office: 109 Dereham Road, Easton, Norwich NR9 5ES Registered in England & Wales
Company no: 11276240 Tel: 01603 880853 Web: www.stbenets.org Chief Executive Officer: Mr Richard Cranmer

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Welcome to Archbishop Sancroft High School

A Church of England School

Our Mission

Archbishop Sancroft High School is a community that flourishes, through God's love, to live 'Life in All its Fullness'. (John 10:10 and John 13:34). We are a foundation of **Hope**; a family of **Love**; a school of nurture guided by **Faith**; promoting a unique, personalised journey towards excellence.

Our emphasis is on educating the whole person, so that each of us in this special community will be able to live 'life in all its fullness' (John 10:10). We provide an exciting and broad curriculum with dedicated support to enable students to identify and develop their skills and talents. The school provides high quality and inspirational teaching in an environment where everyone is challenged to achieve ambitious goals. Outstanding pastoral care ensures that every student is known individually and nurtured within our caring Christian community.

Our Vision

Students leave the school equipped with the skills, belief, and confidence they need to succeed in their chosen path; they can go from ASHS to anywhere.

Our Core Values

Hope

Perseverance

Wisdom

Love

Respect

Faith



The Harleston Federation

Harleston Primary Academy and Archbishop Sancroft High School



Letter from the Local Governing Body

17 May 2022

Dear Prospective Applicant

On behalf of the governors, can I thank you for your interest in the post of Teacher of Modern Foreign Languages and I hope that what you read in the accompanying letters and information will encourage you to make an application.

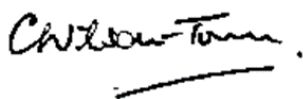
This is an exciting time for all connected with education in Harleston, and, whilst it will not be without its challenges, the potential to make a sustained difference to the lives of young people and the Harleston community is immense. The Regional Schools Commissioner's approval to open a new All Through School for Harleston in September 2022 is the next phase in a strategic vision started by the creation of the Harleston Federation and its local governing body in January 2019. Over the past three years, governors and school leaders, supported and encouraged by the St. Benet's Trust Board and its CEO Richard Cranmer and Director of School Improvement Sam Nixon, have worked hard to achieve the very close working relationship which now exists between the Archbishop Sancroft High School and the Harleston Primary Academy. Key to this has been the revisiting of the schools' visions so that we have the clear statement of what defines the Federation and the ethos and values underpinning it.

The Harleston Federation is a community that flourishes, through God's love, to live '*Life in All its Fullness*'. (*John 10:10 and John 13:34*). We are a foundation of **Hope**; a family of **Love**; a school of nurture guided by **Faith**; promoting a unique, personalised journey towards excellence.

The job description and person specification spell out the post's key features and requirements. In addition, the governors are clear that successful leadership in the context of our work is evidenced by enthusiasm, optimism, openness and honesty; by a commitment to our vision and distinctively Christian values; by a willingness to be questioned and have decisions scrutinised but equally to ask for governors' active involvement in evaluating the outcomes and impact of an engaging curriculum and high-quality learning and teaching; by well-judged communication with parents and the wider community; and by demonstrating that the culture of inclusiveness, well-being and safeguarding is secure, understood and practiced at all levels and by everyone.

I know that the governors will look forward to welcoming and working with the successful applicant.

Yours sincerely,



Chris Wilson-Town, on behalf of the Harleston Federation LGB

Letter from the Executive Headteacher

The Harleston Federation is a community that flourishes, through God's love, to live 'Life in All its Fullness'. (John 10:10 and John 13:34). We are a foundation of Hope; a family of Love; a school of nurture guided by Faith; promoting a unique, personalised journey towards excellence.

17 May 2022

Dear Prospective Teacher

Writing this letter fills me with great hope, excitement and optimism as the All Through School for Harleston, a transformational opportunity for this very special community, opens in September 2022.

I first entered Archbishop Sancroft High School in 2011, as Assistant Headteacher in a school that was undersubscribed. However, this did not align with what I witnessed ... a school and community full of life and potential, where opportunity had perhaps sometimes been overlooked. It was at this time that myself and the Headteacher, Mr Richard Cranmer (now CEO of St. Benet's MAT) worked together, alongside staff, students, parents, carers and the wider community, to establish a school that promoted aspirations and challenged everyone to achieve, and in many cases realise their true potential. A revised vision, where all members of the community were encouraged to go from 'ASHS to Anywhere' and experience 'Life In All Its Fullness' (John 10:10) created a real sense of purpose, underpinned by a school that places relationships and dignity at the heart of all interactions.

ASHS converted to become an Academy in October 2018 as a founding member of St. Benet's MAT, and I was successfully appointed to lead the school. Over the past 4 years we have Federated with Harleston Primary Academy and in 2021 I was delighted to take up the position of Executive Headteacher, having responsibility for both schools, with the All Through School being a clear objective for us all.

ASHS is a very special school and to me, the All Through School will become the heartbeat of Harleston. A school where community comes first; where daily interactions promote a love of learning and a love for each other and where the Church of England vision for Education is truly witnessed by all.

Yours faithfully,



Rob Connelly
Executive Headteacher



Note from Head Students

17 May 2022

Head Students, Lily Marsden and Korben White

Being an ASHS student brings us great pride, as we work within a positive and safe community. ASHS, as reminded to students by our headteacher, is the students' school. We, as students, are given many opportunities to make positive changes, voice our concerns and work with both staff and students to develop our school and community even further. Being an ASHS student means getting the support from staff, as well as other students, to help us. From preparing for our future, to working with our pasts - being an ASHS student means we have confidence in ourselves and our futures.

We speak on behalf of all ASHS students when we say that a teacher should be friendly. Students should trust and respect their teachers, which stems from a good relationship between the teacher and the students. We are very lucky to have many staff members at ASHS who are positive, kind and trustworthy. We value staff members who allow students to feel more secure and happy in school, instead of feeling intimidated or anxious. As well as being friendly, we value staff members at ASHS who treat students as though they are colleagues. We feel that students work better and have more respect towards staff members who work WITH students, being a leader - not a boss. This shows that the teacher respects that students have a voice and ideas that are just as valid as the teachers.

Why would you want to come and work at ASHS?

- It is a kind and nurturing environment for all, as previously mentioned, respect goes both ways in this school.
- ASHS is more 'in tune' than other schools, diversity awareness, a life skills curriculum adapted and shaped around our needs and mental health leaders who consistently raise the profile in this school. Educational and fun, we hold drop down days where we take a different approach to learning, but still make it unique to students and get them engaged in the subject
- ASHS is all about the experience, yes having top grades is nice, but we want students to finish high school, being able to reflect on all the wonderful experiences they've accomplished over the last 5 years
- We listen to the students, ASHS is a school based around the students, as Head Students we are able to voice concerns and suggestions that come from all around the site

Our advice to you;

BE YOURSELF, here at ASHS we want you to express your raw and authentic self, if you're passionate about something, let it be known!

Be realistic, don't make false assumptions or promises to staff or students, but at the same time, offer something original, something out of the box!

St Benet's Multi Academy Trust (MAT)

Our Values and Aims

St Benet's Multi Academy Trust provides high quality, wide-reaching and well-rounded education for children and young people, enabling them to flourish and achieve.

We celebrate the expertise that exists within our academies through collaborative, peer support, career development.

We recognise the importance of both support and challenge to achieve the highest quality outcomes for all. We value all roles within the academy community and our professional relationships are based on mutual respect and trust.

The Christian values of responsibility, aspiration, dignity, love and respect can be seen in action in all our academies. Our schools are inclusive, welcoming those of all faiths and none.



What are the benefits of being part of the St Benet's MAT?

How St Benet's Supports their Academies

St Benet's is a growing and developing Multi Academy Trust. Our collaborative, peer to peer approach to support brings many benefits to our schools and our staff. We recognise best practice, celebrate successes, and harness and share the expertise within our community.

With extensive professional development opportunities on offer for all St Benet's staff we have an experienced, high-quality workforce, confident of their career development within the Trust. We are in the business of supporting schools to become and remain excellent.

Our academies can access a package of core central services grouped under the following headlines:

- Academy Improvement
- Finance and Business Support
- Governance, HR and Policy Support
- Other (including branding and communications)

We have brokered a number of services and contracts that academies have the option to use and as well as mandatory services such as health and safety, with value for money and quality of provision as our priority.

Schools within St Benet's MAT benefit from:

- **A dedicated Director of School Improvement (DOSI)** who supports and challenges the Senior Leadership Team within each academy to drive up standards and ensure every student receives the best possible educational start in life.
- **Diocesan School Support Officers (DSSO)**, provide pastoral care, wellbeing support and affirmation for Headteachers. They are all former church school Headteachers so are well-placed to carry out this much valued role.
- **Religious Education Quality Mark (REQM)** – each school will receive training and development for the REQM to either its bronze, silver or gold standard (depending upon from where a school starts and its current provision). The REQM offers general school improvement delivered through specific aspects of Religious Education.

We only develop our own services where there is a clear need, and we can't find excellent providers to work in partnership with us and our schools. We see our role as ensuring an honest and critical brokerage of services, to examine with schools the opportunities for joint purchasing where that gives greater purchasing power and helping the Governing Body of each Academy to make purchasing decisions that provide the best value for.

St Benet's Journey of Improvement

Every school, every leader and every governing body benefits from peer-to-peer support.

For example, the St Benet's Academies Improvement Leadership Group brings together school leaders and Trust officers in a consultative and productive forum, determining the priorities and developmental needs of the schools within the strategic plans set by the Trust Board.

Trust officers and headteachers recognise the particular strengths of individual teachers and use them in a specialist leader capacity – we have seen improvements to early years, phonics and mathematics provision across the Trust.

Our Best Practice Groups bring together subject leaders and teachers from every school, from infants through to secondary, in creative and collaborative training sessions that shape curriculum development and provide reassurance and support.

St Benet's Trust Structure & Governance

St Benet's MAT is a Multi Academy Trust and therefore the responsibility for governance rests with the Members and the Trust Board. The Members are responsible for appointing Trustees, and they hold the Trust Board to account for the effective governance of the Trust. The Trustees have a broad range of skills and experience from both the education and business worlds.

The board has two sub-committees whose role is to scrutinise the work of the Trust and hold St Benet's MAT officers to account in accordance with the Articles of Association and Scheme of Delegation:

- Finance, Audit and Resources Committee
- Standards and Performance Committee

All sub-committees report back to Trustees at each Board Meeting.

In addition, two St Benet's Trustees represent the Trust on the Joint Policy Development Committee which develops and reviews policies for St Benet's MAT, DNEAT (Diocese of Norwich Education and Academies Trust) and DoNESC (Diocese of Norwich Education Services Company).

The Director of School Improvement (DoSI) provides support and challenge to the headteachers in the academies. This is carried out via a regular schedule of visits to the academies. The DoSI also facilitates meetings of the Academies Improvement Leadership Group which allows for collaborative working across the MAT.

Three times a year, an Academy Review Meeting (ARM) is held with each Headteacher and their Chair of Governors. These meetings are held at the academy and are led by the Director of School Improvement. A Trustee is assigned to each academy, and they will also attend the ARM.

The purpose of this meeting is to review the progress the academy has made since the last meeting, consider aids and barriers to further improvement, agree an overall assessment of the academy, discuss the effectiveness of the Local Governing Body (LGB) and review Scheme of Delegation responsibilities. This meeting is formally minuted and the Minutes are made available to the Headteacher, Chair and the Standards and Performance Committee to assist in the flow of information between Trust Board and LGB.

Local governance at academy level is conducted via a Local Governing Body which comprises Trust Appointed Governors, Parent Governors, a Staff Governor and the Headteacher. Responsibilities from the Trust Board are delegated via a Scheme of Delegation which is reviewed on an annual basis. An outcome of the termly Academy Review Meeting will inform the level of delegation. The LGB is expected to meet in full on a half-termly basis. It is expected that the LGB will have three committees: Resources, Standards & Curriculum and Ethos & Community which will each meet on a termly basis. The Chairs meet on a regular basis with the Trust via the Academy Review Meetings and the Chairs and Heads Forum.

The Trust provides guidance and support to the LGBs through the provision of draft agendas, supporting documents, quality assurance visits and in-house training for governors and clerks. In addition, as part of St Benet's MAT ongoing commitment to ensuring we have well informed governance at all levels, membership of the National Governance Association (NGA) is provided to all Trustees, Local Governors and Clerks.

Diocese of Norwich Education Services Company (DoNESC)

The Diocese of Norwich's Education Support Services Company provides back-office services to schools.

An essential part of our Education Strategy is to provide a number of high quality, value for money services, thereby taking much of this responsibility from the Headteacher and local governing bodies and gaining cost advantages. This allows school leaders to concentrate on educating children, teaching and learning and working with the local community.

Established in September 2019, our education support services company provides back-office services, but not school improvement support. It is jointly owned by the Diocese of Norwich, but its board of directors includes three independent directors to give balance and bring appropriate expertise. It is a 'not for profit company'. The company's objective is to provide high quality, value for money services for all the St Benet's and DNEAT academies and any Voluntary Controlled (VC) or Voluntary Aided (VA) schools who wish to procure their services from it.

Robust governance and risk management ensures any potential conflicts of interest are managed well. There are clear, formal contracts for all services provided across Diocese Multi Academy Trusts (DMATs) and with VA / VC schools to ensure transparency and the ability to monitor value for money (VFM). Each year a VFM report is produced. Every three years an independent reviewer will check the costs of the services provided by the company against those available in the market. This will ensure that the DMATs and schools are still obtaining value for money for these services. This approach will give consistency of financial probity, policy implementation and risk management.



By developing this work within one company there are efficiencies and savings that can be made. The objectives set for the company are to:

- ensure high quality, VFM services are provided for academies and schools;
- ensure systems and performance meet legal and funding body requirements;
- maximise opportunities for driving through cost savings to allow greater investment in front line services;
- actively encourage and positively respond to customer feedback; and to
- ensure a risk-based approach is taken supported by robust risk management



St Benet's Trust Model of Learning Centred Leadership Policies

St Benet's MAT policies and model policies for academies.

The procedure for Trust core policies is that the Board's Committees review and approve the draft policies at their meetings each term in line with an annual schedule of policy review. Most policies are reviewed every three years. As soon as the Trustees have approved a policy it should be applied in all of the Trust's schools and therefore will be communicated to the schools at the earliest opportunity so that it can be applied if the need arises.

The Governance office will advise when new policies are approved and uploaded to the website and an editable version of the policy will be sent direct to the Academy office for use. Once the Local Governing Body (LGB) has noted and adopted the policy at an LGB meeting, the Academy office should update the policy with the Academy name where indicated and the date the policy was adopted. No other changes should be made to the Trust Core policies. A PDF version of the policy should then be uploaded to the Academy's website when applicable (see below).

Not all policies need to be displayed on Academy websites, they just need to be available for staff to use and refer to and to provide to parents if requested. However, there are some that are required to be included on Academy websites by the DfE and some that are required by the Trust. Altogether the policies that need to be included on the Academy websites are:

1. Safeguarding (Trust)
2. Data Protection with privacy notices for parents (Trust)
3. Health and Safety (Trust)
4. E Safety and Acceptable Use of ICT (Trust)
5. Administration of Medicines (Trust)
6. Supporting Pupils with Medical Conditions (Trust)
7. Behaviour (Academy)
8. Careers Information & Guidance (Academy (Secondary Academies only))
9. Charging and Remissions (Trust)
10. Complaint's policy/procedure (Trust)
11. Equality and Diversity (Trust)
12. Staff Whistleblowing (Trust)





About the Village/How to find us/Map and Fact File



Harleston is another vibrant town which still boasts a local market every Wednesday. With some lovely cycling routes directly from the town, Harleston is a great place to bring up a family. At the heart of the Waveney Valley, Harleston is an ancient market town, full of historic buildings, and having an array of individual speciality shops.

As a thriving local centre, Harleston has around a hundred shops to meet the needs of its 4,600 population as well as the surrounding villages. It has a vibrant and active community which has given rise to 'Harleston's Future', a body which organises many events within the town. Harleston's Future is a community group run by volunteers which organises events and activities in Harleston for the benefit of the local community.

The area around Harleston is rural with quiet country roads and paths passing through open countryside, pretty villages, river valleys, arable fields, and livestock. Wildlife is in abundance. For keen walkers the Angles Way, a 93-mile-long distance trail that runs along the Norfolk/Suffolk borders from Gt Yarmouth to Thetford goes through the town. The Boudicca Way, a 36-mile trial from Norwich to Diss is nearby. The town is compact, offering an easy morning or afternoon stroll around the array of independent shops, historic buildings and eating places.

The nearest railway station Diss, Norfolk, ten miles from Harleston. It has regular trains to London Liverpool St, Ipswich, and Norwich. Taxis are available at the station.



Harleston is just off the A143 road, which runs from the Gorleston-on-Sea area of Great Yarmouth, in Norfolk to Haverhill in Suffolk. For much of the route the road is classified as a primary route. Over the years the road has been much improved with new by-passes opening at regular intervals.



When the residents of Harleston were asked “Is Harleston a good place to live?” The unanimous answers were:

- Street Fairs, every year they love it when summer comes along because it meant that whole town would come to life with amazing fairs. From vintage fair, to the gin and beer festivals, and then in winter there’d be the annual Christmas light switching on celebration.
- The Rec, Harleston park is big for such a small town. Families spend hours there having picnics, children playing on the climbing frames. There is even some gym equipment that the council erected, hoping to help the community’s fitness.
- The October Fair is a glorious time for everyone, just before we have to settle in for Winter.
- Quaint Shops, Harleston has an amazing high street. From cafés and delicatessens to the amazing cornucopia and the corn exchange. There’s a shop for everyone on their little high street.

Getting in Touch

Address: Wilderness Lane, Harleston, Norfolk, IP20 9DD

Phone Number: 01379 852561

Email: office@ashs.stbenets.org

Executive Headteacher: Mr Rob Connolly

Chair of Governors: Mr Chris Wilson-Town

Website: <https://www.ashs.org.uk/>

Ofsted Report: <https://reports.ofsted.gov.uk/provider/23/146059>

Trust Website: www.stbenets.org

Applications should be submitted to Emma Johnson, Executive Business Manager at ejohnson@ashs.stbenets.org

Applications should be accompanied by a supporting letter of no more than 2 sides.



Advert

Teacher of Modern Foreign Languages (0.4-0.6 FTE) The Harleston Federation - Archbishop Sancroft High School

Salary scale: MPS / UPS

NoR: 493 (Jan 2022)

DfE No: 926/4602

In September 2022 we will become an All Through School with Harleston Primary Academy, providing education for children aged 3-16 across a Primary and Secondary site.

Projected NoR: 916 (September 2022)

This is an exciting opportunity for the right person to join the staff at ASHS, delivering the very best outcomes for our community. The successful candidate will be teaching Modern Foreign Languages (we currently offer French and German) at KS3 and KS4 with a commitment to further develop our highly successful curriculum across the all through school.

We are extremely proud of our ethos and the very positive relationships which exist at the school. Archbishop Sancroft High School, part of the St Benet's Multi Academy Trust, is an oversubscribed, inclusive and very successful 11-16 Church of England school in South Norfolk where students thrive and achieve very well.

The successful candidate will have the ability to inspire and motivate our students and staff to achieve outstanding results in a very supportive environment.

We are looking for the following:

- An outstanding classroom practitioner
- A person committed to the highest standard of achievement for all students
- A clear commitment to the school's vision and Christian ethos

We offer:

- A great working relationship with staff and students
- An extensive 'in house' CPD programme
- The support of an informed and active Local Governing Body and Trust
- A very supportive and encouraging Senior Leadership Team
- Close collaboration throughout the Multi Academy Trust
- An opportunity to work in a good location where the cost of housing is attractive

"The distinctiveness and effectiveness of Archbishop Sancroft as a Church of England school are outstanding."
Church Schools Inspection 2017

"The SLT at this school lead with an extremely strong sense of passion and belief in what they are doing and why. The school fosters a great sense of community and it is clear that the SLT has the student's needs at the heart of every decision. It is a great place to work and the students are fab!" (Recent staff survey, 2021)

“ASHS has evolved to where it is today with dignity, strength and kindness at its heart” (Recent parent survey, 2021)

“Wellbeing of all staff is put first, especially in the current climate which we have all struggled with. All staff work incredibly hard, which makes ASHS a special, caring, working environment that it has been and is today!” (Staff survey, 2022)

If you inspire young people and adults, are committed to raising standards in a thriving, good humoured and forward moving environment, please visit <https://www.ashs.org.uk/vacancies> on our website for further information and an application form.

Applications should be submitted to Emma Johnson, Executive Business Manager at ejohnson@ashs.stbenets.org

Applications should be accompanied by a supporting letter of no more than 2 sides.

This post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post will be subject to an enhanced DBS check.

Closing date: 9.00am Wednesday 25th May
Interviews: Friday 27th May 2022
Taking-up post: September 1st, 2022

Further information

The post-holder will need to be able to communicate effectively in English both orally and in writing in order to undertake the requirements of the role.

This post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post will be subject to an enhanced DBS check.

Job Description

Teacher of Modern Foreign Languages

The Harleston Federation - Archbishop Sancroft High School

Accountable to: Senior Leadership Team

Pay Scale: MPS / UPS

Instructor, Teacher Main and Upper Pay Range Job Description

This federation is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

Paragraphs 1 to 8 below are an Instructor and Main Pay Range Teachers Responsibilities as set out in the Contractual Framework for Teachers of the School Teachers Pay and Conditions Document. Instructors and Main Pay Range Teachers are required to act in accordance with the school's ethos, policies and practices, under the direction of the Headteacher. In addition to the duties and responsibilities of an Instructor and Main Pay Range Teacher you are, as an Upper Pay Range Teacher, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the School are substantial and sustained.

1. Teaching

- 1.1. Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the School's plans, curriculum and schemes of work in order to achieve target levels of student attainment, progress and outcomes.
- 1.2. Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
- 1.3. Set and mark work to be carried out by the student in school and elsewhere.
- 1.4. Participate in arrangements for preparing students for external examinations.

2. Whole school organisation, strategy and development

- 2.1. Contribute to the development, implementation and evaluation of the School's policies, practices and procedures in such a way as to support the School's values, vision and ethos.
- 2.2. Work with others on curriculum (including schemes of work), and/or student development to secure co-ordinated outcomes.
- 2.3. Supervise and so far as practicable teach any students where the person timetabled to take the class is not available to do so. (You will only rarely be required to provide such cover in circumstances that are not foreseeable – see staff handbook).
- 2.4. To act as a Form Tutor and to carry out the duties associated with that role.
- 2.5. To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- 2.6. To contribute to the Life Skills curriculum according to school policy.

3. Health, safety and discipline

- 3.1. Promote the safety and well-being of students in accordance with the School's Child Protection and other relevant policies.
- 3.2. Maintain good order and discipline among students in accordance with the School Attitude to Learning policy.

4. Management of staff and resources

- 4.1. Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- 4.2. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 4.3. Deploy resources delegated to you in accordance with School policies.

5. Professional development

- 5.1. Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
- 5.2. Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

6. Communication

- 6.1. Communicate with students, parents and carers in accordance with the School ethos, policies and practice.

7. Working with colleagues and other relevant professionals

- 7.1. Collaborate and work with colleagues and other relevant professionals within and beyond the School.
- 7.2. Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the School, which require the exercise of your professional skills and judgment.

8. Fulfil wider professional responsibilities

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

9. Upper Pay Range Accountabilities

- 9.1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- 9.2. Have an extensive knowledge and understanding of how to develop, use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

- 9.3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- 9.4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 9.5. Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- 9.6. Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- 9.7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 9.8. Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.
- 9.9. Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning.

This job description and related documents provide the standards and framework for Performance Management Objectives for an Instructor, Main and Upper Pay Range Teacher which will be set under the School's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the School's plans for improving the School's educational provision and performance and improving the educational opportunities of students at that School.

This job description is current at the date shown, but in consultation with you, may be changed by the Executive Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification
Teacher of Modern Foreign Languages
The Harleston Federation - Archbishop Sancroft High School

Teacher Main and Upper Pay Range Person Specification

This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

Though we consider this post presents the applicants with both an immediate and a longer-term career development opportunity, we are determined not to be over-prescriptive in our expectations of what would constitute the 'best-fit' appointment for this school. However, the following may usefully serve you as a guide in considering your application to us.

We are looking for:

- An exceptional classroom practitioner.
- A strategic thinker with a vision for the subject(s), and the drive and stamina to enthuse all stakeholders and build on current successes.
- A person committed to the highest standard of achievement for all students.
- A person who can gain and maintain the confidence and respect of colleagues, students, parents, governors, trustees and trust officers.

Who has:

- A clear understanding of what excellent curriculum design and teaching in their subject area (s) looks like.
- The ability to work with clear and measurable objectives to provide year on year improvement.
- A clear commitment to the school's and trust's vision and Christian ethos.

And can demonstrate:

- Enthusiasm, energy and a positive approach.

While possessing the following skills and abilities:

- In-depth knowledge of the subject area(s) and recent developments.
- Strong analytical skills with the ability to reach balanced judgements when decision-making.
- The achievement of strong, productive partnerships between students, parents, staff, governors, the trust and the wider community.
- An ability to be creative in how he/she encourages students to learn and be willing to share 'best-practice'.

