



# BRIGHOUSE HIGH SCHOOL



## Teacher of Modern Foreign Languages MPR/UPR

Start date: September 2024



**'Pupils, including students in the sixth form, are proud to attend the school. They feel safe and cared for. Positive relationships are a cornerstone of the school'**  
Ofsted February 2022



# Welcome to Brighouse High School

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Thank you for your interest in joining Brighouse High School; we are very much looking forward to welcoming you to our school.

Brighouse High School was one of the initial converter academies in 2006 and was the founding member of the Valley Learning Partnership.

Our school is oversubscribed and has consistently served the community of Brighouse and the surrounding area, always developing and building on consistent good practice and ensuring that positive experiences of student and staff development are partnered with good outcomes for the students. Our School Direct Programme is strong as we move to ensure that we engage, train and retain the best teachers for our students.

*Pupils, including students in the sixth form, are proud to attend the school. They feel safe and cared for.*

*Pupils feel they can speak to any member of staff if they have concerns or worries.*

*Positive relationships are a cornerstone of the school and allow pupils to express themselves with confidence.*

*Pupils believe the school takes their well-being seriously.*

*One pupil told an inspector, 'Everyone cares at Brighouse.' The atmosphere around school and in lessons is calm.*

*Pupils behave well and engage positively in lessons.*

*Pupils are polite and respectful towards each other and staff.*

**Ofsted 2022**

Our commitment to a broad and balanced curriculum has never faltered; we have always ensured that students are offered the broadest range of opportunities to succeed in an inclusive and supportive environment. We are consistently amongst the highest achieving secondary schools in Calderdale for enabling our students to progress with the benchmark qualifications required to access their next steps in education, employment or training.

Our ethos is simple; we value and are proud to be a comprehensive school which serves all of our local community. The core purpose of our school is to raise achievement for all and to do this within a framework of positive behaviour and relationships. We consistently strive to ensure that Brighouse High School is a happy place to learn and work and that there is equality of opportunities for all. We put the welfare and achievement of our pupils at the core of all our decisions.

Our vision remains clear; we aim to provide for our students an education and support that is second to none.

Our sense of togetherness is important to us and to our community and it is often quoted that 'the best thing about Brighouse High is the people in it'.



# Teacher of MFL (MPR/UPR)



An exciting opportunity to join a successful team in a forward thinking, high achieving school which focuses on raising attainment. French is taught as a subject throughout KS3 and it is a popular choice at KS4 & KS5. German and Italian are also taught 'ab initio' from Year 10. The ability to teach French up to KS4 is essential, as is the ability to teach a modern language to KS5. Applications from ECTs will be welcomed.

We are a stand-alone academy, which is proud to have retained its identity at the heart of the community. Our recent Ofsted inspection, in February 2022, recognised that:

*'There is an acute awareness of what pupils need to support them in their stage of learning or employment. This runs through the school from Year 7 to the sixth form. Leaders make sure all pupils, including those with SEND, access an ambitious curriculum that stimulates their minds and promotes curiosity. Subject leaders have a thoughtful approach to the curriculum, prioritising the needs of the pupils. They place a great deal of trust in the teachers, who are knowledgeable.'*

Inspectors also reported that "there are clear and high expectations for behaviour that pupils know and understand. Staff apply the behaviour policy consistently";

## **Languages Department**

### Personnel

The Languages department currently comprises three full-time teachers and two part-time teachers.

### Teaching

The department teaches mixed ability throughout KS3 & KS4.

The first foreign language is French, and all pupils begin this in Year 7, with most continuing until the end of KS3.

French is offered as an optional subject for GCSE. We also offer Italian or German as an 'ab initio' GCSE option.

The department follows the AQA GCSE specification for French, Italian and German and take up for a language in KS4 is usually around 25 - 30% of the cohort.

The department follows the AQA GCE A Level specification for French and German.

In KS3 pupils have 2 x 60 minute lessons per week and GCSE groups have 3 x 60 minute lessons per week in both Years 10 and 11. GCE A Level students have four and a half hours of lesson time per week, split over two sessions.







## Languages Department Continued

### Facilities

The department has the use of 3 classrooms kept almost exclusively for the teaching of Modern Foreign Languages and which can be used for display of pupils' work/materials. All these rooms are equipped with Promethean Interactive Whiteboards, two of which are touch screen. There is also a classroom at 6<sup>th</sup> Form used primarily for language lessons.

We currently base the KS3 Programme of Study on OUP's 'Allez' course. At GCSE, we use a combination of our own resources (in line with the GCSE syllabi), supplemented by online resources via Kerboodle.

### Visits Abroad

The department currently offers KS4 pupils the opportunity to participate in an exchange visit with our German partner school in Lüdenscheid (Nordrhein- Westfalen). We are also looking at the possibility of extending this programme to include a French exchange in the future.

The French Study Experience to Normandy is a popular bi-annual event for Year 8 and 9 students and the Berlin study visit is also offered to KS4 students studying German.



# Our Priorities

## Brighouse High School



### Our People

As an inclusive comprehensive school working in partnerships, we recognise that the single, most important resource we have is our people. As we have consistently stated, the best thing about our school is the people in it. They make our ethos a reality through their day-to-day work. By our people, we mean every person that works with us across our partnerships, irrespective of role.

With this in mind, and in an environment where teacher recruitment remains a challenge, we are committed to enhancing the work of the Valley Learning Partnership School Direct in order to recruit and improve our staff through a programme of high-quality, continuous professional development.

We are also committed to maintaining a high level of retention. This can be via our engagement with the early careers framework and a high quality CPD programme, as well as the numerous professional opportunities that we aim to offer; supporting our employees in seeking wider experience across our partnerships, supporting applications for further professional qualifications and to initiatives such as the leaders in education programmes.

We are committed to recognising and rewarding high performance, as well as ensuring that the wellbeing of all staff is always considered in the decisions we make.

Of course, the people who make Brighouse High School what it is are also our students who, alongside the staff, are at the forefront of every decision we make. What we do, we do because it is right for our students, our staff and our community.

### Our Systems

We have never subscribed to the 'one size fits all' approach in our school and have repeatedly described our approach as being led by 'systems with a heart'.

We believe that what works exceptionally well should be rolled out across our organisation and consistently applied as it drives continuous school improvement, but we are always mindful of the need for a heart in all we do. We value our identity as an inclusive school that works relentlessly to raise the aspirations and achievement of all of our students.

Our focus for some time has been on developing our practice in areas such as curriculum, Quality Assurance and Monitoring (QAM) processes, effective assessment and use of data, intervention strategies and developments in teaching and learning, with high quality in-house CPD and appropriate BfL policies.

All of our systems are under constant review and amended if necessary. If something does not work, we change it; if it does, we invest in it and promote it for the good of all of our community.

# Our Priorities

## Brighouse High School



### Our Organisation

Our partnership working grew from our one secondary school to then two secondary schools and was six cross-phase schools in just over one year. Although the partnership has formally ended the partnership work has not. We have continued to work closely with a range of cross phase schools and our collaboration makes us stronger.

Our primary concern has always been, and will always be, Brighouse High School but real strength and real potential to improve the outcomes for our students lies in strong partnerships. We had a modest growth plan where the Valley Learning Partnership was concerned, but our reputation was strong and has grown and we have built on those strengths to welcome other schools into the organisation and consequently helped to strengthen their position too.

Our next steps, beyond our own school, will be to help shape effective policies and procedures concerning finances and HR services, as well as Health & Safety and facilities management support, which will not detract from but will complement the main business of improving the outcomes of the young people in our school and those who work with us.

One further important priority for us, in terms of the organisation, has always been the effectiveness of governance. We have focused the effectiveness of our LGB; the next step is to incorporate further training to inform and support governance to increase the impact of their challenge and support.

### Our Wider Partnerships

A strength of our school is the partnership between home and school as well as the many other partnerships we are developing.

Our own school improvement work, as well as school improvement across our partner schools, remains our primary focus for the coming years but alongside this important work are a number of initiatives including work focusing on improving recruitment and retention through the school direct programme.

We understand the importance and benefits of real collaboration and are building a network of partners as well as deploying our own colleagues to further support other schools in SLE and SIP work across neighbouring authorities.

We will continue to build these networks and partnerships where they will benefit our school and enhance the wider opportunities of our staff and young people.



# What We Can Offer You

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If appointed, you will be joining a strong and dedicated team and a focused and supportive wider staff body who are fully committed to delivering the best outcomes for our students. We aim to both challenge and support our students and staff to push the boundaries of their achievements, to contribute to the wider life of the school and its community and to be role models in all that they do.

We offer you the opportunity to join a strong and developing team at a time when challenge and reward are in abundance; most of all we offer you a happy place to work in a role which can really shape futures.

This is a fantastic opportunity to make a real difference.

We are looking for a candidate who is seeking to establish themselves in an exciting role and we can fully support you on that journey.



# Our Staffing Profile



The school currently employs 97 members of teaching staff and 86 members of support staff.

## Senior Team

The senior team currently comprises of the Headteacher, three Deputy Headteachers, one Associate Deputy Headteacher and six Assistant Headteachers.

## Curriculum Leaders

Heads of Department lead curriculum areas, with core curriculum areas also having additional TLR holders within the leadership of that area.

## Pastoral Structure

Each Year group is headed by a Head of Year, Assistant Head of Year and has the support of a member of the senior team. Each key stage has the additional support of a non-teaching Pastoral Assistant. HOYs move with their Year group throughout KS3 or KS4. A team of tutors works with each HOY and remains with their form group through each key stage.

The Sixth Form is led by the Assistant Headteacher - Head of Sixth who works with a Head of Year 12 and a Head of Year 13. The Sixth Form team are supported by a full-time administrator.

## Support Staff

The school has an extensive array of support staff in student support, administration, IT, technical support and premises. Student support includes:

- Children with additional needs who are supported through the SEND department which includes 11 Learning Support Assistants.
- Vulnerable students are supported through a full-time Additional Needs Coordinator and a Pupil Premium Champion.
- Underachieving students are also supported through various support structures across the key stages.
- Safeguarding Leads and Counsellors to support EWB and Child Protection.
- Pastoral Administrators to support our extensive pastoral structure.





# Job Description



## Responsible to:

The Headteacher via the Line Management System. You are required to carry out the duties of a School Teacher as set out in the current School Teachers' Pay and Conditions document.

## Key Tasks

### Teaching

- to teach to the Key Stage 3, 4 & 5 programmes of study for MFL effectively, mindful of the needs and responses of the pupils
- to form effective relationships with pupils, teaching staff, parents and other professionals
- to ensure appropriate assessment and regular monitoring of pupils
- to provide an attractive and stimulating classroom environment through display and classroom management
- to promote and develop good working and learning habits in pupils
- to assess and record pupils' work, progress and attainment in line with school and examination board policies
- to make full use of a variety of materials, books and equipment
- to ensure that stock materials are used wisely and equipment is used with care and consideration
- To be aware of Health and Safety issues

### Curriculum and Development

- to contribute to the planning of programmes of study and schemes of work appropriate to the needs of all pupils through ongoing review and evaluation
- to ensure that appropriate textbooks and materials are used
- to keep abreast of professional and subject developments
- to participate in professional meetings and training programmes and to share the benefits with colleagues
- to participate in arrangements for Performance Management



# Job Description



## Curriculum and Development continued

- to assist the Head of Department in curricular developments
- To contribute to the working atmosphere of the department and to be willing to sustain this through extra curricular activities specific to the department

## Pastoral and Community

- to interpret to pupils the values, standards and expectations of the school
- to promote equality of opportunity for pupils and staff
- to perform the duties of class teacher and form tutor, as outlined in the Staff Handbook
- to contribute to the life of the community according to your talents and skills, including a willingness to undertake the organisation of any extra-curricular activity
- to exercise responsibility for the conduct and behaviour of pupils within the classroom and within the school as a whole
- to participate in the arrangements made for the supervision and safety of pupils between lessons and at the start and end of the school day
- to attend scheduled meetings with colleagues and parents

## Administration

- to take responsibility for some aspect(s) of departmental administration, agreed with the Head of Department
- to record pupils' progress in line with school policy
- to contribute to the evaluation and effectiveness of administrative and departmental routines
- to maintain an up-to-date teaching record
- to assist as required with arrangements for public examinations
- to help ensure up-to-date and appropriate display in the departmental area
- to undertake other such duties as may reasonably be required

**This job description will be reviewed from time to time and in response to changing circumstances after consultation with the post holder.**



# Person Specification

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Attributes	Essential (unless otherwise stated)	How identified A - Application R - Reference I - Interview
<b>Physical Attributes</b>	<ul style="list-style-type: none"> <li>• Clear and expressive voice</li> <li>• Smart appearance</li> </ul>	<p>I</p> <p>I</p>
<b>Education, Training and Qualifications</b>	<ul style="list-style-type: none"> <li>• Appropriate degree</li> <li>• Qualified Teacher status</li> </ul>	<p>A / R</p> <p>A / R</p>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful experience of teaching</li> <li>• Teaching French in Key Stages 3 and 4</li> <li>• Teaching a language to Key Stage 5</li> </ul>	<p>A / R / I</p> <p>A / R / I</p> <p>A / R / I</p>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• Enthusiasm for teaching languages</li> <li>• Interest in and enjoyment of working with children</li> <li>• A willingness to teach SEN pupils</li> <li>• Orderly, methodical and well-structured approach to teaching, including punctuality to school and lessons and care of the classroom and resource materials</li> <li>• Commitment to the job, lesson preparation, marking, assessing, recording, researching attendance at meetings</li> <li>• Willingness to become involved in and contribute to the department and take some responsibility for some aspects of its work</li> <li>• Initiative, creativity and flexibility</li> <li>• Evidence of having given thought to the teaching of French and recent developments in the subject</li> <li>• Commitment to equal opportunities</li> <li>• Ability to work independently as well as part of a team</li> </ul>	<p>A / R / I</p> <p>A / R / I</p> <p>A / R / I</p> <p>R / I</p> <p>R / I</p> <p>A / I</p> <p>R / I</p> <p>A / R / I</p> <p>I</p> <p>I</p>

# Person Specification



## Attributes

## Essential (unless otherwise stated)

## How identified A - Application R - Reference I - Interview

### Skills

- Good relationships with pupils
- Good classroom discipline
- Co-operative relationships with staff
- Good organisational skills

R / I  
R / I  
R / I  
R / I

### Other

- Interest in and willingness to contribute to extra-curricular activities of some kind
- Recent INSET (if not ECT) - desirable

A / R / I  
A



# Application Process

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Please note, all applicants must complete the application form, downloadable from the school website: <https://www.brighthouse.calderdale.sch.uk/join-us/work-for-us/>

Completed applications should be emailed directly to Mrs Kath Jackson by 12 noon on Friday 26<sup>th</sup> April 2024 using the following address: [kath.jackson@brighthouse.calderdale.sch.uk](mailto:kath.jackson@brighthouse.calderdale.sch.uk)

Candidates wishing to visit the school prior to application should contact the Headteacher's PA, Mrs Kath Jackson using the following address: [kath.jackson@brighthouse.calderdale.sch.uk](mailto:kath.jackson@brighthouse.calderdale.sch.uk)

