



# JACK HUNT SCHOOL (TRUST)



**A Specialist Language and Sports College**

Bradwell Road, Peterborough, PE3 9PY  
web: [www.jackhunt.net](http://www.jackhunt.net)  
email: [info@jhs.pkat.co.uk](mailto:info@jhs.pkat.co.uk)

Headteacher: Mr J Hebblethwaite  
Deputy Headteacher: Ms A M Ford

## MODERN FOREIGN LANGUAGE (MFL) TEACHER

Required from September 2023, an enthusiastic teacher of Modern Foreign Languages to join a successful and well-resourced curriculum area.

Applications are welcomed from trainees, newly qualified teachers and experienced teachers.

The successful candidate will be required to teach **both Spanish and French**. Spanish to Key Stage 5, French to Key Stage 3.

Jack Hunt is an oversubscribed 11-18 vibrant, multi ethnic co-educational, comprehensive school with outstanding community cohesion.

The school provides an exceptional in-house CPD programme to enhance career development. If you want to truly make a difference to the lives and aspirations of our students we look forward to hearing from you.

*The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

*Application form and further details available on the Trust website:  
[www.PKAT.co.uk/vacancies](http://www.PKAT.co.uk/vacancies)*

**Closing date: Monday 24 April 2023 at 9.00 am**



A founder member of the Peterborough Keys Academies Trust registered in England and Wales as Company Number 1108321



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## A Specialist Language and Sports College

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Headteacher: Mr J Hebblethwaite. Deputy Headteacher: Ms A M Ford

### Welcome Letter from the Headteacher

March 2023

Dear Applicant

### Application for post of Teacher of Modern Foreign Languages

***The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

Thank you for your interest in this exciting role. The post offers the opportunity to make a real difference to the lives and aspirations of the students in our care. At Jack Hunt School we have a strong ethos centered on the belief that every student has the right to a first-class education, and we consistently promote high expectations for all our students.

Jack Hunt School is a vibrant place of learning, underpinned by expert teaching of a challenging and broad curriculum. We provide high levels of pastoral care and support via our fantastic House system, as well as a comprehensive PSHE programme. We believe that for students to thrive, they need to be happy, safe and receive high levels of support.

We think that enrichment opportunities are important for all students, and our offer in this area is extensive. We believe in high standards of behavior and conduct, and our school is a happy and calm place to learn where positive relationships flourish. We are a diverse and inclusive school, and we are committed to comprehensive education.

Academic success is very important to us, and we have a strong track record. Our students achieve well and many progress into our successful and flourishing Sixth Form. Our students have strong destinations after leaving Jack Hunt School. However, academic success is only part of our purpose. We also provide excellence in music, drama, sport, and the arts and we value all practical and creative pursuits. We also develop the qualities that are important in any young person such as self-reliance, courtesy, respect, initiative, and determination.

We are an outward facing school. We are proud to belong to Peterborough Keys Academy Trust, and this gives us the opportunity to collaborate with other schools. We also work with an extensive network of education providers, businesses, and charities within Peterborough and beyond. These networks allow us to offer our students a rich blend of opportunities.

If you think that this post at Jack Hunt School could be for you, we would love to receive your application.

Yours sincerely

Jon Hebblethwaite,  
Headteacher





## MODERN FOREIGN LANGUAGES CURRICULUM AREA

### Structure

Specialist Language College status was gained in 2002. At Jack Hunt School, it is the umbrella for a whole range of language and international education which takes place in lessons, as enrichment and in the local community. In 2010 we were successfully re-designated as a Language College (Phase 3).

Posts of responsibility within the Modern Foreign Languages Curriculum Area are:

- TLR 1b Curriculum Area Leader
- TLR 2b 1 Deputy Curriculum Area Leader for MFL

The MFL department consists of six staff. The department also receives additional support with volunteers from the community.

### Curriculum

- KS3 Students choose the language they wish to study prior to joining the school in September and this is seen as a five year course for those who continue to GCSE.
- KS4 The majority of students will choose to study one language – Spanish, French or Urdu.
- KS5 AS/A2 Level courses are offered in French, Spanish and Urdu. Numbers studying these courses are improving in French and Spanish.
- Other We have developed a programme of home language GCSE which will comprise more than 20 students this year in 10 different languages.  
Groups of students in year 9 study the Language Leader Course.

Students are currently taught in mixed ability groups in KS3 and 4 due to the timetable structure and the element of choice that we have given to students.

### Resources

Although most teachers do not use textbooks routinely in lessons, we still have class sets of French and Spanish books (Expo and Listos). In French and Spanish, we use Kerboodle online resources in KS3 and KS4. The Urdu classes use a selection of texts and materials with a course written by Jack Hunt staff as well as other published resources. At GCSE, we follow the AQA specifications for French and Spanish. We follow Edexcel specifications for Urdu.

We have recently bought textbooks at KS5 in French and Spanish due to the development at A level. We follow the AQA specifications. For Urdu, we follow Edexcel specifications.

We have a range of digital media for classroom use including digital voice recorders, video cameras and we use a number of websites including Exampro and Quizlet, as well as encouraging students to subscribe to Mary Glasgow magazines.

### Accommodation

The Curriculum Area has a suite of 6 classrooms, each equipped with an interactive whiteboard. For MFL staff, there is a communal workroom as well as two smaller rooms for individual speaking practice which we use either as a one to one or for our speaking exams at KS4 and 5.

All students have the opportunity to use the ICT facilities in the school through a central booking system on a regular basis and are able to access software in all the languages we teach. KS4 and 5 are taught through the use of iPads.



## Academic Achievement

We are working hard to improve examination performance in Modern Languages each year and recent figures are encouraging despite the new rigour introduced by the exam boards.

Old specifications					New specifications			
GCSE A*-C	2015	2016	2017	2018	GCSE 4-9	2018	2019	2022
French	57.9%	65.7%	73.1%	N/A	French	54%	81%	76.7%
Spanish	59%	72.2%	78%	N/A	Spanish	85%	100%	91.4%
Urdu	77.4%	93.5%	93.9%	91.6%	Urdu	N/A	71%	86.2%

## Extra-curricular Activities

Our extracurricular offer is currently under review. However, in the past as a school, we have offered a wide variety of trips and exchanges. For example:

- four day visit to Spain for Years 8 -9
  - a four day visit to France for Years 8 and 9
- (These two visits alternate years)
- a 5 day visit to Paris in a joint venture with Art in year 10 and 12
  - we are exploring links with Urdu speaking schools.

## Continuing Professional Development (CPD)

Jack Hunt School is committed to the continuing professional development of its staff in accordance with its policy. Staff are encouraged to deliver in-house training as well as participating in a range of school and externally provided courses to meet their needs and interests.

## **PETERBOROUGH KEYS ACADEMIES TRUST**

### **GENERIC JOB DESCRIPTION - SUBJECT TEACHER**

*The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

**Post:** MFL Teacher

**Accountable to:** Curriculum Area Leader

**Date reviewed:** February 2019

The following job description refers to the main duties and accountabilities of a Subject Teacher.

#### **Purpose of the Job:-**

To provide high quality lesson planning, preparation, teaching and assessment to allocated classes and students.

In respect of these duties the Subject Teacher is accountable to and supported by the Curriculum Area Leader.

#### **The Main Accountabilities are:-**

##### **Teaching and Learning**

- To teach assigned classes as appropriate.
- To develop appropriate materials and teaching methods which take into account each student's individual needs.
- To treat all students fairly, with equality of regard for gender, religion, culture and social context.
- To employ a variety of motivating and stimulating approaches to student learning.
- To plan lessons carefully, taking into account the need for differentiation and relevant schemes of work.
- To set and assess homework in accordance with the school policy.
- To contribute to the teaching of whole school developments e.g. ICT, Numeracy, Literacy, Work Related Learning and Citizenship/PDE, incorporating them into lessons as per schemes of work.
- To ensure high standards of effort, accuracy and presentation are encouraged.

## **Behaviour Management**

- To apply the correct procedures to ensure good behaviour as outlined in the school's Behaviour for Learning Policy.
- To be in the corridor awaiting the arrival of the students, where possible.
- To ensure that students enter the room and exit quietly and calmly and sit in their allotted place.
- To record student attendance at each lesson.
- To reward good behaviour and achievement in accordance with the school's Reward Policy.
- To ensure that mutual respect, self-discipline, mature behaviour and good work habits are encouraged.
- To create a classroom environment where all students feel valued.

## **Monitoring and Assessment**

- To assess students accurately using relevant National Curriculum Level descriptions, criteria from national qualifications, predictive data etc. and use the assessment as a basis for setting targets with high expectations that students will achieve their potential and beyond.
- To use SATs, NFER, SIMS, 4MATRIX, ALPS Connect to identify vulnerable students and then use appropriate intervention strategies to improve their attainment and progress. The focus for Pupil Premium students is to close the gap against national figures and within the school.
- To provide opportunities for students to assess, reflect on and improve their performance.
- To mark students' work on a regular basis in line with the school/ department's Marking Policy.
- To write reports to parents for all students in accordance with the school policy.

## **Performance Management**

- To maintain an up-to-date knowledge of subject areas and national educational strategies.
- To undertake relevant professional development to participate in the school's Performance Management scheme, liaising with Team Leader/Curriculum Area Leader about appropriate Performance Management objectives and aiming to meet all objectives.

## **Health, Safety and Resources**

- To ensure that the classroom is a well organised learning environment.
- To ensure that classroom displays are up-to-date, motivating, in good condition and support learning.
- To ensure that classrooms are left tidy at the end of each lesson. To report any damage promptly to the Curriculum Area Leader.
- To contribute to the development of up-to-date resources for departmental use in the classroom and for communal areas of display.

## **Duties**

- To contribute and co-operate as a member of a team in the creation of schemes of work, shared resources, departmental planning, attendance at meetings.
- To carry out two supervisory duties each week ensuring that the duty is covered in times of absence.
- To fulfil the role of Personal Tutor (please refer to your Personal Tutor job description).

## **Collaborative Work**

- To support collaborative partner work with schools, colleges, universities and businesses, where appropriate.
- To maintain a good relationship with all stakeholders in the community.
- To show a willingness to be involved in extra-curricular activities and whole school initiatives.
- To support the school in its commitment in safeguarding and promoting the welfare of children and young people.

## **Note**

This job description is intended to assist the post holder and others in defining the role. It is intended to be a helpful guideline and does not form any part of a legal contract. It does not replace the "Conditions of Employment of School Teachers" schedule 3 of the Teachers Pay and Conditions Act 1991, which defines a teacher's duties. The description has been drawn up with reference to the Act and attempts to outline the duties and responsibilities which can be reasonably expected by a Headteacher at Jack Hunt School.

This job description will be reviewed periodically.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

**PETERBOROUGH KEYS ACADEMIES TRUST**  
**GENERIC JOB DESCRIPTION – PERSONAL TUTOR**

**Accountable to:**    **Head of House**

**Date reviewed:**     **April 2022**

The following job description refers to the main duties and accountabilities of a Personal Tutor.

**The Purpose of the Job:-**

To ensure students' well-being and personal development and learning by collaborating/liasing with other staff and parents and assisting where appropriate in work with external agencies.

The Personal Tutor will receive support from the Head of House and Student Support Officer and the wider pastoral team attached to the House team, to enable these duties to be fulfilled effectively.

**The Main Accountabilities are:-**

**Registration Duties**

- To be responsible for the good order and safety of the Tutor Group during Lesson 1.
- To complete registers according to agreed school procedure.
- To monitor absences and positively encourage attendance and punctuality and where necessary take follow-up action as per agreed procedures.
- To check uniform, encourage pride in uniform and issue uniform cards where necessary. Persistent refusal to adhere to the uniform policy must be referred to the Head of House.
- To check and sign student planners once each week for parent signature and any relevant communication.
- To communicate information provided from staff briefings and other sources.
- To carry out the planned activity for the day including the 'Thought for the Day' and SEAL (Social, Emotional Aspects of Learning) as directed by the Head of House.
- To report promptly to the classroom teacher/Head of House damage to furniture and fittings in the Form room.
- To attend relevant assemblies and monitor behaviour of students during this time.



## **Monitoring, Support and Assessment**

- To have an oversight of the general welfare of students whilst at school and endeavour to follow up any individual personal needs.
- To use student attainment data (SATs, NFER, 4MATRIX, and ALPS) to track student progress, assist students in setting their personal targets across the curriculum and endeavour to provide support for all students. The focus for Pupil Premium students is to close the gap against national figures and within the school.
- To write reports to parents and ensure they are collated for despatch at the agreed times and the returns are checked where necessary.
- To attend Head of House meetings.
- To assist in consultation regarding the students, including Individual Educational Plans (IEPs), Special Educational Needs/Disability (SENCO), CiC, (SENs) review meetings and liaison with outside agencies.

## **Rewards and Sanctions**

- To implement the school policy on Behaviour for Learning.
- To monitor and record rewards and sanctions and report to Head of House.

## **Liaising with Others**

- To liaise closely with Subject Teachers, Head of House, Student Support Officer, Learning Support Department and parents regarding the educational progress, welfare and behaviour of students.

## **Performance Management/Professional Development**

- To liaise with the Head of House about pastoral professional development needs and Performance Management objectives, if appropriate.
- To undertake Professional Development concerned with the role of the Personal Tutor.

## **Staff Attached to a House**

All staff attached to and supporting the Head of House should implement this job description. They should check with the Head of House if they are unsure of their duties.

### Note

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## APPOINTMENT OF MFL TEACHER

***The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

### The Post

We require an enthusiastic, qualified teacher to join the MFL Curriculum Area to teach French and Spanish. We welcome applications from trainee, newly qualified or experienced teachers.

The successful applicant will be prepared to play a full part as a team member in the development of the department.

If appointed you will, besides teaching Languages (French and Spanish), join a House team in the school and will have responsibility for a Vertical Tutor Group of around 20 students from Years 7 to 13. General job descriptions for both Subject Teacher and Personal Tutor are found on the school website.

### Person Specification

Applicants will be judged against the criteria, in the table on the next page.

### Pay and Conditions of Service

Teachers are employed at the school under the pay structure and conditions of service agreed nationally and as set out in the "School Teachers Pay and Conditions Document 2022". The Governors have their own pay policy in line with this document.

The successful applicant will be registered with the Teaching Regulation Agency (TRA) and will be contracted to the Teachers Superannuation Scheme unless he/she opts out.

The Trustees of the school fully recognise the teacher associations and unions and a mechanism is in place for consultation with Union representatives on relevant issues.

If you are appointed to a teaching post, it will be on the understanding that you are prepared to undergo a Enhanced DBS check and if necessary, a medical examination.

### Relocation

You may qualify for the school's relocation package, details of which are found in the Information Booklet for Applicants on the website.

### Application Procedure

To apply you will need to go the Careers Page on the school website <https://www.pkat.co.uk/vacancies>, click on the relevant post and then click on "apply now" button. As part of the application, you are invited to demonstrate how you fulfil some of the criteria listed in the person specific information listed on the previous page.

Closing date for the post is **Monday 24 April 2023 at 9.00 am.**

Interviews will be held shortly thereafter.

Thank you in advance for your application. If you have had no response by Friday 5 May 2023 please assume that on this occasion your application has not been successful. **We are unable to reply to all candidates who apply for positions in the school to inform them that they have not been shortlisted.** However, I hope you will obtain a suitable appointment in the very near future.

**Generic Person Specification (CPS)**

<b>Attributes</b>	<b>Essential</b>	<b>✓</b>	<b>Desirable</b>	<b>✓</b>	<b>How Assessed</b>
1. Qualifications and Training	<ul style="list-style-type: none"><li>• Qualified Teacher Status</li><li>• Graduate</li></ul>		<ul style="list-style-type: none"><li>• Evidence of a commitment to continuing professional development</li></ul>		<ul style="list-style-type: none"><li>• Application form</li><li>• Letter of application</li><li>• References</li></ul>
2. Experience	<ul style="list-style-type: none"><li>• Evidence of effective teaching to the secondary age group</li><li>• Experience of teaching a wide range of ability including SEN and Gifted and Talented</li><li>• Demonstrate a high regard for the safeguarding of children</li><li>• Experience of contributing to school life beyond the classroom</li></ul>		<ul style="list-style-type: none"><li>• Experience of a multi-cultural school</li><li>• Experience of a large 11-18 school</li></ul>		<ul style="list-style-type: none"><li>• Application form</li><li>• Letter of application</li><li>• References</li><li>• Interview</li><li>• Teaching task</li></ul>
3. Knowledge and Understanding	<ul style="list-style-type: none"><li>• Secure subject knowledge</li><li>• Ability to teach to GCSE or equivalent</li><li>• Ability to teach 'A' Level</li><li>• Understanding of equal opportunities issues in schools</li><li>• Knowledge and understanding of how to enhance literacy, numeracy and ICT in teaching</li></ul>		<ul style="list-style-type: none"><li>• Keep abreast of subject developments</li><li>• Sound knowledge of national policies and developments in education</li></ul>		<ul style="list-style-type: none"><li>• Application form</li><li>• Letter of application</li><li>• References</li><li>• Interview</li><li>• Teaching task</li></ul>
4. Skills and Personal Qualities	<ul style="list-style-type: none"><li>• Able to communicate effectively orally and in writing</li><li>• Ability to form good relationships with students, adults and parents</li><li>• Proven classroom management skills</li><li>• Ability to work collaboratively within a team</li><li>• Ability to be well organised and efficient including completing agreed tasks within set timescales</li><li>• Ability to use ICT packages and systems</li><li>• A commitment to the aims and values of the school</li></ul>				<ul style="list-style-type: none"><li>• Application form</li><li>• Letter of application</li><li>• References</li><li>• Interview</li></ul>