

THE SKINNERS'
KENT ACADEMY



PRIDE IN OUR SUCCESS

TEACHER OF MODERN FOREIGN LANGUAGES (FRENCH AND SPANISH)

Information for Candidates

May 2021

We reserve the right to make an appointment before the closing date, so early applications are encouraged.

INTRODUCTION FROM THE PRINCIPAL



Dear Colleague,

I am delighted that you are interested in a position with The Skinners' Kent Academy Trust.

The Skinners' Kent Academy is a non-fee paying, co-educational, all-ability Secondary school. The Academy is funded by the DfE and sponsored by The Skinners' School, a grammar school for boys together with the Skinners' Company, one of the 'Great Twelve' livery companies of the City of London.

The Academy is founded on the principles of a commitment to ensuring high standards and high aspirations, of active participation, an emotionally rich learning environment and an inclusive culture where every child is known and every learner supported.

The main aim of the Academy is to provide the highest quality of education for students, in Year 7 to Year 11 and the Sixth Form. The Academy is committed to both raising and reflecting the aspirations within the local community and in doing so, providing high quality education and social and economic benefits for all.

The Academy moved into its state-of-the-art new building in April 2013 providing truly outstanding facilities, not only for the Academy's students and staff but also for the wider community. The Academy is consistently a popular choice of parents and continues to expand due to the demand for places. Having been oversubscribed in Year 7 since 2014, in September 2019, at the request of KCC, the Academy agreed to take an additional 60 students in Year 7 and agreed to do the same for September 2020. We are delighted that even more students are able to benefit from the exceptional learning environment and opportunities the Academy provides.

In September 2015 the Skinners' Kent Primary School opened and became part of the Trust, relocating to its new site at Knights Wood and is the newest member of The Skinners' family of Schools.

Our schools are supported by an experienced specialist Trust Central Team, providing high quality Finance, HR, Estates, Catering and IT support which ensures smooth running and cost effectiveness. Our Governors seek to ensure that all our young people receive a truly inspiring education and their support, challenge and expertise is greatly valued.

We aim to find and develop everything that is exceptional in each child and let it flourish within a framework of high expectations. We strive to motivate and inspire our students to achieve of their very best and to set course on the brightest of futures. If you have similar aspirations for young people and want to work within a dynamic learning environment where innovation and collaboration are valued, staff development and wellbeing an integral part of the way we work and where the highest standards of everyone in our school communities are expected at all times, then we would be very interested in receiving an application from you.

Miss Hannah Knowles
Principal
The Skinners' Kent Academy



THE SKINNERS' KENT ACADEMY TRUST



The Skinners' Kent Academy Trust is supported by its original sponsor The Skinners' School, a grammar school for boys in Tunbridge Wells, and The Skinners' Company, one of the original 'Great Twelve' London livery companies.

The Skinners' Company has a long experience of establishing, running and supporting excellent schools, notably in West Kent. The Company is now responsible for seven schools: Tonbridge School, The Judd School in Tonbridge, The Skinners' School, The Skinners' Kent Academy (SKA) and Skinners' Kent Primary School (SKPS) in Tunbridge Wells, Skinners' Academy in London and The Marsh Academy in Folkestone. Skinners' Kent Primary School, which opened in September 2015 is the newest school in the family. It is part of The Skinners' Kent Academy Multi Academy Trust, set up in 2015 to incorporate the primary school with the secondary academy. It opened initially on The Skinners' Kent Academy site, but moved to its own new building in the North Farm area of Tunbridge Wells in September 2016.

The Skinners' Kent Academy is an International Baccalaureate World School, currently offering the Middle Years IB programme (MYP) and the International Baccalaureate Career-related Programme (IBCP).

Skinners' Kent Primary School works alongside The Skinners' Kent Academy to provide an all-through IB ethos by delivering the International Baccalaureate Primary Years Programme (PYP). The Academy also provides support and specialist facilities to the Primary School. The IB is underpinned by a philosophy and determination to develop internationally minded people who recognise everyone's common humanity and are ready to share responsibility to create a better, more peaceful world. The IB Learner Profile is at the heart of our educational philosophy and encourages our pupils and students to be inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open minded, well balanced and reflective.

The Multi Academy Trust (MAT) is governed by a MAT Board, the majority of whose members are also members of the Skinners' Company. The MAT Board determines the vision and strategy for the Trust, and has responsibility for its financial security and probity as well as ensuring the organisation provides excellent value for money in delivering an outstanding education for its students and pupils. Four Committees support the work of the MAT Board, and these comprise a MAT Staffing and Pay and a MAT Finance and Resources Committee as well as a Local Governing Body for both SKA and SKPS.



OUR VISION AND VALUES



The Skinners' Kent Academy Trust is founded on the principles of a culture of high standards, high aspirations and active participation, an emotionally rich and inclusive learning environment where every child is known and every learner supported.

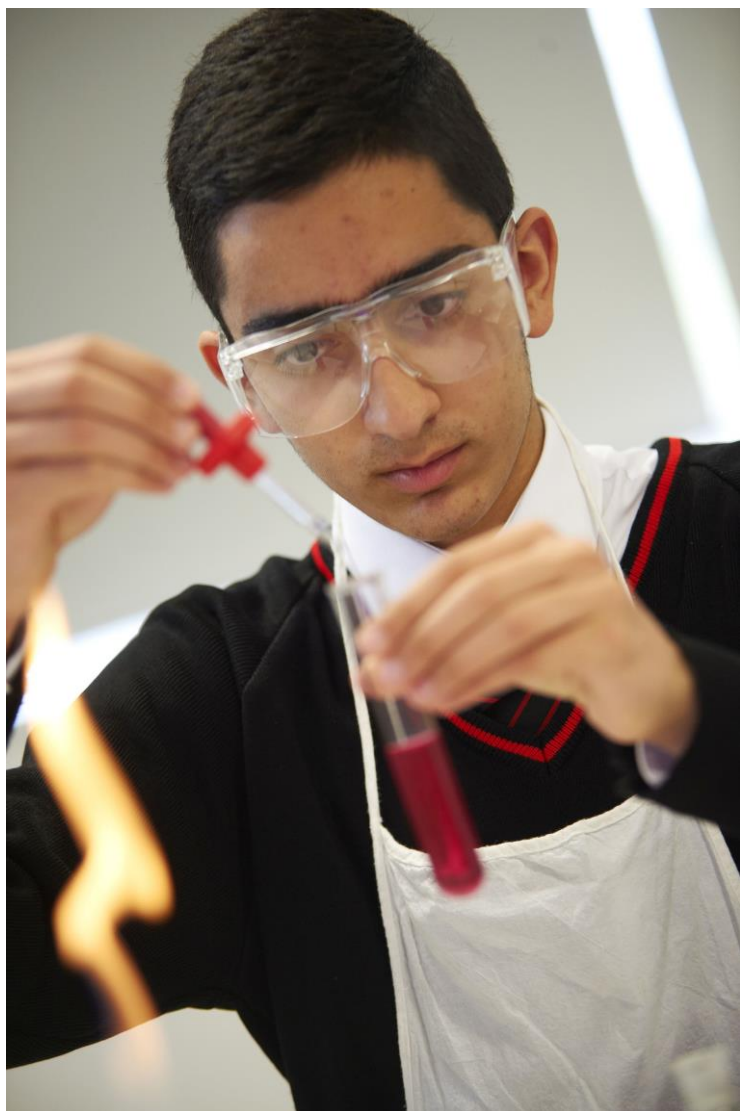
We take pride in our success and to achieve this we set high standards with clear expectations. We focus on encouragement, underpinned by good discipline.

Our mission is clear – to develop a passion for learning and achieving. The Skinners' Kent Academy Trust seeks to create, develop and maintain an education that focuses on providing opportunities for success for all and celebrating the achievements of everyone in all aspects of life within the Trust. In particular we wish to

support young people to recognise the potential that they have, and then to fulfil the achievements of everyone in all aspects of life within the Trust. In particular we wish to support young people to recognise the potential that they have, and then to fulfil that potential through every stage of their learning journey.

Staff, students and parents work together to ensure that pride in our success means:

- pride in **our work**;
- pride in **our behaviour and attitude**;
- pride in **our attendance and punctuality**;
- pride in **our uniform and the way we look**;
- pride in a **commitment to learning and achievement**; and
- pride in **our contribution to our community**.



ROYAL TUNBRIDGE WELLS



Over 400 years ago a natural spring welled up from the ground and it was named 'The Tunbridge Wells' (the wells near Tonbridge).

Today our charming historic town, only 30 miles south east of London and a 45 minute train ride from the capital, is close to the unspoilt beauty of the surrounding High Weald Area of Outstanding Natural Beauty (AONB) and boasts the elegant charm of The Pantiles. For years Queen Anne visited, but when Queen Victoria made the town part of her regular holiday sojourns 'Royal' Tunbridge Wells, the town, came into being, hence the addition to the original name.



Royal Tunbridge Wells is highly accessible with excellent schools and a wide range of places to live and types of accommodation, both locally and a short distance away amidst the rolling hills, picturesque villages of Kent and East Sussex, ancient woods and open heaths. The area is well known for its world-famous gardens, fairy-tale moated castles and mellow country manors. The coast is also a short drive south. Tunbridge Wells is at the hub of a series of roads, the primary ones being the A26, which runs from Maidstone to Newhaven; the A264, which runs from Five Oaks to Pembury (via Crawley and East Grinstead); and the A267, which runs south from Tunbridge Wells to Hailsham. The A21 passes to the east of the town, following the route of its turnpike ancestor, from London to Hastings.

Many professional people move out of London into the area to enjoy the excellent living environment and quality of life whilst also having all the convenience of the major high street and local shops and selection of first-class restaurants, bars and cafes nearby.

JOB PROFILE



Modern Foreign Languages

We would like to extend a very warm welcome from the Modern Languages Department at The Skinners' Kent Academy.

We seek to appoint an inspirational MFL teacher who is also creative and dynamic to contribute to the development of the department. This post offers an exciting challenge for someone with initiative and enthusiasm who can teach French, and Spanish up to KS3.

Languages are part of the cultural richness of our society and of the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.

At The Skinners' Kent Academy, students learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society. It is our core purpose to bring culture as well as language to our lessons. Our students have been embracing different cultural projects through research, conceptual understanding tasks, use of authentic texts and trips to France.

The department currently consists of a Head of MFL, a Lead Practitioner and four MFL teachers. We are a hard-working and dynamic team, offering a diverse range of languages and backgrounds. We aspire to motivate students by establishing a vibrant learning environment, and a culture of enthusiasm for learning languages. The department is a well-resourced curriculum area with 4 dedicated classrooms for Upper School and a further 4 used for Lower School.

Key Stage 3 From Year 7, students learn French and Spanish through a variety of relevant and engaging topics. General language skills, including grammar and cultural awareness are also developed.

The department has, over the past few years, put into use interactive resources for KS3 and is continuously updating the unit planners to allow the progression and development of language-learning skills that students may have acquired through learning a language at Key Stage 2.

Key Stage 4 From Year 10, students carry on with either the study of French and/or Spanish. We follow the AQA specification for French and Spanish. The course aims to develop students' language skills within a variety of contexts, relating to their own lifestyle and that of other people, including people in countries/communities where the Target Language is spoken. The course builds on Key Stage 3 study and prepares students for further study.

Key Stage 5 - IB Language Development

Part of one of the four compulsory components of the IB Career-related Programme (CP) core, the course is mainly focused to encourage an awareness and appreciation of the different perspectives from other cultures. It provides the opportunity for enjoyment, creativity and the academic acquisition of an additional language.

IB DP French

The main focus of the course is on the development of language skills. These language skills are developed through the study and use of a range of authentic written and spoken material.

JOB PROFILE



Teacher of Modern Foreign Languages

The role is to teach French but the ability to teach Spanish to KS3 is a requirement for this role.

Salary: MPS/UPS

Responsible to: Head of Subject

Specific duties: Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Part one: teaching

A teacher must:

1 Set high expectations which inspire, motivate and challenge students

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

2 Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes
- Analyse students' data and test/exam performance to inform planning and intervention
- Plan teaching to build on students' capabilities and prior knowledge
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address

misunderstandings

- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework according to the Academy timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- 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

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- 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
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

JOB PROFILE



6 Make accurate and productive use of assessment

- 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
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback
- Follow the Academy assessments reporting policies.

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

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

8 Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Academy including co-curricular
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Plan with and deploy support staff effectively to engage fully in learning and progress
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to students' achievements and wellbeing
- Work with other professionals as needed e.g. speech and language, EP etc.

- Part two: personal and professional conduct
- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Academy, by:
- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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JOB PROFILE



Part two: personal and professional conduct (cont.)

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This job description is intended as an outline indicator of general areas of activity and will be amended in light of the changing needs of the Trust. It is expected that the post holder will be as positive and flexible as possible in using this document as a framework.

Part three: Year Group Tutor

- The role of a Year Group Tutor is to:
- act as a personal tutor within the house system;
- be responsible for the welfare and academic progress of their personal tutor group;
- act as the first point of contact for parents;
- monitor and improve attendance rates for the tutor group/class;
- be responsible for the Academy's reward system within the tutor group/class;
- meet regularly with the Head of Learning and attend house team meetings;
- support inter-house activities as arranged by the Head of House;
- ensure that students follow the Academy's uniform policy;
- ensure that students follow the Academy's rules and policies; and
- set a good example in terms of dress, punctuality and attendance.

Part four: other duties and responsibilities

- To carry out other duties that the Principal of the Skinners' Kent Academy Trust may reasonably request.

PERSON SPECIFICATION



Criteria	Essential	Desirable
Knowledge and skills	<ul style="list-style-type: none">• Ability to communicate effectively and accurately, in writing and orally• Ability to inspire, challenge and motivate others to work towards common goals• Ability to priorities, plan and organise self and others• Energy, imagination and personal commitment• A sense of humour• Reflective and analytical• To have high expectations and aspirations of all children• Knowledge, skills and desire to want to be a tutor• To have a willingness to be involved in the wider side of school life• Commitment to the safeguarding and promoting the welfare of children• Commitment to Health and Safety, including staff wellbeing and equal opportunities• Carry out other duties that the Principal may reasonably request.	
Personal attributes	<ul style="list-style-type: none">• Flexibility to cope with diverse needs of the role• Resilience to work under pressure• Positive, personable and optimistic.	

APPLICATION AND CANDIDATE SELECTION PROCESS: OUR CANDIDATE CHARTER



We want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

We will:

- provide you with clear, accurate and timely information;
- give you the opportunity to ask questions – and we will ensure you get the answers you need;
- respond to enquiries promptly and usually within 24 hours during the working week;
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview, well in advance;
- provide you with real insight about what it's like to be part of our team;
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.



In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations;
- provide open and accurate information when submitting an application;
- always give yourself the best opportunity to succeed – research who we are and how we work;
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

Our commitment to you:

- **Transparency** We will treat you with respect, honesty and fairness
- **Protecting your privacy** We will ensure your information is secure and handled sensitively
- **Understanding You** will be given everything you need to make informed decisions
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential
- **Feedback** We will provide constructive feedback professionally and promptly
- **Listening** We welcome feedback and we'll act on what you have to share
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse workforce.



SAFER RECRUITMENT IN EDUCATION: INFORMATION FOR APPLICANTS



The Skinners' Kent Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aims of our Safer Recruitment Procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

What we will provide

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- a Skinners' Kent Academy Trust application form

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.



References

References will be requested at the selection stage directly from the referee. They will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-employment checks

An enhanced DBS check is required for all successful applicants.

Prohibition and overseas checks will also be completed if necessary.

HOW TO APPLY

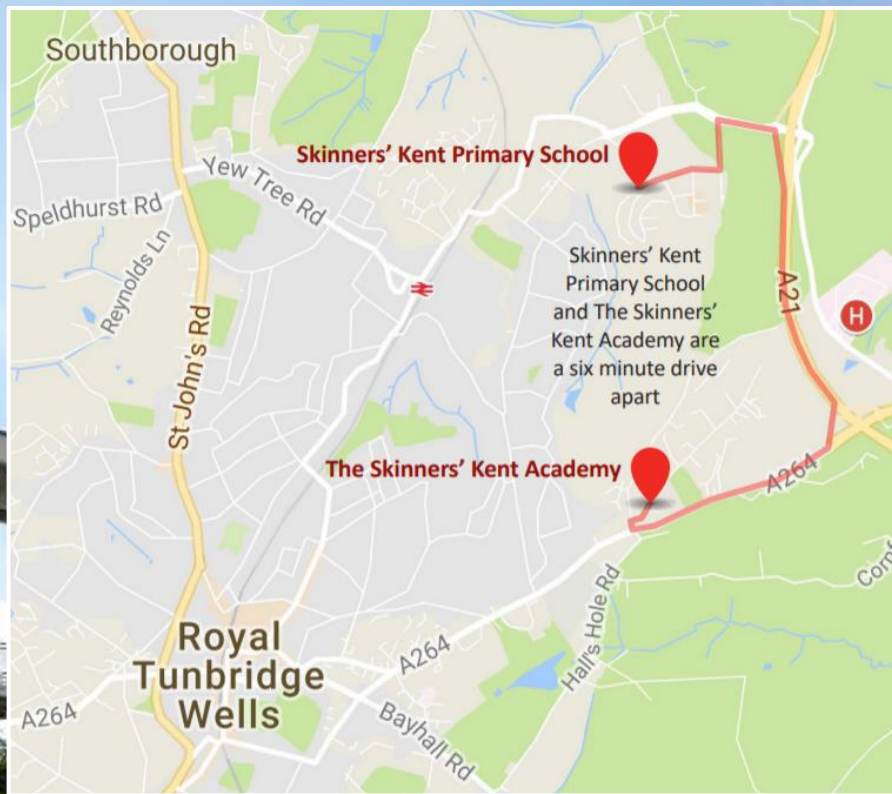


The closing date for applications is **Monday 14 June at 12 noon** with interviews commencing on **Monday 21 June 2021**.

- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- An application form is available in electronic format online at www.skinnerskentacademy.org.uk/workwith-us and should be returned electronically along with the Equality Monitoring Form by following the instructions in the 'Work with us' section of the website
- The Skinners' Kent Academy Trust will reimburse reasonable travel and accommodation costs to candidates attending interviews. You should retain copies of all receipts in relation to expenses incurred

For more information about this position, or to have a confidential discussion about the role, please contact Lorraine Barden, HR Manager, on **01892 553031**.

We look forward to hearing from you



PRIDE IN OUR SUCCESS



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