

Teacher of Spanish Candidate Pack

Montsaye  ACADEMY



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About us

"We pride ourselves on being at the heart of the local community"

Montsaye Academy is located in the historic Northamptonshire market town of Rothwell, easily reached from Leicestershire, Northamptonshire, Warwickshire and Bedfordshire. Northamptonshire is a popular place to live and one of the greenest counties in England with over 161 parks covering 1600 acres. Montsaye Academy is a vibrant and active community where learning and achievement, in their widest sense, are viewed as the core purpose of our work. It is also a caring and supportive environment in which children can become adults, unafraid to make mistakes, flexible enough to overcome obstacles and ambitious enough to be extraordinary not average.

The school is a member of Pathfinder School's Multi-Academy Trust and collaborates closely with the Trust Central Team, and its nine other Schools. The academy has developed very effective partnerships with other local secondary schools, which enhances our curriculum and supports our practice.

We are fortunate to support the learning of over 1000 students between the ages of 11-18, including a vibrant Sixth Form. Our students join us from Rothwell and a number of neighbouring villages and towns. We employ close to 200 staff, including 70 teachers and leaders and 130 support staff, who enable our academy and students to thrive.

Our on-site facilities include:

- A Community Sports Centre with a Sports hall, Swimming Pool, Fitness Suite, Dance Studio, a full-size 3rd Generation Rubber Crumb all weather surface, grass football pitches and Multi-use Games areas.
- Staff room and Faculty bases
- State-of-the-art Science laboratories
- Dedicated Sixth-Form area
- Recently refurbished restaurant and café

Career Development

**'Montsaye Academy
nurtures aspiring
leaders'**

We are a research engaged school and our teaching and learning strategies are driven by the evidence of what works. Our aim is to re-intellectualise teaching and to give all our teachers the opportunity to engage in research and development to improve their teaching practice.

We are committed to developing our staff and invest heavily in our well developed CPD programme, as well as giving our staff the freedom to focus on highly effective learning.

We also provide our staff with access to accredited qualifications and training.

Apprenticeships

Both our support staff and teaching staff have access to apprenticeships unique to their area of work.

Early Career Framework

We are proud to be a member of Pathfinder Schools who in partnership with the Best Practice Network (BPN) will be delivering the new Early Career Framework. Our Early Career Teachers will benefit from our specialist skills in the new framework.



National Professional Qualifications (NPQ'S)

Pathfinder Schools is an official NPQ delivery partner who in collaboration with the Outstanding Leaders Partnership (OLP) are delivering the National Professional Qualifications (NPQ) training programmes to schools. The qualifications draw from the very latest evidence and research into pedagogy, behaviour, curriculum and more.

What our staff say...



“There’s a family atmosphere amongst staff”

“Shared resources allow flexibility, and we are constantly evolving to further improve”

“Excellent team spirit”

“There’s a staff buzz; they rally the troops and get on board to have some fun”

“Montsaye staff really care about the students”

Staff Wellbeing



“

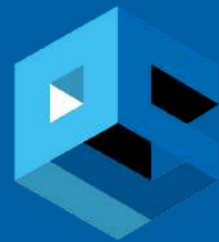
**‘Team Montsaye:
staff look out for
each other.’**

”

Montsaye Academy is heavily invested in staff wellbeing and is proud to offer access to the following;

- A dedicated wellbeing hub
- A weekly focus on wellbeing with regular wellbeing-focused activities
- Cake Wednesdays, where staff have the opportunity to bring in their bakes and catch up with colleagues
- A reduced membership rate for our on-site Sports Centre, which boasts a pool and modern gym where staff can swim for free
- Access to 24/7 telephone counselling service for staff and their immediate family via Zurich
- Access to a health and wellbeing cash plan via Westfield Health
- Access to trained staff Mental Health First Aiders, and part of the Pathfinder Schools Wellbeing Committee
- Access to an exceptional Occupational Health advice
- Support to create Wellness Action Plans
- An employer who is committed to empowering our colleagues to achieve and maintain life-work balance

Being part of Pathfinder Schools

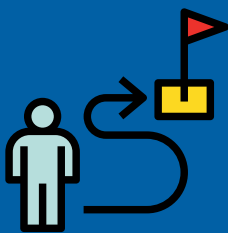


Pathfinder Schools is a cross-phase, multi-academy Trust of 10 schools in the north of Northamptonshire. Our Trust includes both church and community academies and we work closely together, connected by the vision we share for our pupils. Each school has its own unique character but we are unified by our unshakeable belief in the power of education to change lives. We believe that staff and pupils can flourish when they are happy and well-supported. We are inspired by the challenge of providing children with a rich tapestry of experiences that allow them to explore the world and their place in it.

We are passionate about our values of **Aspiration, Responsibility and Courage**, we believe that when people feel respected and included they can be more creative, innovative, and successful.

One Trust, transforming lives and communities, inspiring greatness

Our purpose



Our Trust is a growing family of schools, built on a commitment to the development of the children and young people in the communities we serve.

We exist to deliver the very best educational outcomes for every learner.

Based upon a foundation of independence, we empower young people to broaden their horizons and open their minds to new opportunities.

Our vision



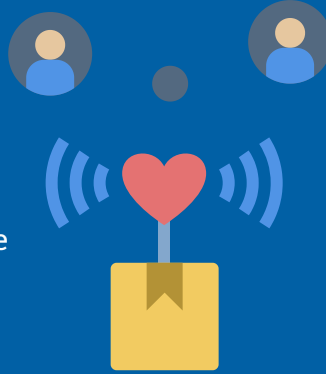
Together we want to develop inspirational schools which instil **Aspiration, Responsibility and Courage** in every learner, enabling them to find the greatness within them.





Our strategic objectives

- Every school a great school
- Every school an inspiring place to work and learn
- Every school a school of choice in the community
- Every school expertly supported by a strong central team



Our Values

Our values stand at the very core of everything. They are the centre from which all we do and say radiates, guiding the way that we work together.

Our Values

Aspiration

We aim high



Everyday we aim to be the best we can be. We are all striving to reach our own personal greatness. We recognise that we do not all start from the same place and we work to enable all to overcome barriers and achieve their full potential.

Responsibility

We play our part



We believe that we are all responsible for making Pathfinder Schools an inspiring place to work and learn. We hold ourselves accountable for our own actions, admit when we have failed against our own standards, feel comfortable asking for support and always strive to be our best selves.



Courage – We are brave

We are a Trust that faces challenges directly, we are honest about the decisions we make and the reasons for them. We support each other through difficult times in our learning and in our lives. We have the strength to persevere in the face of difficulty, uncertainty and challenge.

Teacher of Spanish



Advert

Contract type

- Full time
- Permanent

Salary

- MPS/UPS

Interviews

- TBC
- Closing date 26th November 2024

Start date:

- 22nd April 2025

To apply, please complete a Pathfinder Schools teacher application form, which can be downloaded from the vacancies page of the website:

www.pathfinderschools.org.uk/join-us/vacancies

Completed application forms should be accompanied by a letter of application and should be sent to:

recruitment@pfschools.org.uk

An exciting opportunity has arisen within our MFL faculty. We are looking for an enthusiastic teacher of Spanish to play a significant role within a dedicated and supportive team.

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

If you would like to arrange a tour of the school or to speak with a member of the team to learn more about our Academy and the role, please email the academy Business Manager Wayne Eldridge who will assist you further: weldridge@montsaye.org

The workplace will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Montsaye Safeguarding Policies and Procedures are available on their website, which can be accessed at the following web address :
<https://www.montsaye.northants.sch.uk/about-us/policies-and-funding/>

Pathfinder Schools and our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, medical, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Recruitment and Selection Policy which includes further information on pre-employment checks and our statement on the Recruitment of Ex-Offenders
<https://pathfinderschools.org.uk/join-us/vacancies>

Online searches

As part of our rigorous Safer Recruitment process Pathfinder Schools has adopted the practice of online searches for external shortlisted candidates. The purpose of the search is to enable us to fulfil our duty under Keeping Children Safe in Education and is part of our due diligence to identify any incidents or issues that have happened, and are publicly available online, which we may need to discuss with you during interview. Therefore, if you are shortlisted for a role an appropriate online search will be undertaken on your name(s). Consent to an online search is included in the Pathfinder Schools application form. Searches are based on publicly available information, therefore where your profiles are private or are locked, no further search will be required on these pages. Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.

Pathfinder Schools is committed to creating a diverse workforce. We consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.



Job Description

- MPS/UPS

Purpose of the post:

- To carry out professional duties of a teacher as circumstances may require and in accordance with the academy's policies under the direction of the principal.
- To be an effective professional who demonstrates through curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.
- To be a member of the Spanish Curriculum Team under the direction of the Head of MFL, contribute to the high standards of teaching and learning and raising the standards of achievement.
- To make a significant contribution to the vision and direction of Montsaye Academy, where innovative and inspirational learning for all is the core value.

Reporting to: Head of MFL

Duties and responsibilities

- Identify clear teaching objectives and specify how they will be taught and assessed.
- Setting tasks which challenge students and ensure high levels of interest.
- Setting clear targets, building on prior attainment.
- Setting appropriate and demanding expectations.
- Be aware of and make provision for students who are SEND, very able, or who have other particular needs.
- Providing clear structures for lessons maintaining pace, motivation and challenge.
- Making effective use of assessment and ensure coverage of programmes of study.
- Ensuring effective teaching and best use of available time.
- Maintaining discipline in accordance with the academy's procedures and encouraging good practise regarding punctuality, behaviour, standards of work and homework.
- Manage students' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the academy's behaviour policy.
- Using a variety of teaching methods to: match approach content, structure information, present a set of key ideas and uses appropriate vocabulary. Use effective questioning, listen carefully to students, give attention to errors and misconceptions. Select appropriate learning resources and develop study skills through library, I.C.T. and other sources.
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught.
- Evaluating own teaching critically to improve effectiveness.
- Ensuring the effective and efficient deployment of classroom support.
- Liaise with the Head of MFL to ensure the implementation of department policy and best practice.

Monitoring, Assessment, Recording, Reporting:

Plan teaching based upon thorough monitoring and rigorous assessment through:

- Assessing how well learning objectives have been achieved and using them to improve specific aspects of teaching.
- Marking and monitoring students' work and setting targets for progress.
- Assessing and recording students' progress systematically and keeping records to check work is understood and completed, monitoring strengths and weaknesses, to inform planning and assess the level at which the students are achieving.
- Undertaking assessment of students as requested by examination bodies, departmental and academy procedures.

- Preparing and presenting informative reports to parents.
- Undertaking assessment of students and participating in the academy's system of reporting to parents.

Pastoral Duties:

- If required, be a form tutor to an assigned group of students or a link form tutor.
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- Liaise with the Pastoral Team to ensure the implementation of the academy's pastoral system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.
- Contribute to the preparation of student Action Plans and progress files and other reports.
- Alert appropriate staff to problems experienced by students.

Other Professional Requirements:

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Always operate within the stated policies and practices of the academy.
- Know subject(s) or specialisms(s) to enable effective teaching.
- Take account of wider curriculum developments.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute positively and effectively to Every Child Matters agenda.
- Cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students.
- Take part in marketing and liaison activities such as Open Evenings and Parents' Evenings.
- Take responsibility for own professional development and duties in relation to academy policies and practices.
- Liaise effectively with parents.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Lead or help to lead an after-school once per week: either curriculum based or an extra-curricular club.

Safeguarding:

- To uphold the academy's policies in respect of Safeguarding and Child Protection and ensure the safety and well-being of all learners.

General:

All academy staff are expected to:

- Work towards and support the academy's vision, values, and objectives.
- Communicate effectively to all members of the team and work collaboratively with other staff.
- Support and contribute to the academy's responsibility for safeguarding students.
- Uphold the academy behaviour policy.
- Work within the academy's Health and Safety policy to ensure a safe working environment for staff, students, and visitors.
- Work within the academy's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues.

- Engage actively in the performance review process.
- Adhere to academy policies, procedures and core values as set out in the documentation available to all staff.
- Fully subscribe to the academy values regarding themselves, the academy, and our students.
- Ensure that the confidentiality of sensitive information and data is not compromised.
- Keep up to date with developments relating to their role.
- Develop and maximise the use of ICT.
- Meet in accordance with calendared meetings and with line managers as required.
- Other responsibilities as reasonably requested and commensurate with the grading of the post.
- Any such duties that may from time to time be reasonably assigned by the principal.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by the SLT to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Principle responsibilities of the post:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/ form tutor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the academy's responsibility to provide and monitor opportunities for students' personal and academic growth.

Person Specification

Teacher of Spanish



The essential and desirable criteria outlined in the table below will be used as part of the shortlisting process. Candidates should meet all essential criteria to be considered for the post, desirable criteria will be referred to where further shortlisting activities are required beyond the consideration of essential criteria. This is usually the case in respect of a high volume of applications meeting all shortlisting criteria.

Criteria	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • Qualified to Teach in the UK as a qualified teacher • Qualified to at least degree level 	<ul style="list-style-type: none"> • Having obtained further appropriate qualifications and/or relevant in-service experience
Experience Teaching and Learning	<ul style="list-style-type: none"> • Experience of working within a school or education setting (secondary) • Awareness of data protection, security, and confidentiality • To have knowledge and experience of working in a successful team 	<ul style="list-style-type: none"> • A minimum of 2 years' experience of working closely to facilitate the learning of students within a classroom situation
Professional Development	<ul style="list-style-type: none"> • Evidence of a commitment to own professional development & CPD 	<ul style="list-style-type: none"> • Evidence of keeping up to date with educational thinking and knowledge
Professional Knowledge and Understanding	<ul style="list-style-type: none"> • Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity • Have high expectations of young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them • Knowledge and understanding of recent legislation, development and initiatives in secondary education • Knowledge of the curriculum at KS3, KS4 & KS5 • 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 • Know how to make effective personalised provision for those they teach, for whom have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching 	<ul style="list-style-type: none"> • Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications • Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment • Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments • Have an extensive knowledge and understanding of how to 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

Person Specification

Teacher of French



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Criteria	Essential	Desirable
Practical and Intellectual Skills	<ul style="list-style-type: none">• Plan for progression designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge• Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion• Teach engaging and motivating lessons informed by well-grounded expectation of learners and designed to raise levels of attainment• Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment• Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, learners nationally• Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress• Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development• Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners• Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners• Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning	<ul style="list-style-type: none">• Knowledge of appropriate educational legislation including Equal Opportunities.

Person Specification

Teacher of French



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Criteria	Essential	Desirable
<p>Practical and Intellectual Skills</p>	<ul style="list-style-type: none"> • The ability to build positive and reliable professional relationships with teachers, parents and carers • Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being • The ability to build positive professional relationships with several students at the same time and manage a caseload of student profiles • Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences • Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the academy's behaviour policy • Ability to empathise with the needs of pupils and to be firm but fair and consistent • A team player with the ability to establish good working relationships with staff, pupils and parents • Have a commitment to collaboration and co-operative working where appropriate • The ability to communicate clearly both verbally and in writing 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • A commitment to equality and diversity • Fully subscribe to our academy value of RESPECT: showing due consideration for the feelings, beliefs and opinions of other people • Fully subscribe to our academy value of HONESTY: demonstrating fairness and straightforwardness of conduct • Fully subscribe to our academy value of COMPASSION: relating to our students and recognising individual circumstances. Able to follow academy procedure to ensure appropriate support • Flexibility in approach • Enjoyment in overcoming challenges • Calm under pressure 	<ul style="list-style-type: none"> • Experience of coaching others

Person Specification

Teacher of French



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Criteria	Essential	Desirable
Personal Qualities	<ul style="list-style-type: none">• Sympathetic to needs of others• Accuracy and attention to detail• Ability to manage workload effectively• Willingness to share expertise and knowledge with others• An appreciation of work life balance• Have an excellent record of attendance and punctuality• Inspire professional respect for and of colleagues• An engagement with a coaching style of conversation	
Disclosure and barring service check	<ul style="list-style-type: none">• A willingness to participate in a full Disclosure and Barring Service check.	

All employees are expected to actively promote and demonstrate the six core values of the school:

- Learners First
- Community is Key
- Integrity & Respect
- Empower & Energise Others
- Being Accountable
- Excellence

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The job-holder will ensure that academy policies are reflected in all aspect of their work, in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. General Data Protection Regulations (2018)
4. Data Protection Act (2018)
4. Safeguarding children and young people

Person Specification

Teacher of French



Notes:

This job description may be amended at any time in consultation with the postholder.

Pathfinder Schools and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Recruitment and Selection Policy which includes our statement on the Recruitment of Ex-Offenders [Pathfinder Schools – Pathfinder Schools Vacancies](#)

Contact us



1 Visit us Montsaye Academy
Greening Road
Rothwell
Kettering
Northamptonshire
NN14 6BB

2 Call us 01536 418844

3 Email us recruitment@pfschools.org.uk
Academy Business Manager, Wayne Eldridge
weldridge@montsaye.org

4 Follow us @Montsaye



5 Visit our website www.montsaye.northants.sch.uk

