



Appointment of
Head of MFL
April 2021

INFORMATION FOR POTENTIAL
APPLICANTS



Letter from Chair of Governors

Dear potential applicant

Thank you for your interest in the position of Head of MFL at Kingsmeadow School. I hope that you will find the information pack interesting and inspiring.

The governors are extremely proud of the school. It is a very exciting place to learn, for students and staff. New developments are becoming well established, taking the school forward to achieve its ambition of becoming an outstanding school and provide a 'World Class' education for its students. An innovative curriculum, effective teaching strategies and strong pastoral care continue to raise standards and ensure students become confident, lifelong learners.

Governors and senior leaders are united in their aim that each individual student achieves his or her maximum potential regardless of prior achievement. Behaviour and pastoral care are exemplary. The school has an inclusive ethos and the gap between the achievement of Pupil Premium students (who make up about half of the school population) and others is narrowing year on year.

A very clear vision and school improvement plan all help staff to have clear aims and targets. Teamwork is well developed, with staff learning from and supporting each other, and there are opportunities to develop leadership skills. Staff are very well supported through performance management and a focused, relevant CPD programme which meets individual as well as whole school needs.

This is an exciting opportunity to join the school team and help shape the future of our school. I urge you to visit us to learn more and to see our excellent modern facilities at first hand.

Yours sincerely,

Sarah Diggle
Chair of Governors



April 2021

Dear Candidate

HEAD OF MFL

Thank you for your interest in the above post at Kingsmeadow School.

I am delighted to present Kingsmeadow to you as a great school with many unique and outstanding features. Our most recent OFSTED report acknowledged the excellent work we are doing in raising academic standards. There is however significant challenge in the immediate future and we are looking to appoint a Middle Leader who has the drive and vision to shape a strong team. This is a unique opportunity.

The successful candidate will therefore:

- Not be put off by failure and possess relentless energy
- Have high expectations of students, and of self as a positive role model
- Be a team player
- Have a passion for learning and teaching
- Have a sense of humour

If you require any further information prior to making an application, please contact my PA Audrey Rodaway at arodaway@kingsmeadow.org.uk or on 0191 4606004 ext 222.

Internal visits are welcomed.

I look forward to receiving your application. Further information about our school can be found on our website.

With kind regards.

Yours faithfully

D Volpe
Headteacher



THE POST: HEAD OF MFL

PROCEDURE FOR APPLICATION

If you wish to be considered for this vacancy you should complete an application form, giving the names and addresses of two referees (references will be taken-up prior to interview) together with a short covering letter.

The application form and safeguarding documentation, which also must be completed can be found on the school's website under Staff Vacancies.

Candidates are kindly requested not to submit a CV instead of the application form.

Please note that school is closed for the Easter holidays from Friday 2nd April until Monday 19th April 2021.

Completed applications should be emailed to Mrs A Rodaway, PA to Head Teacher arodaway@kingsmeadow.org.uk and should arrive no later than **12pm** on **Thursday 22nd April 2021**.

Interviews will take place on **Wednesday 28th April 2021**. Regretfully if you have not heard from us by this time you must assume that your application has been unsuccessful on this occasion, in which case the Governors and I would like to thank you for your time and your interest in the school.



ABOUT KINGSMEADOW SCHOOL

“The school is a calm and harmonious community.”

In the summer of 2019 we were visited by OFSTED who awarded the school an OFSTED Grade of Good.

The report emphasised the support for staff and the training available to enable excellence in the classroom. “Teaching has improved and continues to improve as a result of high quality training.”

We pride ourselves on setting the highest academic standards for all our students. We are an inclusive, caring, disciplined and happy school that provides a safe, secure and innovative learning environment for all who learn and work here.

At Kingsmeadow students enjoy first class facilities to help them learn, develop and achieve and the school has made a strong and sustained improvement in recent years. We believe that the success enjoyed by our students is down to our staff and the high quality of teaching and learning.

We have an exciting Post 16 provision. This enables our successful Sixth Form students to continue their studies at universities, colleges and apprenticeships, following their time at Kingsmeadow.

Our flexible ICT solutions include wireless technology and broadband in every room as well as Google Chromebooks available in every department. This will ensure that our students have unprecedented access to ICT in school, ensuring that our students are given the best possible opportunity to succeed.

Our modern building inspires students to be forward thinking as they prepare for their future in the 21st Century and we are equipped with state of the art facilities in every department. We have excellent partnerships with our link primary schools and meet regularly as a School Improvement Cluster.

The REAL Curriculum is an integral part of our students' academic and social experience at Kingsmeadow and is the vehicle for the delivery of our 6 key character traits.

We are committed to ensuring our students adopt a healthy lifestyle and our PE and Sport Department ensures our students participate fully in physical activities and have the opportunity to perform and achieve at a regional and national level.

I recommend Kingsmeadow to you and if you would like to see more of our school a short video can also be found on our Website.

DOMENIC VOLPE
HEADTEACHER

DEPARTMENT INFORMATION

The MFL department at Kingsmeadow School consists of a strong and enthusiastic teaching team, with varying levels of experience. The team has worked hard in recent years to raise the profile of MFL within the school community and enthuse all students with a love of language learning. At present, all students in key stages 3 & 4 have the opportunity to study Spanish.

We are seeking an outstanding and dynamic Head of Department who can support and guide the team in its next phase of development, building on the work undertaken so far to develop curriculum and assessment practices which support the long-term retention of knowledge. The successful candidate will have the opportunity to collaborate with committed colleagues to explore and refine teaching and learning approaches which inspire all Kingsmeadow pupils to pursue academic excellence in MFL.



LEADERSHIP STRUCTURE

Headteacher

Mr D. Volpe

Deputy Headteacher

Mrs M. Barrett

Business Manager

Mrs M. Webb

Assistant Headteachers

Mrs C. Richardson

Mr R. Mills

Mrs M. Langley

Miss A. Douglas

Job Profile		
Job Title	Reports to	Department
Head of MFL	SLT Link	MFL
Salary Grade	Hours	Line Management Responsibilities
To be Discussed TLR 2B	Full Time Permanent Post	Yes
Summary of Role		
Key Responsibilities		
1. Set high expectations which inspire, motivate and challenge students.		
<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> Be accountable for students' attainment, progress and outcomes Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these 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		
<ul style="list-style-type: none"> 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, articulation 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		
<ul style="list-style-type: none"> Impart knowledge and develop understanding through effective use of lesson time. Promote a love of learning and children's intellectual curiosity. Set homework 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.

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, and encourage students to respond to the feedback.

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 school, in accordance with the school's behaviour 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 school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy Associate Staff effectively.
- 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 well-being.

In addition Post threshold teachers

1. Set high expectations which inspire, motivate and challenge students

- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

2. Promote good progress and outcomes by students

- 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.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

3. Demonstrate good subject and curriculum knowledge

- Have a more developed knowledge and understanding of their subject's/ curriculum areas and related pedagogy including how learning progresses within them.

4. Plan and teach well-structured lessons

- 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.

5. Make accurate and productive use of assessment

- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject's/curriculum areas they teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

6. Fulfil wider professional responsibilities

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.



HEAD OF MFL

AF – Application Form

SP – Selection Process

Ref – Reference

Specification	Essential/Desirable	Method of Assessment
QUALIFICATIONS & TRAINING		
• Degree or equivalent	Essential	AF
• Qualified Teacher Status	Essential	AF
• Evidence of continuing professional development	Essential	AF
PROFESSIONAL EXPERIENCE		
• Outstanding Teacher	Essential	AF, SP & Ref
• Post is suitable for an experienced teacher	Essential	AF
SKILLS, KNOWLEDGE & ATTRIBUTES		
• Well organised	Essential	AF, SP & Ref
• Ability to meet deadlines	Essential	AF & SP
• Excellent classroom practitioner	Essential	AF, SP & Ref
• A commitment to teaching students of all abilities	Essential	AF & SP
• Specialist knowledge of the Spanish curriculum at KS3 and KS4	Essential	AF & SP
• Specialist knowledge of the Spanish curriculum at KS5	Desirable	AF & SP
• Ability to drive innovative curriculum opportunities to raise standards and engagement	Desirable	AF&SP
• Ability to use IT effectively to enhance teaching, learning and planning	Essential	AF & SP

<ul style="list-style-type: none"> Knowledge of Google Apps 	Desirable	AF & SP
PERSONAL QUALITIES		
<ul style="list-style-type: none"> Enthusiasm, drive and love for the job 	Essential	SP & Ref
<ul style="list-style-type: none"> Clear vision and innovative approach 	Essential	SP & Ref
<ul style="list-style-type: none"> Passion for ensuring all aspects of school life demonstrate integrity and respect 	Essential	SP & Ref
<ul style="list-style-type: none"> Excellent communication skills 	Essential	SP & Ref
<ul style="list-style-type: none"> Ability to organise, plan and prioritise time effectively 	Essential	SP & Ref
<ul style="list-style-type: none"> Ability to act decisively 	Essential	SP & Ref
<ul style="list-style-type: none"> Sense of humour 	Essential	SP
<ul style="list-style-type: none"> Excellent attendance and punctuality 	Essential	Ref