

"A SCHOOL FOR EVERYONE..." Ofsted 2020

French Teacher



Primary, Secondary & Sixth Form



An Introduction to Washwood Heath Academy

Dear Candidate

I am delighted that you are considering applying for the position of French Teacher at Washwood Heath Academy. Washwood Heath Academy is a successful and popular All-through Academy with learners aged 4 – 18 years. It is a large academy with over 1700 learners from a range of socio-economic and cultural backgrounds.



The Academy achieved a strong set of results in 2024: Progress 8 = 0.19

English:	Grade 4+ = 76% and Grade 5+ = 57%
Maths:	Grade 4+ = 67% and Grade 5+ = 48%
Combined Science:	Grade 4+ = 55% and Grade 5+ = 31%
Triple Science:	Grade 4+ = 97% and Grade 5+ = 88%
Post 16: Level 3 Valued Added:	+0.2

In March 2020, Washwood Heath Academy experienced its first Ofsted inspection as an All-through Academy and was graded 'Good' in all categories. Ofsted reported that *'Leaders have a clear and ambitious view of what pupils should learn. They have reviewed the curriculum and made changes in short and longer term'*.

Since I became Headteacher in 2019, we have had a relentless focus on curriculum and teaching and learning and we have a strong CPD programme in place to support this. In September 2019, Washwood Heath Academy embarked on its journey to develop and implement a knowledge-rich curriculum across all phases of the Academy. To date, we have embedded a knowledge-rich curriculum into Key Stage 3 and Key 4 subject areas and work is still very developmental in Primary and Key Stage 5. Staff at Washwood Heath Academy use research to help improve teaching and learning, curriculum and pastoral care.

To support teaching, we have a whole Academy behaviour policy that teachers consistently use. This means that behaviour in lessons is good and low-level disruption is rare. We want our teachers to focus on their pedagogy and practice, not managing disruptive behaviour. Our behaviour policy also



promotes diversity and inclusion, and we are proud to be an Academy that stands against bullying and discrimination. We are part of the Anti-Bullying Alliance and in November 2021 we were awarded the UNICEF Gold Rights Respecting Schools status.



Our pastoral system is at the heart of everything we do at Washwood, with pupils being assigned to one of eight Houses within Academy – each with its own designated colour and name. The eight Houses each have a range of ages within them with 2 form classes per year group making up the 8 forms in each House. The Heads of House work closely with their Guidance Managers and SLT links to support the development of pupils through the Academy. Pupils remain in the same house from Year 7 to Year 11 which helps foster and develop supportive relationships between the pastoral teams, the form tutors and the pupils. Houses really become a strong factor in the pupils' identities at Washwood Heath Academy, each one building its own identity, led by the Head of House, and developing a close family feel within the larger overall Washwood family.

In addition, we are establishing the House system in our Primary phase too.

At Washwood Heath Academy, we believe in creating and sustaining a positive and uplifting culture for all of our children and we also do this for each other as well. We are a caring and nurturing environment which aims to develop all of our core HEARTS values: Happiness, Excellence, Achievement, Respect, Resilience, Tolerance and Self-Belief. We go above and beyond to ensure that everybody within our Academy community feels respected, challenged, supported and safe. We believe in being: **Ready, Respectful and Safe** and we expect all visitors to our Academy to uphold our three rules.



We aim to equip our pupils with the right tools for them to achieve and we aim to provide them with the most effective environment that ignites curiosity and wonder throughout our pupils' journey with us. We have been developing the links between our Primary and Secondary phases, with a particular focus on utilising the expertise of subject specialists in Secondary and the extensive facilities in the Academy.

Primary pupils have access to music rooms, Science Labs, PE facilities, Drama studio, Art rooms and outside space – a real benefit to the all-through Academy.

We support our families in ensuring that they too, can provide the right environment for our children to learn effectively and to grow securely both emotionally and mentally. Together as one Academy, Washwood Heath Academy provides a safe and caring environment for our pupils led by highly effective staff whose main aim is to ensure a continuing ethos of resilience and respect in learning.



French

The Languages department plays a pivotal role in the success of Washwood Heath Academy and is very highly regarded by parents and students alike. The Department's clear and aspirational vision underpins all of the work that we do. Our curriculum has been designed...

- To create the very best linguists. At Washwood Heath Academy, we want our students to experience a broad, diverse and challenging curriculum, with the highest quality of teaching and learning, so that each student is able to attain the qualification that best prepares them for post 16 opportunities and future careers.
- To give our pupils the platform to develop and embed the disciplinary knowledge and overarching concepts that characterise capable linguists, including, a wide range of vocabulary, a secure knowledge of grammar, and confident understanding of phonics.
- To broaden pupils' perspective of the world and the possibilities available to them by exposing them to a different way of thinking, both linguistically and culturally.

As a Languages department, we strive to get our pupils to actively engage in using their language skills for real purposes, not just to acquire information for the sake of passing an exam.

Key Stage 3 French Curriculum:

At Washwood Heath Academy, our KS3 curriculum is designed to be diverse, inclusive, and cover a wide range of topics. In our curriculum design, we put a heavy focus on retrieval practice and interleaving so that our pupils' knowledge retention is at its maximal capacity.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Family	Friendship	School	Sports	Revision	Places in town
8	Food & drink	Music	Tourist attractions	The natural world	Revision	Shopping
9	TV & film	Transport	Accommodation	Physical wellbeing	Revision	Future opportunities

Key Stage 4 French Curriculum:

At Washwood Heath Academy, we follow the Edexcel exam board for French. In Year 10 we finish covering topics that have not yet come up in KS3 while continuing to revisit content from KS3. In Year 11 we focus on consolidating all of their knowledge of all the topics of study while focussing on specific language skills.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Relationships	Equality	Mental wellbeing	Social media and gaming	Revision	Environmental issues
11	Exam skills: Speaking & Writing		Exam skills: Reading & Listening		Revision	

Curriculum

We are extremely proud of the ambitious, broad and balanced curriculum we offer to all of our learners. We are committed to providing children with the best life chances possible, irrespective of their background or starting point. We deliver a powerful knowledge-rich curriculum to our learners

with the view to their development as global citizens able to make a positive contribution in the local and wider communities of the future.

What is a knowledge-rich curriculum?

A knowledge-rich curriculum at Washwood Heath Academy:

- places powerful and rich knowledge at the heart of the curriculum
- has carefully chosen content.
- embraces diversity and develops character.
- is organised in a coherent way, ensuring it builds knowledge and skills from year to year.
- is cumulative, constructing firm foundations from which children can build conceptual understanding and skills over time.



- is coherent and ensures that teaching does not jump from topic to topic, but enables children to develop knowledge and skills, foster curiosity and ignite a love of learning.
- is an entitlement for every child, regardless of their background?
- it equips learners with the cultural capital they need to succeed in life by introducing them to ‘the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’.

The curriculum is thoughtfully constructed to reflect the Academy’s local context and to incorporate what informed leaders firmly believe should be taught, in what order, whilst reflecting upon what learners remember and how they remember it. This allows learners to make meaningful connections and gain an understanding of how our world is connected. The curriculum provides opportunities through all subjects and for all ages to be exposed to the diverse world in which we live, to explore and develop character and help learners to act ethically, with compassion, empathy and with a sense of citizenship. Exposing learners to a rich and varied range of experiences in turn raises the cultural capital for all.

Teaching & Learning at Washwood Heath Academy

At Washwood Heath Academy, Teaching & Learning is research informed and we are guided by cognitive science. Interleaving, spaced retrieval practice and cognitive load theory underpin all our work and inform the choices we make for learners in our classrooms. Through this, and our commitment to an exceptional climate for learning and great pedagogy, we make learning the foundation of every lesson so that learners may thrive, achieve and flourish. Whilst our developing knowledge-rich curriculum is designed to ensure the very best academic outcomes for our young people using the latest research in how the brain and memory work, it is about so much more than simply securing great results. It is about our academy's determination to achieve excellence with equity and integrity, where we bring advantage to the disadvantaged, where barriers to learning are successfully overcome and there are no limits to the achievement and ambition of our most able.

In order to acquire, develop and master the knowledge and skills required from a unit of work pupils will experience a 'learning sequence'. They will not be masters immediately and will require continual practise. We have identified 6 key steps for this learning sequence, rooted in Rosenshine's Principles of Instruction, that pupils will be guided through in their lessons (or series of lessons). We focus on the principle of the teacher being the expert in the room and have designed our learning sequence and strategies to ensure that pupils are able to experience quality teacher instruction and questioning to enable them to make sense of their learning. In order to create supportive classrooms focussed on learning we use SLANT in lessons (and assemblies) as a non-negotiable. Teachers are expected to embed the use of SLANT in their teaching.

We firmly believe that feedback has the most impact when it is given as work is produced and as such, we have a feedback policy and not a marking policy. Teachers are expected to give meaningful live feedback to pupils whilst they are carrying out a task. Any written feedback to pupils is given in the form of whole class feedback.

The opportunities for Professional Development afforded to staff at the Academy have been considerable and are on-going, and teachers within Washwood Heath continue to enjoy significant opportunities to develop their capacity to be 'outstanding' practitioners. In any academic year teachers are afforded many opportunities tailored to meet their individual needs.

You can find out more about Washwood Heath Academy at the website:

<https://washwood.academy/>



JOB DESCRIPTION – French Teacher

Post Title	French Teacher
Purpose	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and knowledge-rich 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 and 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 achievement and maximising student attainment • To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth • To be committed to the safeguarding of children
Reporting to	Head of Faculty/Head of Department
Liaising with	Headteacher/Senior Leadership Team, teaching and support staff, Multi Academy colleagues, external agencies and parents.
MAIN (CORE) DUTIES	
Teaching:	<ul style="list-style-type: none"> • To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in Academy and elsewhere • To use teaching strategies which will stimulate learning appropriate to student needs and demands of the syllabus and curriculum • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students • To ensure that ICT, Literacy, Numeracy, cross-curricular aspects and Academy subject specialism(s) are reflected in the teaching/learning experience of students • To undertake a designated programme of teaching • To ensure a high quality learning experience for students which meets internal and external quality standards • To prepare and update subject materials • To maintain good order, discipline and respect for others; to promote understanding of the Academy's rules and values; to encourage good practice with regard to punctuality, behaviour, standards of work and homework. To safeguard health and safety and to develop relationships with and between students conducive to optimum learning • To undertake assessment of students as requested by external examination bodies, departmental and Academy procedures • To mark, grade and give written and verbal and diagnostic feedback to students of individual work and group work they have undertaken
Operational/ Strategic Planning	<ul style="list-style-type: none"> • To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of students • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Faculty • To contribute to the Faculty's Improvement Plan and its implementation. • To contribute to the whole Academy's planning activities • To contribute to the faculty process of self-review and evaluation and Improvement Plan activities • To contribute to faculty and whole Academy enrichment opportunities • To contribute to faculty intervention and revision opportunities

Curriculum Provision and Development:	<ul style="list-style-type: none"> • To assist the Head of Faculty, to ensure that the curriculum area provides a range of teaching which complements the Academy's strategic objectives • To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the Academy's Strategic Commitment, Purpose and Intent.
Staffing Staff Development: Recruitment/ Deployment of Staff	<ul style="list-style-type: none"> • To take part in the Academy's staff development programme by participating in arrangements for further training and professional development • To continue personal development in the relevant areas including subject knowledge and teaching methods • To engage actively in the Performance Appraisal Review process • To ensure the effective/efficient deployment of classroom support • To work as a member of a designated team and to contribute positively to effective working relations within the Academy
Quality Assurance:	<ul style="list-style-type: none"> • To adhere to and to help to implement Academy quality procedures • To contribute to the process of monitoring and evaluation of the faculty in line with Academy procedures, including evaluation against quality standards and performance criteria. To implement modifications and improvement where required • To review from time to time methods of teaching and programmes of work • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy
Management Information:	<ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant accurate and up-to-date information for the Academy's management information system • To complete the relevant documentation to assist in the tracking of students • To track the progress of your assigned students and use this information to inform your teaching and learning
Communication:	<ul style="list-style-type: none"> • To communicate effectively with the parents of students as appropriate • Where appropriate, to communicate and co-operate with persons or bodies outside the Academy • To follow agreed policies for communications in the Academy • Attend meetings according to the Academy's Directed Time Policy
Marketing and Liaison:	<ul style="list-style-type: none"> • To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with other Academies in the Multi Academy Trust • To contribute to the development of effective subject links with external agencies/Academies
Management of Resources:	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To assist the Head of Faculty to identify resource needs and to contribute to the efficient and effective use of resources • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, faculty and the students • To co-ordinate and manage the work of other staff, such as support staff, participating in the teacher designated lessons
Pastoral System:	<ul style="list-style-type: none"> • To be a Form Tutor to an assigned group of students • To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole • To liaise with a Head of House and Guidance Manager to ensure the well-being and educational development of your assigned students • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life • To evaluate and monitor the progress of students and keep up-to-date student records

as may be required

- To contribute to the preparation of action plans, progress files, individual education plans, and other reports
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to PSHE and Citizenship and Enterprise according to Academy procedures
- To apply the behaviour management procedures so that effective learning can take place
- To support with the Whole Academy Reading and Literacy Programme

Other Specific Duties:

- to play a full part in the life of the Academy community, to support its Strategic Commitment, Purpose and Intent and to encourage staff and students to follow this example
- to promote actively the Academy's policies
- to continue personal, professional development
- to actively engage in the Academy's self-review and evaluation processes
- to actively engage in the Academy's Appraisal of Performance processes
- to comply with the Academy's Health and Safety Policy and undertake risk assessments as appropriate
- to attend meetings as determined in the meetings policy and as directed by the Executive Principal
- to undertake any other duty as specified by Academy Teachers' Pay and Conditions Document, not mentioned in the above
- to comply with the Academy's procedures concerning safeguarding and to ensure that training is accessed

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 maintain a standard of dress conducive to their position as professionals and in setting an example to students.

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

PERSON SPECIFICATION – French Teacher

	Essential	Desirable	Method of Assessment
Knowledge/Qualifications			
Qualified Teacher Status	✓		Application
Degree in French or closely related subject.	✓		Application
A willingness to undertake further relevant training and to pass those skills on to other members of staff as appropriate.	✓		Interview
Sound knowledge of the developments in the current curriculum for the subject.	✓		Application/Interview
Good ICT skills.	✓		Application/Interview
Experience			
Enthusiasm and passion for teaching.	✓		Application/Interview
Excellence as a classroom practitioner.	✓		Application/Interview
Ability to offer a 2 nd subject for example Spanish.		✓	Application/Interview
Imagination and creativity in the classroom.	✓		Application/Interview
Experience in writing schemes of learning.	✓		Application/Interview
A commitment to the extra-curricular life of the Academy.	✓		Application/Interview
A commitment to safeguarding and promoting the welfare of children and young people.	✓		Application/Interview
A commitment to obtaining the highest standards of pupil achievement and a belief that enjoyable learning is the most effective learning.	✓		Application/Interview
A commitment to the Academy's Strategic Purpose, Commitment and Intent.	✓		Application/Interview
Personal Skills			
An effective team member	✓		Application/Interview
Ability to work under pressure	✓		Application/Interview
Excellent communication skills	✓		Application/Interview
Able to motivate and inspire students	✓		Application/Interview
An excellent teacher with enthusiasm and a commitment to education and developing young people	✓		Application/Interview
Able to develop good personal relationships with students and adults	✓		Application/Interview
Approachable and willing to help students both in and outside of lessons	✓		Application/Interview
Ability to initiate ideas		✓	
Ability to set own targets and meet own and other people's deadlines	✓		Application/Interview
Equal Opportunities			
Must have an understanding of and commitment to the Trust's equal opportunities policies and procedures	✓		Application/Interview
To be able to demonstrate a commitment to celebrating diversity and promoting community cohesion in a multi-cultural setting	✓		Application/Interview

