



## **INFORMATION FOR APPLICANTS**

### **HEAD OF MFL (FRENCH & SPANISH)**

**MPS/UPS & TLR2b**



Dear Candidate

Welcome to All Saints Academy Dunstable.

As I enter into my tenth year as Principal I feel extremely proud to have worked with the local community in transforming this Academy. When I joined in 2015 the Academy was in a category of Serious Weaknesses, and although the improvement journey has not always been smooth, our most recent Ofsted in November 2024 has judged that Personal Development is **Outstanding**, and Behaviour, Sixth Form and Leadership are all **Good**. Historically exam results have been below national average however the recent upward trajectory fills us with confidence that the Quality of Education will soon also reach a good standard.

The following extract from our recent Ofsted report demonstrates how the Academy's strong Christian ethos is driving improvements:

*"Pupils enjoy attending All Saints Academy Dunstable. It provides an exceptional range of opportunities that raise pupils' aspirations, develop their character, and broaden their interests.*

*The school's ethos is at the heart of its exemplary approach to developing pupils' personal qualities and their sense of right and wrong. Pupils fully understand the importance of diversity and respect for all. They embody this in how they treat each other around school. Pupils look out for and help one another. This is because the school is exceptionally inclusive in its culture and approach to teaching difference. It ensures, for instance, that all pupils, including those who are disadvantaged, participate in the rich 'electives' offer, trips and visits."*

In December 2024 we had a SIAMS inspection which was again very positive about the work of the Academy and the following strengths were noted:

*"The school community greatly value the school's vision, with its focus on dignity and aspiration. It is an appropriate Christian response to the complex context of the school.*

*Leaders work tirelessly to ensure that the school vision is made real through their strategic and day-to-day decisions. As a result, both adults and students flourish. The meticulous mapping of collective worship alongside the curriculum ensures that students' spiritual and character development are given priority. This enables them to develop as reflective and well-considered young people.*

*All Saints Academy is a community where adults and students treat each other with dignity and kindness. This means that students, particularly those who are vulnerable, have a fulfilling time at the school.*

*Students know that their voices are heard by adults at the school. As a result, they grow into a quiet assurance, which enables them to discuss issues with dignity and good humour.”*

We now need to ensure that all areas of Academy life become Outstanding. We are highly ambitious for everyone and fundamentally believe students should not have ceilings placed on their ability. We welcome teachers and associate staff who believe in having the highest academic expectations for all our students.

If you feel you want to be part of our journey to be an outstanding academy and have a genuine desire to make a difference to children’s outcomes, then please apply for this post. We firmly believe that visiting a school is key to deciding whether you should apply for the role, so please wherever possible contact the school to make an appointment to look around.

I look forward to meeting you.

Yours sincerely

Liz Furber  
**Executive Principal**

## INFORMATION ABOUT THIS VACANCY

At All Saints Academy our vision is “Living Well Together with **Dignity, Faith** and **Hope**”. We strive for excellence in all that we do, enabling our students to transform their lives and to hope for happy and successful futures. Our vision translates into our everyday practice and our values are particularly relevant in ensuring all in our community are encouraged to strive for excellence.

We are seeking to appoint an outstanding Head of MFL in French and Spanish who is enthusiastic, conscientious and self-motivated to support our Director of Languages. The successful candidate will have a strong track record in supporting and challenging colleagues through line management, performance management, mentoring and coaching, along with the ability to build effective working relationships with colleagues and staff. They will have extensive proven teaching experience and a track record of leading pupils to achieve exceptional results.

All Saints Academy is a fantastic school in which to work, with exemplary relationships at all levels. All staff and students are valued highly. We have a first class commitment to developing individuals and working with others to reach their full potential

## ACADEMY FACILITIES

We are proud of our building and facilities. Our classrooms are bright, our corridors wide and spacious, and our learning environment is calm. You will see an abundance of colour, high ceilings and lots of natural light. All classrooms are equipped with an Interactive Whiteboard.

Across the Academy as a whole the accommodation includes:

- Five Science labs and a Science Studio Room
- Six Maths classrooms
- Five Music classrooms and a Languages Lecture Theatre
- Four Humanities classrooms
- Further rooms for the teaching of Business Studies and ICT
- A Modern Library with 30 computers
- A Modern Hall with tiered seating
- Specialist rooms for each of Art, Dance, Drama, Food, Media and Music and a Recording Studio
- An amazing Sports Hall and a Sports Exercise Room
- 3G All Weather Pitch and Multi Use Games Area
- A nurture area to support students with a variety of needs
- A Hair and Beauty Salon and design technology workshop

- Management Suite
- Spacious staff room with outside area
- Separate Departmental staff workrooms



# JOB DESCRIPTION

## HEAD OF MFL (FRENCH & SPANISH)

The duties outlined in this job description are in addition to those covered by the latest *School Teachers' Pay and Conditions* document. They will be regularly reviewed with you to reflect or anticipate changes in the job, commensurate with salary and area of responsibility.

**Responsible to:**

Director of Languages

**Primary role:**

In the first instance, to drive up standards within MFL: outcomes; teaching, learning and assessment; personal development, behaviour and welfare and leadership and management

<b>Core Purpose</b>	<ul style="list-style-type: none"> <li>• To provide professional leadership, strategic direction and management of MFL (French &amp; Spanish) within the Curriculum Area in order to secure high quality learning and teaching and improved achievement and attainment</li> <li>• Supporting and challenging colleagues through line management, performance management, mentoring and coaching</li> <li>• Building effective working relationships with Governors</li> </ul>
<b>Joint Responsibilities</b>	<ul style="list-style-type: none"> <li>• Strategic direction and development of the Academy</li> <li>• Taking a leading role in developing a learning culture, supporting access and progress of all students</li> <li>• Anticipation, planning and making provision for future demands</li> <li>• Taking a strategic role in raising achievement using assessment data</li> <li>• Human resources and financial management</li> </ul>
<b>Other Responsibilities</b>	<ul style="list-style-type: none"> <li>• Monitoring standards of achievement</li> <li>• Ensuring the implementation of Academy policies</li> <li>• Working closely in a coaching role with staff in terms of planning for and implementing improvement</li> <li>• Taking a full active role in the Academy's Performance Management System</li> </ul>
<b>Strategic Direction</b>	<ul style="list-style-type: none"> <li>• Securing high quality learning and teaching across the Academy where each individual makes progress</li> <li>• Leading on the use of data analysis to improve learning, teaching and interventions</li> <li>• Leading on and coordinating transition programmes and links, their organisation, development, delivery and evaluation</li> <li>• Leading on the development of programmes for students within and outside the curriculum resulting in enhanced and extended experiences with opportunities, leading to improved achievement and attainment at all levels</li> <li>• Leading on guidance and support for students in relation to pathways</li> </ul>

	<ul style="list-style-type: none"> <li>• Leading on research and development for teaching and learning</li> <li>• Monitoring the quality and evaluating the effectiveness of learning and teaching and the developmental approach to an agreed lesson observation cycle.</li> <li>• Developing styles of delivery for learning and teaching</li> <li>• Reporting regularly to the Principal including regular reporting on the quality of teaching and learning in the Academy</li> <li>• Ensuring contributions to the VLE, website and newsletter</li> <li>• To provide strategic direction for the MFL CA, developing strong links leading to improved coherence in learning and teaching</li> <li>• To develop positive approaches to teaching and learning, between staff and students and between staff and parents/carers, so that students have every opportunity to become confident and positive learners, enthusiastic about their own progress and place in society</li> <li>• To lead in the sharing and embedding of good practice with a focus on learning and teaching.</li> <li>• To take a strategic lead in raising achievement and attainment across the CA</li> <li>• To line manage the TLR holders within the CA, leading by example to ensure improvements are made in relation to high expectations and raised aspirations of staff, students and parents/carers</li> <li>• To take the lead within the CA in supporting access and progress of all students using relevant data to inform planning and facilitate the raising of attainment</li> <li>• With the TLR holders, supervise and monitor the performance of all staff and students within the CA taking appropriate and interventional action where necessary</li> <li>• To organise regular meetings to ensure the CA keeps abreast of current educational developments and to monitor standards of achievement</li> <li>• To lead the lesson observation cycle in a developmental approach to improve the quality of learning and teaching within the CA, building on strengths and eradicating weaknesses</li> <li>• To participate in the appointment and induction of new staff within the CA and to encourage and take part in in-service training</li> <li>• To produce an action plan to take the CA forward, linking in with the SIP/ Subject Development Plans and Intervention Programmes</li> <li>• To regularly feed back to the SLT reporting on progress and accountability within the CA</li> <li>• To collaborate outside the immediate Academy environment with other institutions to share and lead in innovative developments</li> <li>• To play a full part in the development of the Academy, particularly in terms of raising achievement</li> <li>• To be creative in ensuring that attainment is good</li> <li>• To work with Sponsors, as appropriate, to promote the Academy's ethos and to raise achievement</li> </ul>
<p><b>Learning and teaching</b></p>	<ul style="list-style-type: none"> <li>• Develop, implement, monitor and review schemes of work regularly to ensure that they are up to date and consistent with the Academy and national strategies</li> <li>• Develop, implement, monitor and review the use of ICT within the CA and ensure that ICT resources are produced, used and developed</li> <li>• Work with the Senior Leadership Team to develop the Academy's VLE</li> <li>• Secure effective teaching in line with Academy policy</li> <li>• Establish Assessment for Learning and use of data within schemes of work</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitor the academic progress of all students and classes in the CA – including those of high ability and those with SEN or linguistic needs, and liaise with the relevant line manager and person responsible for tracking student progress</li> <li>• Use data appropriately to raise attainment</li> <li>• Advise students on their progress and how to progress further</li> <li>• Identify, along with Achievement Leaders, TLR holders and other teachers, students who are underachieving and where necessary create and implement effective plans to support such students</li> <li>• Use every opportunity to create a positive, memorable learning environment</li> <li>• Create a programme of lesson observation for the purpose of sharing good practice and advising staff on the quality of their teaching</li> <li>• Ensure that appropriate standards of behaviour are established and maintained in lessons and the CA environment, taking appropriate action to achieve the Academy’s goals</li> <li>• Ensure that the CA adheres to Academy policies in relation to homework, coursework and marking</li> <li>• Ensure that public exam and coursework arrangements are co-ordinated and that staff and students are supported</li> <li>• Be creative with student groupings, teachers and courses to ensure student outputs are maximised, particularly in Year 11</li> </ul>
<b>Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Give clear vision and direction</li> <li>• Set high professional standards and monitor the work of and between the teams within the CA</li> <li>• Ensure that policies for managing students are appropriate, rigorous and adhered to by all</li> <li>• Ensure that there are clear expectations of organisation, leadership and management</li> <li>• Conduct Performance Review for members of the CA in line with Academy policy</li> <li>• Together with TLR holders, be responsible for ensuring all members of the CA receive the support, information and professional development necessary to improve student progress</li> <li>• Establish clear expectations and positive working relationships among the team through mutual support and teamwork</li> <li>• Manage and develop effective working relationships with the Principal, Leadership Team, Achievement Teams and other staff at the Academy</li> <li>• Set agendas for Curriculum Area meetings and ensure minutes are circulated</li> <li>• Provide administrative returns as and when required by senior staff</li> <li>• Contribute to the agenda and minutes of strategic leadership meetings</li> <li>• Delegate tasks and devolve responsibilities as appropriate, evaluating practice and developing a shared sense of accountability</li> <li>• Promote and support Academy events and extracurricular activities among students</li> <li>• Play a major and creative part in intervention programmes where appropriate</li> </ul>
<b>Deployment of Staff and Resources</b>	<ul style="list-style-type: none"> <li>• Identify appropriate curriculum, staffing and physical resources including ICT and ensure that they are used effectively, efficiently and safely</li> <li>• Oversee the assessment, recording and reporting procedure for the curriculum</li> </ul>



	<ul style="list-style-type: none"> <li>• Ensure that appropriate CA records are maintained</li> <li>• Work with the Student Services Team to ensure that Individual Education Plans, behaviour contracts and Personal Support Programmes are implemented to match students' needs</li> <li>• Ensure that the Principal, Leadership Team and Governors are well informed about policies, plans, priorities and developments</li> <li>• Carry out professional development interviews with curriculum members to identify training needs</li> <li>• Ensure that trainee and newly qualified staff are appropriately trained, monitored and supported</li> </ul>
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This job description is not exhaustive and the post-holder will be expected to undertake any other duties as reasonably requested by the Senior Leadership Team.

I confirm that I have read and I understand my new job description.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing paragraphs.

The job description will be reviewed at least once a year and it may be subjected to modification or amendment at any time after consultation with the holder of the post.

.....	.....
<b>Post holder</b>	<b>Date</b>
.....	.....
<b>Line Manager</b>	<b>Date</b>
<b>Position</b> .....	

**Safeguarding**

Teachers and Associate Staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent in that role.

# PERSON SPECIFICATION

## HEAD OF MFL (FRENCH & SPANISH)

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good Honours Degree</li> <li>• Qualified Teacher Status (QTS)</li> <li>• Evidence of CPD and professional qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Masters or equivalent</li> <li>• Further qualification</li> </ul>
<b>Teaching Experience</b>	<ul style="list-style-type: none"> <li>• Extensive teaching experience in French and Spanish in a variety of settings</li> <li>• Depth of understanding of MFL and clarity of application within the classroom</li> <li>• Experience of whole school success</li> <li>• Successful experience as a Middle leader, with strong leadership skills</li> <li>• Successful experience of dealing with a range of stake-holders</li> <li>• Ability to motivate learners aged 11-18</li> <li>• Ability to work across the whole ability range</li> <li>• Ability to plan strategically to meet the needs of a range of learners</li> <li>• Understanding of use of assessment to promote individual learning</li> <li>• Demonstrable experience of raising standards of attainment and/or behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in a 11-18 year school</li> <li>• Teaching to Advanced level (Post 16)</li> <li>• Form Tutor experience</li> </ul>
<b>Personal and Classroom Management</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively with stakeholders</li> <li>• Ability to work to agreed deadlines</li> <li>• Ability to prioritise effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to raise the profile of the department</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to demonstrate a range of teaching styles and to plan for individual needs</li> <li>• Ability to use ICT to promote learning and administration</li> <li>• Ability to coach and mentor less experienced colleagues</li> </ul>	
<b>Knowledge, Skills and Aptitudes</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding the welfare of young people in the Academy</li> <li>• Ability to motivate and inspire young people and adults</li> <li>• Ability to analyse data for comparative purposes</li> <li>• Ability to work to agreed deadlines</li> <li>• Ability to exercise initiative and to work independently</li> <li>• Ability to accept direction</li> <li>• Ability to use and show initiative</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Resilient and relentless in drive to secure improvements in own performance</li> <li>• Empathy with young people and an ability to build a strong rapport</li> <li>• Ability to remain calm under pressure</li> <li>• Flexibility and hard-working</li> <li>• Tenacity and determination</li> <li>• An understanding of how teams work and of how to get the best out of each other</li> <li>• An ability to seek positive solutions to emerging issues</li> </ul>	
<b>Leadership Qualities</b>	<ul style="list-style-type: none"> <li>• Resilience and determination</li> <li>• Creativity</li> <li>• A positive approach to all issues</li> <li>• An ability to influence others</li> <li>• An ability to inspire Sponsors, Governors, staff, students and parents</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• DBS Enhanced check</li> </ul>	

	<ul style="list-style-type: none"><li>• Certificate of Good Conduct/Overseas Police Check (if required)</li><li>• Online search</li></ul>	
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## TIMELINE FOR RECRUITMENT PROCESS

<b>Closing date for applications</b>	<b>30<sup>th</sup> January 2025 at 9am. (The Academy reserves the right to close the advert earlier than the given closing date)</b>
<b>Interviews</b>	<b>w/c 3<sup>rd</sup> February 2025</b>

## HOW TO APPLY

Please apply through Mynewterm.

## REFERENCES & PRE-EMPLOYMENT CHECKS

We will seek references for candidates after the shortlisting process which may include approaching previous employers for information to verify particular experience or qualifications.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

In accordance with our statutory obligations under Keeping Children Safe in Education we are required to conduct an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we may want to explore further with you. Further information on online searches can be found in paragraph 221 of Keeping Children Safe in Education.

## CONDITIONAL OFFER – PRE-EMPLOYMENT CHECKS

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least 2 satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications

- Satisfactory Enhanced DBS with Children's Barred List Disclosure
- Section 128 check
- Prohibition Check
- Verification of professional status such as QTS Status, NPQH (where required)
- Completion of Employee Health Declaration
- Satisfactory completion of the 6-month probationary period
- Where the successful candidate has worked or been resident overseas in the previous 10 years, such checks and confirmations as may be required in accordance with statutory guidance