



TEACHER OF MODERN FOREIGN LANGUAGES

THE ATHELSTAN TRUST



SIR WILLIAM ROMNEY'S
T: 01666 502378
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www.swr.gloucs.sch.uk



A charitable company limited by guarantee, registered in England & Wales, as Athelstan Trust Company No: 7699625

Welcome to the Athelstan Trust.

Our Multi-Academy Trust is an organisation in which children, staff and parents can feel part of a caring, collaborative and excellent community.

We are a Multi-Academy Trust of five secondary schools and two primary schools in Wiltshire, Gloucestershire and South Gloucestershire. Established in 2015, the Athelstan Trust aims to achieve the best for, and from, each child. We intend to enable each child to realise their full academic, creative and physical potential and to develop positive social and moral values.

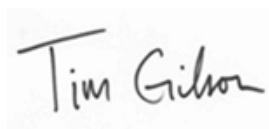
Believing that successful schools are rooted in their local community, we respect and value the individual nature and ethos of our schools while knowing we are more effective when we work together and support each other. Celebrating spiritual and creative diversity, success, and lifelong learning is important to us. We are inclusive and collaborative and promote a culture of openness and integrity.

We are absolutely committed to raising educational standards for all the children in our schools. We believe in developing the talents and skills of all our staff and students.

We seek applicants who share our vision and values.

We look forward to receiving your application.

Best wishes,



Tim Gilson
Chief Executive Officer
The Athelstan Trust

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Our Philosophy as an Employer

The Athelstan Trust is absolutely committed to raising educational standards for all the children in our schools. In order to do this, we need to recruit the best staff who are committed to our vision and values.

We aim to be the employer of choice in our area and genuinely believe that all roles in our organisation can be carried out within a flexible working model. Working in schools should be seen as part of a rich fulfilling life and not a barrier to it. We will always consider a flexible working option for every post.

We understand that we need to support staff to achieve our goals and have in place a professional development programme that offers internal and external opportunities to develop the talents and skills of all our staff.

Why work for us?

Internal career opportunities

Personalised professional development and training

Employee assistance programme

Flexible working opportunities and a genuine commitment to family and work/life balance

Nationally negotiated cost of living pay

Automatic enrolment to the teacher or local government pension schemes

Generous holiday allowance for support staff

Recognition of local government continuous service

Cycle to Work scheme

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Dear Candidate,

Thank you for taking an interest in the role of Teacher of Modern Foreign Languages (part-time - 0.4FTE) at Sir William Romney's School. This is an exciting opportunity for an inspirational teacher who wants to make a difference whilst working in a vibrant, forward-thinking and supportive community. I am immensely proud to have recently been appointed as the new Headteacher of this wonderful school and we are embarking on an exciting vision of becoming a beacon of excellence in Gloucestershire and beyond.

Our purpose of "Striving for Excellence Together" drives everything we do. We are ambitious for every member of our school community including both students and staff to achieve their excellence, which to us means fulfilling their potential and achieving more than they ever thought possible. We believe excellence comes from having a culture where students and staff feel safe, valued and have a sense of belonging. We encourage all to have the courage to take risks and embrace opportunities to grow their character. We are committed to ensuring students leave our school with the academic outcomes, knowledge, skills and confidence to access the best universities, apprenticeships and training opportunities.

We are a welcoming, caring and supportive working environment where staff enjoy their work, develop their pedagogical practice and feel pride in being a member of our school. We take the well-being of our staff seriously and ensure we have a behaviour policy that supports staff to run their classroom. We have a highly visible and supportive SLT, centralised detentions and whole class feedback policy. We invest in our staff's CPD and are currently developing an SWR lesson that is based on Rosenshine and Teach like a Champion principles.

We are proud to be a member of the Athelstan Trust since April 2020. The Athelstan Trust's core values of 'care, collaboration and excellence' are at the heart of our approach towards leadership and care for students and staff. The Athelstan Trust is committed to raising educational standards for all children in their schools and developing the talents and skills of all staff. By being member of the Athelstan Trust, the Sir William Romney's School has also benefitted in significant investment in our infrastructure and supported us in the process of bidding for a new 3G sports facility.

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The successful candidate for this position will be joining us at an exciting time for Sir William Romney's School as we embark on our vision to be a beacon of excellence in Gloucestershire and beyond. You will play a part in forming, evolving and developing our strategy which includes improving the attainment and progress of all our students whilst narrowing the gap in achievement for our disadvantaged and SEND students.

Sir William Romney's is committed to safeguarding and promoting the welfare of our young people and therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

Please read the relevant sections on our website, the job description and contact my Personal Assistant, Daisy Alban-Jones, if you would like to discuss the role further or visit our school. I would be delighted to either meet and/or discuss the position on the telephone. As a flexible working school, I am also happy to discuss flexible working opportunities with prospective candidates either before or after interview.

I look forward to hearing from you.

Will Ruscoe
Headteacher

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JOB DESCRIPTION

MPS / UPS Teacher

Job Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Head Teacher to ensure:

- a broad, balanced, relevant and differentiated curriculum is taught to students in the designated subject area(s);
- the progress and development of students is monitored and supported;
- through effective teaching and assessment students make good progress and standards of achievement in the school are raised;
- the personal and academic growth of students is supported;
- the welfare and safeguarding of students.

Responsible to: the Headteacher, through the school's line management structure.

Responsible for: The supervision of the work of teaching assistants when deployed in the teacher's classroom.

Duties and Responsibilities

All teachers are required to carry out the duties as set out in the current School Teachers Pay and Conditions Document and the Professional Standards for Teacher documents. The following duties and responsibilities have been highlighted as being of particular importance.

Learning

- To be a positive role model in terms of behaviour, work and attitudes.
- To set high standards of work and behaviour in the class and other areas of the school and have high expectations of students of all abilities.
- Plan for progression across the age and ability range taught, designing effective lessons/programmes of work in accordance with the needs of individual learners and ensure that students of all abilities are able to make good progress.
- Teach challenging well organised lessons, using an appropriate range of teaching strategies which meet individual learners' needs.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring students' progress and levels of attainment.
- Provide timely, accurate, formative and constructive feedback of students' attainment and progress.

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- Work collaboratively on the preparation and development of teaching resources, programmes of study and schemes of work, assessment materials, teaching strategies and pastoral arrangements as appropriate.
- Establish a safe and purposeful learning environment.
- Manage students' behaviour constructively by following the school's behaviour policy.
- Promote the independence of learners by using a range of teaching and classroom management strategies.

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and well-being.
- Participate with the arrangement made for Performance Management in the school.
- To be responsible for your own professional development and participate in training and development opportunities identified by the school or as an outcome of Performance Management or self-review.
- Participate in any relevant meetings/professional development opportunities at the school which relate to the students, curriculum or organisation of the school, including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

Pastoral

- To be a form tutor to an assigned group of students.
- Promote the general progress and well-being of individual students and of Tutor Group as a whole.
- Liaise with the relevant Head of Year to ensure the implementation of the school's pastoral system.
- Implement the relevant pastoral programme for the year group.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Monitor the progress and behaviour of students and liaise with the Head of Year if intervention is required.
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved.
- Contribute to the preparation of the full report.
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff.

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Other specific duties

- Carry out break and other duties.
- Communicate and cooperate with any relevant external bodies.
- To take part in whole school marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools.
- Operate at all times within the stated policies and practices of the school.
- Participate in arrangements for external examinations and assessment.
- Contribute to the mentoring of ITT students where appropriate.
- Take part in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Participate in and carry out any administrative and organisational tasks within the remit of the STCPD.
- Promote the safeguarding and welfare of children within the school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. If a teacher is teaching in more than one curriculum area the above applies to each area of teaching responsibility.

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.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description is not your contract of employment nor any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

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Person Specification – MPS/UPS Teacher

	Essential	Desirable
Qualifications	<p>Qualified Teacher Status</p> <p>Relevant good honours degree</p>	
Professional Development	Evidence of effective CPD and of having kept abreast with developments in teaching and learning in the subject	Knowledge and understanding of new curriculum developments
Experience	<p>Experience of subject teaching in a school</p> <p>Excellent classroom behaviour management</p>	Outstanding teaching experience across a range of ability groups
Skills and Abilities	<p>Ability to work alone and in a team</p> <p>Ability to inspire and engage students</p> <p>Good communication and interpersonal skills for a range of audiences</p> <p>Confident and competent in the use of IT</p> <p>Good attention to detail and accuracy</p>	Ability to cross-curricular teach
Personal Attributes	<p>Excellent communication and personal organisational skills</p> <p>The ability to build productive professional relationships</p> <p>Enjoy working with young people and have enthusiasm for teaching and learning</p> <p>Commitment to providing students with a first-class education and raising the standards of student achievement to improve the life chances of all students</p> <p>Capacity to work hard under pressure</p>	<p>Commitment to the wider life of the school</p> <p>Ambition to progress further in the profession</p>
Safeguarding	<p>Ability to form and maintain appropriate relationships with children and young people</p> <p>Understand safeguarding</p>	

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Communications Learning Area – Modern Foreign Languages

The Communications Learning Area comprises the subjects of English, Modern Foreign Languages and Drama. We are an enthusiastic and innovative team united in the belief that to succeed in the modern world, students will need to develop the skills and confidence to communicate effectively in a wide range of contexts.

The Curriculum

All three subject areas offer a stimulating and challenging curriculum that seeks to meet the school's curriculum intent. We aim to expose students to important concepts and ideas through broad and rich curriculums that create literate, articulate and confident learners. As well as ensuring students develop the subject specific knowledge they need to make progress academically, we aim to ensure our curriculums place value in, explore and promote 4 key pillars; Diversity and Inclusivity; Literacy and Articulatory; Life After School and Life Beyond School.

MFL

We believe in the many advantages of learning another language and all students are given this opportunity from the start of their journey at SWR. At Key Stage 3, students begin by studying French in Year 7, Spanish is then introduced in Year 8 where all students study both languages. Students will choose either French or Spanish in Year 9.

In September 2022 we introduced a new curriculum at both KS3 and KS4. We follow the Extensive Processing Approach developed by Gianfranco Conti. At KS3 this focusses on key phrases and chunks of language, which are then unpicked grammatically and viewed in a wider variety of contexts at KS4. The new curricula have been remarkably successful, and numbers for GCSE Languages in 2023-2024 have doubled to a third of the year group. We want to continue to increase these numbers by making languages accessible, relevant, and fun. Students enjoy a range of dynamic and engaging activities that promote peer-learning, develop confidence, and build knowledge in a methodological way. Every year group has one Step-Out Cultural module per year for each language. Our shared resources also ensure that SEND students are offered consistent support and scaffolding where necessary. Teachers are free to use shared resources and adapt these to best suit their own individual styles and the needs of the group.

At Key Stage 4, students can opt to take either one or both Language subjects as a GCSE course with the exam board AQA. We are working with the other Schools in the Trust to examine other exam

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boards in preparation for upcoming changes to the MFL GCSEs. We provide five hours of lessons over the fortnight and subscribe to Kerboodle for additional resources to support students.

Broadening the cultural experiences of our students and highlighting the rich opportunities that language study brings is important to us. Year 7 students go to Paris, and we are looking to start a trip to Spain. We are also planning for Year 10 GCSE students to join us as Language Guides for the younger years. We also firmly believe in the power of technology to engage and support young language learners. There are multiple awards and celebrations for students who score consistently highly on Memrise, and we are looking to develop Quizlet in line with our KS3 curriculum over the coming years. This is a dynamic and rapidly evolving Department where teachers are given the resources to teach consistently excellent lessons, and new ideas are welcomed and celebrated.

English

English and Literacy is at the core of the school's curriculum with students in Key Stage 3 receiving eight hours of English lessons over a two-week timetable. The curriculum is varied and engaging, it seeks to expose students to a wide range of diverse literature and literary concepts whilst developing technical accuracy and effective communication skills to build the foundations needed not only for the challenges of GCSE but for success in the world beyond school. In addition to this, Literature's ability to explore and contemplate the human condition means that many issues linked to Social, Moral, Spiritual and Cultural development are integral to this subject and we seek to develop students' cultural capital wherever possible.

Central to the English curriculum is an emphasis on the importance and value of reading widely. Reading is encouraged in every English lesson, forms part of fortnightly library lessons and is used for extended learning projects at Key Stage 3 to ensure all students are given ample opportunity to read.

Through working closely with our feeder primaries, our assessment model at KS3 begins by considering prior learning to ensure that students make continuous progress and build on the knowledge already attained whilst taking measures to quickly close any gaps that may be present.

At Key Stage 4 all students study both Language and Literature with AQA as the exam board. In some circumstances, students may complete alternative qualifications such as Entry level or Functional skills English. Whilst the schemes of learning are far more prescriptive here, there is a conscious effort from the English team to ensure that students continue to be exposed to a wide and diverse range of texts. Whether this be unseen contemporary poetry or regular reading of non-fiction articles on the latest topics hitting the headlines, our goal is to get students to see that English is far bigger than the reading list of any exam.

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The English team, together with our Librarian, strive to provide a range of extracurricular activities some of which include Book Clubs in each year group, trips to see performances of relevant texts and a debating club that competes with other schools across the county.

Drama

All students receive one drama lesson a fortnight at KS3. The curriculum gives them experience of a range of dramatic techniques and builds their knowledge base in preparation for GCSE should they opt for it. Drama is a very popular subject in the school, student enthusiasm and talent ensures that we are able to regularly stage performances for parents, carers, local schools and the wider community. The number of students opting for Drama at KS4 is good and results are exceptional.

Staff

The Communications Learning Area is staffed entirely by specialists, all of whom teach across the KS3 and KS4 curriculum. We are a committed and supportive team who strive to bring the best learning experiences to our students and enjoy collaborating closely on developing practice and the links between our departments. Several members of the Learning Area have whole school leadership responsibilities, both academic and pastoral. Having a number of staff in pastoral leadership roles places the department in a strong position in ensuring relationships with students are positive and supportive.

Accommodation

Each member of the Learning Area has their own teaching base. English and Drama are situated in one 'Communications' building, whilst MFL has two newly refurbished classrooms in the Main Block. The department has access to its own bank of laptops for students to work on independently, and there is the option to book into one of the school's three IT suites. We also enjoy the benefits of a vibrant, inviting and well stocked library, situated at the heart of the school. This space is also available for booking by all subjects.

Support

The School's Support for Learning Department offers a range of support for students. There is a strong emphasis on literacy support at KS3, using a number of recognised schemes to provide and track targeted interventions for students needing additional support. The English department also has a specialist teaching assistant who provides additional support in lessons where this is deemed useful. We also use a range of intervention strategies at KS4 to support students of all abilities in achieving their targets including looking at alternative qualifications such as entry level and functional skills English where appropriate and the tiered entry for Languages.

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