

Head of MFL Faculty (Spanish) Mossley Hollins High School

Candidate Information Pack



Great schools in which to learn, teach and belong.

The Tame River Educational Trust

Core Purposes:

- 1 Our Trust will host a family of great community-based schools in which to learn, teach and belong.
- 2 Our Trust will become known for imbuing in our learners, positive character traits and enquiring minds and for the talent and professionalism of our staff.
- 3 Through a cycle of creative self and peer improvement, any school with us for three years or more will be in the top 25% of similar schools nationally for the academic progress of its learners.
- 4 Students in our Trust will receive a distinctive trust-wide community and educational dividend (in the arts, sport and outdoor education, where significant additional opportunities will be made available to them in one or more of these disciplines).

The Trust Schools

Mossley Hollins High School

Mossley Hollins High School is an 11-16 Co-Educational School in Tameside, Greater Manchester. Mossley Hollins is currently rated 'Good' by Ofsted (February 2023) and serves over 800 students. The school is heavily over-subscribed, has an impressive modern building and is in a very strong financial position

Website:

www.mossleyhollins.com



Droylsden Academy

Droylsden Academy is an 11-16 Co-Educational School in Tameside, Greater Manchester. The Academy is currently rated 'Good' by Ofsted (September 2022) and serves over 900 students. The school is heavily over-subscribed, has an impressive modern building and is in a very strong financial position.

Website:

www.droylsdenacademy.com



Application Procedure

For a confidential discussion on current vacancies and/or a tour of the school, please contact the HR Team at hr@mossleyhollins.com

To apply for the role please complete the application form – available for download from our website and return it to hr@mossleyhollinsy.com

In compliance with Safer Recruitment Guidelines, CVs will not be accepted.

Advertised: 26th April 2024 **Closing date for Applications:** 13th May 2024 (9am)

Interview Date: Will be held as soon as possible following the closing date.

Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us within 5 days of the closing date, please assume your application, on this occasion has been unsuccessful.

Safer Recruitment

The Tame River Educational Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure.

Equal Opportunities

The Tame River Educational Trust believes that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in our schools have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation, religion or belief.

The Candidate Privacy Notice can be viewed on the website at: <https://www.tret.org.uk/vacancies/mossley-hollins-vacancies/>

The schools within the Tame River Educational Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Job Description - Head of Faculty (MFL)

The Tame River Educational Trust and Mossley Hollins High School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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| Job Title: | Head of MFL Faculty (Spanish) |
| Reporting to: | Assistant Headteacher & Head of Year (Progress) |
| Hours & Salary | MPR/UPR + TLR 1b (£11,411) This is a full-time, permanent position, paid according to the National teacher pay scales |
| Role Overview | <p>The School has nearly 900 students divided into 5 Year Groups. Our Classroom Teachers are specialists in their Faculty and subject area. We give direct leadership responsibility and opportunity to teams of staff of an area of school, led by a Senior Leader, Faculty Leader and Head of Year (Progress).</p> <p>This post provides classroom teaching within one main, specialist subject. You would also be a Form Mentor for a group of 26-27 pupils. This is an exciting role which allows you to teach in the specialist subject you love but also be part of a faculty, year group and whole-school team.</p> <p>This post carries Leadership and Management responsibility for the MFL Faculty, as a whole, with primary responsibility for its Pupil Outcomes and its Quality of Teaching & Learning.</p> <p>As you would expect, we are looking for good to great teachers, who can support the values of our school in your good manners, hard work and honesty. Pupils will flourish, as a result of your teaching and consistently high expectations.</p> <p>This job description is written at a specific time and is subject to change as the demands of the school and the role develops. The role requires flexibility and adaptability and employees of the school need to be aware that they may be asked to perform tasks and be given responsibilities not detailed in this job description.</p> |
| Child Protection and Safeguarding: | The Tame River Educational Trust and Mossley Hollins High School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate must be willing to undergo child protection screening appropriate to the post, including checks with past |

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| | employers and the Disclosure and Barring Service. It is the post holder's responsibility for promoting and safeguarding the welfare of children. You will comply with Child Protection and Safeguarding Policies, and the requirement to report to the Designated Safeguarding Lead any concerns relating to the safety or welfare of children. |
| Main duties and responsibilities: | <p>This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document and the Teacher Standards, in accordance with the school's policies and under the direction of the Headteacher. A summary of the key accountabilities is included below.</p> <p><u>Summary of Responsibilities and Personal Duties as a Classroom Teacher</u></p> <p>A. Teaching, Curriculum, Literacy and Behaviour (The Teacher Gold Standard, Strands 1, 2, 4 and 5)</p> <ol style="list-style-type: none"> 1. Teach in line with policy and towards the Teacher Gold Standard (TGS) 2. Plan work in accordance with the school and faculty curriculum intent. 3. Plan in accordance with the subject's schemes of work, the requirements of the curriculum and syllabus, and in line with Strand 4 (<i>Plan Well in the Curriculum</i>) of the TGS. 4. Liaise with relevant 'expert' colleagues on the planning of units of work for effective collaborative delivery. 5. Teach literacy (and numeracy) as part of your subject, within the requirements of our '<i>Power of Language Strategy</i>'[POLSL], (Strand 5 of the TGS) 6. Work in collaboration with Curriculum Tutors/Teaching Assistants where attached to any teaching group. 7. Take account of pupils' prior levels of attainment and build on prior learning to meet agreed academic targets 8. Set work for students absent from school for health or disciplinary reasons or who are in our Pupil Development Centre. 9. Set work during very rare periods of your own absence from school 10. Set extremely high standards for pupils' behaviour and attitudes to learning by establishing a purposeful, warm-strict working atmosphere in your classroom in accordance with the school's Behaviour and Teaching & Learning Policies and to the TGS Strand 1 '<i>Being in Charge of your Class and Form</i>'. 11. Stretch all pupils, with a focus on the least advantaged (FSM or in care) , those with additional needs and the most able. 12. Set appropriate and demanding expectations for pupils' learning, motivation and presentation of work. 13. Be a consistently good or better teacher to a high GCSE standard (please see the teacher standards, the Teaching, Learning & Marking Policy and the TGS). 14. Be mindful of your workload and seek remedial support from your line-manager should it be proving unmanageable. |

B. Assessment, Recording and Reporting (the Teacher Gold Standard, Strand 3)

1. Maintain notes and plans of lessons undertaken and of students' work and progress.
2. Mark, monitor and return work in line with school policy, the TGS Strand 3 '*Assessing Well*' and on time, providing constructive oral and written feedback and clear targets for future learning as appropriate to which pupils respond.
3. Prepare for and undertake assessments in line with school policy, the TGS Strand 3 and the assessment and reporting calendar
4. Use such assessment to plan and teach well, providing the correct match of activities that demand progressively more of each student to ensure the strong progress of all individuals in all groups.
5. Complete reports in line with policy and as specified in the published calendar.
6. Attend parents' evenings, consulting with parents/carers over the progress, next steps and learner attitudes of their child(ren).
7. Follow the Code of Practice for identification and assessment of Special Educational Needs, keep appropriate records for SEND pupils and for those in care and reasonably adjust teaching as required by any individual education plan.
8. Be mindful of your workload and seek remedial support from your line-manager should it be proving unmanageable.

C. Pupil Development

1. Ensure the safety and well-being of all pupils in your charge, including in relation to all matters concerning Child Protection and Safeguarding.
2. Undertake the responsibility for a form group as part of one year group as required, including tutor/pupil interviews.
3. Be the first point of contact for pupils and parents of pupils in your form group.
4. Teach Life Skills, as required, teaching it to the Teacher Gold Standard.
5. Monitor (and set targets for) the personal, social and academic progress of individuals in your Form
6. Ensure excellent attendance, punctuality and behaviour from all in your Form.
7. Lead/support at least one co-curricular club
8. Promote and develop Student Character as part of our Character Pillar Programme
9. Lead/support one Elective as part of our Year 7 Elective Programme, as required.

D. Professional Standards and Professional Contribution (The Teacher Gold Standard, Strand 6)

1. Teach to a consistently good or better standard in line with the teacher standards, our Teaching, Learning & Marking Policy and the Teacher Gold Standard.

2. Support the values of the school: manners, hard work, honesty and success
3. Take responsibility for your own professional development and further improve the quality of your teaching, through staff training, practice, acting on feedback and professional development.
4. Undertake and contribute to on-going training in our Professional Development Pathway (such as: our Programme 1 - Early Careers' Framework; Programme 2 - Teacher Gold Standard; Programme 3 – The Highly Effective Teacher or Programme 4 – the Master's in Expert Teaching).
5. Treat all members of the community, colleagues and students, with respect and consideration.
6. Treat all students fairly, consistently and without prejudice using warmth and strictness.
7. Set an excellent example to students in terms of appropriate dress, standards of punctuality and attendance, in line with the school's high standards.
8. Attend school events as required.
9. Take pride in all you do and allow pupils to do the same.
10. Contribute to creative thinking and the best ideas for subject, faculty, pastoral and school improvement.
11. Reflect on your own practice as well as the practices of the school with the aim of improving all that we do.
12. Read and adhere to the various policies & priorities of the school as expressed in the School Improvement Plan, the staff handbook and Faculty Action Plans.
13. Read and adhere to the mission and core educational purposes of the Tame River Educational Trust
14. Participate in the management of school by attending various team and staff meetings, and by making valuable and constructive contributions.
15. Undertake duties as required
16. Ensure that all deadlines are met, as published in the school calendar.
17. Undertake additional professional duties that may be reasonably assigned to you by the Headteacher, Year Head or Faculty Leader
18. Be proactive and take responsibility for matters which secure health and safety.
19. Be protective of your own well-being, work-life balance and that of others, seeking support at the earliest opportunity should you consider this necessary.

Summary of Responsibilities and Personal Duties as a Faculty Leader

E. Shaping the Future of your College and the Faculty

1. Contribute to Middle Leadership of the school and the college.
2. Ensure the development of a successful Faculty which improves the quality of education provided and which secures

- strong outcomes for pupils in the Faculty at Key Stages 2, 3 and 4.
3. Contribute to SMSC and Citizenship Education, generally.
 4. Analyse and interpret national, local and Faculty data and other evidence, to further improve policy and practice within the faculty.

F. Leading Teaching and Learning

1. Be a typically good or better teacher, following the job description for all teachers and the teacher standards
2. Take leadership and management responsibility to develop and assure high quality teaching and learning within the Faculty
3. With the Assistant Headteacher develop a successful learning culture in your area where pupils become effective, resilient and independent learners who take pride in all they do.
4. Ensure the Curriculum, Schemes of Work and all Assessments are current and fit for purpose, working backwards (from Year 11 to Year 7 and below) from the potential of each group and forwards from the rigour and challenges of the Key Stage 2 Curriculum (ensuring the successful delivery of the latter as part of the MCSP (Mossley & Carrbrook School's Partnership))
5. Ensure the strong moderation and standardisation of such examinations and assessments to improve teaching, underpin intervention and to judge quality
6. Quality Assure and be responsible for the effectiveness of provision, and intervene quickly to remedy teacher or pupil under-performance, in your area, working with your Assistant Headteacher.

G. Developing Yourself and Working with Others

1. Equip yourself with the capacity to deal with the complexity of the role and be committed to your own professional development, in line with the Teacher Standards at the appropriate scale
2. Challenge, influence, motivate and hold those you line manage to account to achieve outstanding pupil and class progress and attainment targets.
3. Support appraisal and the management of performance in your Faculty
4. Lead and collaborate with the Deputy Head of Faculty (0.6) and Head of Faculty (0.4)
5. Ensure the staff you lead achieve excellent and productive professional relationships with students, parents and each other.
6. Work with the Senior Leader, the Faculty Leader and the Head of Year [Progress] to co-lead the College.

H. Managing your Faculty and College

1. Provide effective management and organisation by improving organisational structures and functions in your Faculty's subjects and College.
2. Provide Middle Leadership to Behaviour Management to ensure high standards of conduct
3. Co-lead in the management of the college on a day-to-day basis.
4. Undertake duties commensurate with your leadership role.

I. Securing Accountability

1. Be accountable to students and parents in your area and as a middle leader in the College
2. Ensure the attainment and progress in your Faculty Area are outstanding at each Key Stage, against all schools and similar schools' nationally.
3. Be aware of statutory educational frameworks related to your role.
4. Take a lead in Faculty self-evaluation.
5. Ensure the Faculty reaches its GCSE targets (and end of year targets per cohort).
6. Undertake Assuring Quality as part of the QIC.
7. To colleagues, the Assistant Headteacher and Headteacher

J. As a member of staff, you are expected:

1. To safeguard all students, promoting their safety, health, and welfare in accordance with school policy, both on the school premises and on school activities elsewhere.
2. To follow and uphold all school policies and be an excellent ambassador for the Trust and Mossley Hollins High School.
3. To have a responsible and diplomatic approach to matters of a confidential nature.
4. To ensure awareness of what is happening in and around the school; checking and responding, where necessary, to school emails regularly and at least once every school day.
5. To develop yourself through engaging with CPD, including ICT training, in order to maximise effective use of all school systems.
6. To undertake any other duties that might be reasonably requested, by the Headteacher, Curriculum Leader, Line Manager, or any other member of the leadership team. Any request will correspond with the general character of the post and are commensurate with the level of responsibility.

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| | <p>7. To attend Open Evenings and other school events, outside of the normal school day, and to play an active part in the school community.</p> <p>8. Contribute to one specific co-curricular activity/elective as part of the main duties of a teacher or member of support staff at our school, at the discretion of the Headteacher.</p> |
| Health and Safety: | <p>The post holder must, at all times, work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the School's and LEA's policies and procedures. The postholder is responsible for their own Health and Safety, as well as that of their colleagues.</p> <p>Mossley Hollins High School is a non-smoking site.</p> |
| General: | <p>This job description may be reviewed at the end of each academic year or earlier if necessary. In addition, it may be amended at any time in consultation with the post holder. The post holder will be expected to participate in the school's appraisal programme and to participate in appropriate staff training and development activities.</p> |

Person Specification - Head of Faculty (MFL)

| | Essential | Desirable | Method of assessment |
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| Qualifications | <ul style="list-style-type: none"> • A good honours degree in a relevant subject • PGCE (Secondary) in a relevant subject, or equivalent • QTS Status | <ul style="list-style-type: none"> • Evidence of continuous professional development and training | <ul style="list-style-type: none"> • Production of the Applicant's original certificates |
| Experience | <ul style="list-style-type: none"> • Experience of teaching students in the relevant age range | <ul style="list-style-type: none"> • Evidence of contributing to co-curricular of a faculty or enthusiasm for a chosen co-curricular opportunity • Evidence of teaching experience beyond PGCE • Evidence of results achieved at GCSE | <ul style="list-style-type: none"> • Contents of the application form. • Interview • Professional references |
| Skills and Knowledge | <ul style="list-style-type: none"> • Excellent subject knowledge • An ability to deliver creative and engaging lessons • Up to date knowledge of child welfare issues • Excellent classroom management • Excellent organisational skills • Excellent command of English both spoken and written • Excellent interpersonal skills • Ability to use ICT as a teaching tool and for administrative purposes | <ul style="list-style-type: none"> • Clean Driving Licence | <ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references |

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| Personal competencies and qualities | <ul style="list-style-type: none"> • Passion for helping children and young people learn • Trustworthiness and integrity • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Ability to engender confidence in young people • A warm, friendly, and patient manner • Ability to build positive relationships with all pupils that allow them to achieve to their highest potential • Discipline and time management skills • A belief in the value of others • A willingness to learn new skills and approaches and to share experiences with others • A sense of humour • Willingness to contribute to the extra-curricular work of the faculty | | <ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references |
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EMPLOYEE ACKNOWLEDGEMENT

I have received a copy of my job description.

I have read and understand the duties of my job.

I can fulfil the requirements of the role of Head of Faculty (MFL)

Signed:

Date: