

Head of Faculty of Modern Foreign Languages



Salary Range M/UPR: £31,650 to £49,084 pa plus TLR1a £9,782 pa
Full Time, Permanent

**CANDIDATE
INFORMATION PACK**



ACHIEVEMENT, STUDENTS & LEADERS MATTER

Tel: 0191 214 2201

www.northernleaderstrust.org

Registered Office Address: Kenton School, Drayton Road, Newcastle Upon Tyne, NE3 3RU

INTRODUCTION

From the Principal

Dear Applicant

Thank you for your interest in the above post. Kenton School is a vibrant and inclusive secondary school at the heart of the community in which we serve. With just 1800 students, we are amongst the largest schools in the North East. At Kenton we are clear about our vision; Students are at the centre of everything we do. Through collaboration, every aspect of our work is of high quality. Our academies deliver an ambitious and inclusive curriculum that enables all students to excel academically and socially.

As Head of Faculty of MFL, you would be responsible for leading a team of skilled teachers with many years of experience as well as some ECTs. You will be supported by the 2nd in Faculty.

The faculty work closely together, love teaching French, and developing themselves and others. Our team strive to provide the best education to our students.

If you are the person we are looking for you will be able to demonstrate:

- Significant experience driving performance improvements in a teaching and learning role or demonstrate ability to do this.
- An ability to think and act strategically with sensitivity to organisational and wider political priorities to deliver high quality outcomes.
- An ability to use data effectively and present views and opinions in discussion which contribute to positive outcomes including the ability to challenge, give feedback and accept feedback constructively.
- A proven track record of effective people, resource and financial management.
- Ability to demonstrate high expectations and to instill these in others.

In return we offer:

- Salary sacrifice cycle to work scheme
- Access to free gym facilities on our Kenton School site.
- Access to the Teachers Pension Scheme
- The opportunity to work in a fantastically resourced school with easy commuting access to both the A1 and A19, in a supportive team committed to the development of all our staff.

Your Sincerely,

Julie Roberts
Acting Principal



Head of Faculty of Modern Foreign Languages

Job Description



Job Purpose

To be accountable for educational progress of learners within the faculty by effectively leading teaching and learning, developing associated curriculum areas and managing staff, budget and resources

Main Responsibilities

The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

Key Accountabilities

The postholder will be accountable for the following:

- Promoting the values and vision of the Trust and using them to inform decision-making
- Performance of staff they lead against the criteria below
- Outcomes of students at KS4 against the FFT 5th percentile of national target standards and KS 5 against the upper quartile of national performance standards
- Quality of teaching and learning across the faculty as measured by:
- Progress of students in subjects that can be reasonably expected against their previous starting points
- Progress of students with SEND in subjects that can be reasonably expected against their previous starting points
- Progress of students with EAL in subjects that can be reasonably expected against their previous starting points
- Progress of Pupil Premium students in subjects that can be reasonably expected against their previous starting points
- The design of the scheme(s) of study setting out the aims of a programme of study, including the knowledge and skills to be gained at each Key Stage
- The design of teaching activities that lead to learning the knowledge and skills intended by the programmes of study
- The design and delivery of intervention strategies to support students in making the progress which can be expected of them in subjects
- The impact of reading and literacy programmes on standards of student competence
- Participation rates of students in extra-curricula provision offered by the faculty in each year group are seen to be rising year-on-year
- Standards of behaviour of students against the One Trust Rule in lessons

Lead Teaching and Learning Responsibilities

- Lead and develop teaching and learning within the faculty by developing and implementing assessment strategies, data analysis and appropriate intervention programmes to ensure that identified standards of learner achievement are met.
- Lead, develop and enhance the teaching practice of others through monitoring/evaluation and promoting improvement strategies to secure effective teaching and learning for learners.
- Lead, manage and develop the curriculum to provide programmes/activities that match learner aspirations and potential and achieve excellence and enjoyment for learners.
- Line manage a team of staff including the effective recruitment, appraisal and development of its members in order that the team's objectives are achieved.
- Manage allocated faculty budget and resources.
- Facilitate an ethos within the team which encourages staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept responsibility for outcomes.

Generic Teaching Responsibilities

- To carry out the professional duties of a Teacher as set out in the School Teachers' Pay and Conditions Document and carry out teaching duties in accordance with the school's schemes of work and the National Curriculum.
- Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the school behaviour policy.
- Plan effectively in the short, medium and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and the differentiated needs of learners are met. Plan and prepare homework and other out of class work.
- Be aware of and apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met and excellence and enjoyment is achieved. Deliver lessons to groups of learners or classes. Demonstrate the positive values, attitudes and behaviour expected from learners.
- Assess, record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Provide timely, accurate and constructively feedback on learners' attainment, progress and areas of development.
- Demonstrate ongoing development and application of teaching practice, expertise and subject, specialism and/or phase knowledge to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.
- Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners.
- Contribute to the development and implementation of priorities, policies and activities in order to enable the achievement of whole school aims.
- To work effectively with / be aware of and assist integrated processes, and local opportunities which support children, young people and their families
- Make significant contributions to implementing workplace policies and practice and to promote their implementation.
- Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Promote the safeguarding and welfare of children and young persons the postholder is responsible for, or comes into contact with. Give advice on the development and wellbeing of children and young people, if required. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.
- Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.



GCSE Results Day

Our 2024 GCSE results reflect the many positive changes that have taken place in the academy over the last year. All students are given the best possible support and advice and encouraged to follow their passion, whatever that might be.

Head of Faculty of Modern Foreign Languages

Person Specification

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

- 1 Graduate with Qualified Teacher Status, e.g. PGCE, BEd or equivalent.
- 2 Proven track record of successful experience in a teaching and learning responsibility role.
- 3 Demonstrable leadership and management experience including a sustained track record of leading a team to achieve outstanding attainment for pupils or be able to demonstrate the ability to do this.
- 4 Evidence of consistently outstanding classroom teaching.
- 5 Experience implementing robust quality assurance systems including effective performance management.
- 6 Evidence of effective assessment and behaviour for learning.
- 7 Knowledge of the key principles and practices of school effectiveness and improvement.
- 9 Experience planning and leading professional learning activities.
- 10 Effective organisational and ICT skills with the ability to analyse and interpret data to inform practice.

Desirable

- 11 Proven track record of raising educational standards.
- 12 Experience in budget and resource management.
- 13 Evidence of involvement in specific learning and teaching projects.

Part B: Assessment Stage

The following criteria will be further explored at the assessment stage in addition to criteria above.

Essential

- 1 Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including:
 - Motivation and commitment 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
 - Attitude to use of authority and maintaining discipline.

Part B Continued

Essential

- 2 Ability to think and act strategically with sensitivity to organisational and wider political priorities to deliver high quality outcomes.
- 3 Ability to describe a vision for the development of the faculty and to develop effective plans to implement that vision.
- 4 Ability to work effectively with a wide range of people, e.g. colleagues, pupils, governor, parents/guardians, other professionals and the wider community.
- 5 Knowledge of key education legislation and current issues.
- 6 Ability to present views and opinions in discussion which contribute to positive outcomes including the ability to challenge, give feedback and accept feedback constructively.
- 7 Ability to demonstrate high expectations and to instill these in others.
- 8 Ability and flexibility to take an active part in extra curricular provision.
- 9 No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post.
- 10 Committed to working with young people and contributing to trust ethos.

Assessment/Selection Methods

Lesson observation

Task/s

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

- 1 Enhanced Certificate of Disclosure from the Disclosure and Barring Service*
- 2 Additional criminal record checks if applicant has lived outside the UK
- 3 Children's Barred List Check*
- 4 DfE Prohibition List Check including GTCE Check
- 5 Confirmation of Qualifications and Qualified Teacher Status, including confirmation of professional status from relevant professional regulatory body for teachers who have worked overseas.
- 6 Medical clearance
- 7 A minimum of two satisfactory references from current and previous employers (or education establishment if applicant not in employment).
- 8 A Section 128 Education and Skills Act Prohibition from Management list check.

*All posts involving direct contact with vulnerable children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website (www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974). This post is classed as being in 'Regulated Activity' as defined in Keeping Children Safe in Education, therefore in addition to the DBS check, a check of the Children's Barred List will also be conducted as part of the pre-employment screening process.



A-Level Results Day

An increasing number of students spend 7 years at Kenton, going onto a variety of destinations at the end of Year 13. This year we were delighted that students have gone on to study Medicine at Cambridge and History and Physics at Durham as well as Film & TV at the University of Bristol.

About our Trust

Northern Leaders Trust; Formed in 2014, our Trust currently incorporates both Kenton School and Studio West, an innovative 11-19 studio school.

Under the leadership of Chief Executive Officer Lee Kirtley, the Trust's main objectives are encompassed in its vision statement, which is 'Students are at the centre of everything we do. Through collaboration, every aspect of our work is of high quality. Our academies deliver an ambitious and inclusive curriculum. This enables all students to have high aspirations and to excel academically and socially.'

Each academy is unique and retains its own identity whilst aligning with our Trust vision and values. Each academy's motto summarises this.

Kenton School

'All Different, All Equal.'

Studio West

'Learning that connects.'

Our Trustees

Over the last three years, the Trust Board, comprising of 3 members and 7 Trustees has delivered major improvements to the governance, leadership and financial health of the Trust.

Our Trustees come from a variety of different education and business backgrounds, driving the strategic vision of the Trust and our schools. The Trust and its schools are supported by a strong central services team covering core Trust functions, such as HR, Finance, Data and ICT.

TRUST SHARED VALUES

Shared Expectations – The One Trust Rule

Every student and adult is expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people and their wellbeing at all times.

Leadership – Leaders help themselves and others to do the right thing. We firmly believe that all students and staff within our Trust are leaders.

Excellence – We are a Trust that strives to achieve excellence in academic, sporting and artistic pursuits.

Integrity – We are honest and driven by a clear moral purpose. Acting with integrity means we strive to do the right thing at all times.

Kindness – We value being kind to one another, using our manners and being considerate of each other's feelings.

Inclusivity – All students are welcomed into our classrooms and their uniqueness is celebrated. We have high aspirations for all students: no groups or individuals will be left behind.

Humility – We are humble in both success and failure. We acknowledge that our successes are achieved through the hard work of our students, parents, teachers and community.

Together – We believe that the Trust is stronger together and that collaboration is always more effective than competition.

Reflectiveness – We value reflection as a way to achieve improvement. We believe in inspiring all our learners to question, research, engage and therefore thrive,

Additional Information for Applicants

Conditions of Service

The conditions of service applicable to this post are the Conditions of Service for School Teachers in England and Wales (the Burgundy Book) and the School Teachers Pay and Conditions document as it applies to Assistant Headteachers and as amended/supplemented by local decisions made by Northern Leaders Trust.

Pay and Grading

The salary range for the post is M/UPR: £31,650 to £49,084 pa plus TLR1a £9,782 pa. Starting salary will be dependent upon current pay point and relevant experience.

Progression through the salary range is considered annually and is subject to successful performance appraisals and meeting progression criteria.

Status

This is a permanent post.

Pension Scheme

The postholder will be automatically enrolled in the Teachers' Pension Scheme. Further details can be found at www.teacherspensions.co.uk.

Equal Opportunities

Northern Leaders Trust is opposed to any form of unfair discrimination and is publicly committed to be an equal opportunity employer.

Safeguarding

Northern Leaders Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at school.

Rehabilitation of Offenders

All posts involving direct contact with vulnerable children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974.



Application Process

If you feel you have the experience, skills and attributes to succeed as part of our team, please download and complete our application form and return it to hr@northernleaderstrust.org



Kenton School, Drayton Road,
Newcastle upon Tyne, NE3 3RU



Learning that Connects

Studio West, West Denton Way,
Newcastle upon Tyne, NE5 2SZ