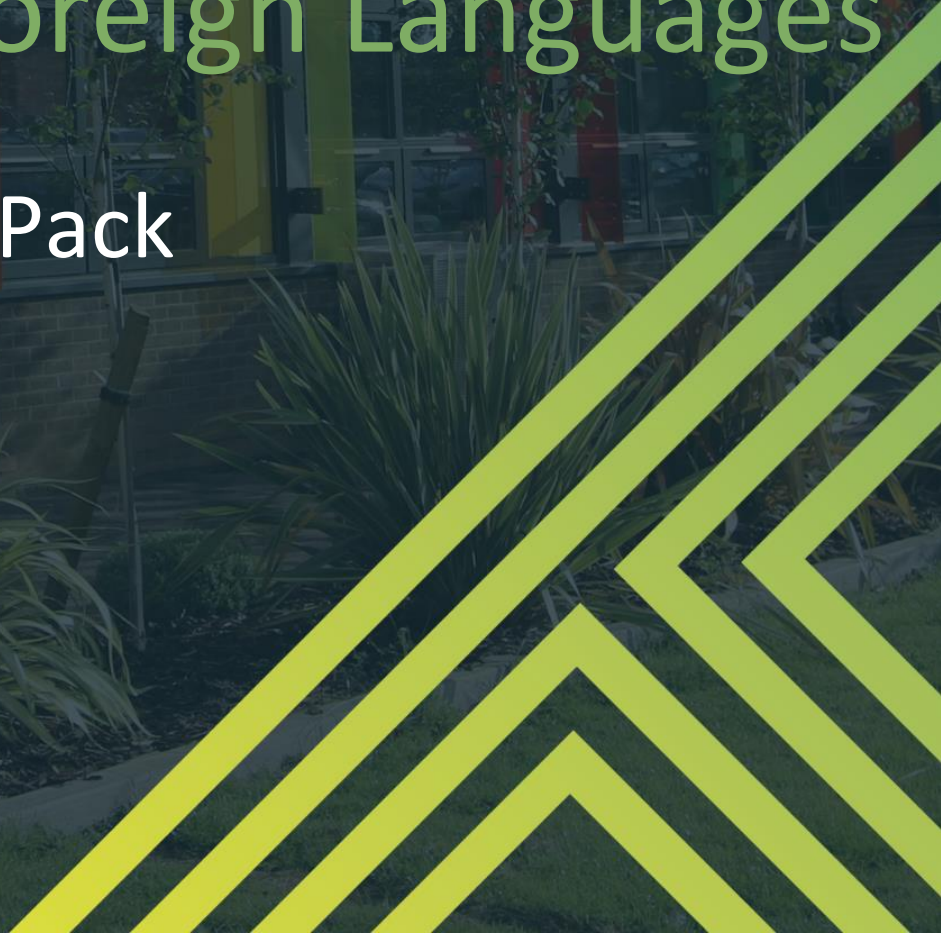




# Director of Learning for Modern Foreign Languages

## Application Pack



# Head Teachers Welcome

Dear Applicant,

Thank you for your interest in this post. I hope that you will find our information useful and that you will decide to apply for the post. Hodge Hill College is a dynamic and innovative place to work. It has undergone massive improvements in the last six years during which time our exam results have increased significantly year-on-year and our campus has been transformed. We are a happy, confident school with a track record of innovation. In October 2021, OFSTED endorsed our view that we are a good school. We believe that our potential is far greater and continue to strive to reach this goal.

GCSE results have increased significantly, with a strong performance in all curriculum areas leading to high A8 and P8 scores. If your application were to be successful, you would be joining a creative, professional environment and a team with a strong sense of purpose and commitment to ensure all our pupils achieve. As a new colleague, you can look forward to a strong support network to help you progress in your career.

We want to recruit dedicated, dynamic, committed people, who will help us further improve outcomes for all our pupils. So, if this brief snapshot of the school appeals, and if you think you have what it takes to work with us, we look forward to receiving your completed application form.

If you have not received an invitation to interview within two weeks of the advertised closing date, please assume that an appointment has been made.

Yours faithfully,

Hannah Herrmann

**Headteacher**

# Work with Us

When you come and work at Hodge Hill College you will get better at what you do. We are a Big Team with one focus; excellence in everything we do.

## Teaching and Learning

- No need to write lesson plans of any kind
- All planning is shared across subjects
- Time is given over in the timetable for lesson preparation in subject teams every week
- A maximum of 20 out of 25 periods of teaching every week
- We want lessons to be excellent; there are no lesson gradings just a culture of typicality
- Well-resourced faculties with digital technologies in every classroom and access to ICT
- Culture of sharing best practice at all levels in school and dedicated time given to every week

## Assessment and Feedback

- Minimal data entries – we collect whole school effort and attainment data three times a year, that's it!
- No written reporting to parents
- Marking is to enable pupils to progress, not for anyone else. Marking points are planned for, and the information gained is talked about in teams to inform future planning.
- Our Raising Attainment Plans are at the heart of what we do and are live, handwritten documents
- Teacher's don't deal with parental emails; we have a large pastoral team which means teachers focus on teaching

## Professional Learning

- Professional learning is what we do and everyone has something to learn from somebody else
- Everyone is a reflective practitioner who strives to do better
- Professional learning is driven by staff needs and feedback
- Professional learning sessions run after school and finish at 4pm
- We don't just plan lessons, we prepare for them to hone our craft and timetabled time is given in the week to work in subject teams
- Tailored programme focused on teaching and learning for early career stage teachers
- Opportunities for career progression, we aim to develop leadership at all levels
- A culture of no initiatives; we do what we do well and we keep what works and stop things that have no impact

## Behaviour

- All staff have high expectations of pupil behaviour and all staff reinforce these
- A visible Senior Leadership Team who do lunch and break duties
- A visible non-teaching pastoral team who lead their year groups
- A clear system of sanctions consistently applied
- A supportive environment; teams are there for each other and behaviour is everyone's responsibility
- Team Hodge Hill
- Open door policy, we're all here for each other
- Approachable Senior Leadership Team, no problem is too small
- Huge variety of enrichment opportunities to get involved in; Duke of Edinburgh, outward bound expeditions, World Book Day, Christmas pantomime
- We don't do things for the sake of it, everything must impact pupil progress
- No expectation of emails outside of working hours
- Work around what works for you, no expectation for staff to come in early or stay late

We do what we do well, and we make a difference for our pupils.

# Assistant Director of Learning for MFL - Job Description

## Safeguarding Statement

Hodge Hill College is 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 will be requested to apply for Enhanced Disclosure from the Disclosure and Barring Service, although a criminal record will not necessarily be a bar to obtaining the position.

<b>Post Title:</b>	<b>Director of Learning for MFL</b>
<b>Salary:</b>	Leadership Scale 8 – 12 (£52,659 – £58,105)
<b>Responsible to:</b>	Deputy Head Teacher
<b>Responsible for:</b>	ASL, where applicable, teaching staff and other specified personnel within the department
<b>Working Time:</b>	Full time as specified within the STPCD
<b>Post Purpose:</b>	<p>Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teacher's Pay and Conditions Document (STPCD).</p> <ul style="list-style-type: none"><li>• To be responsible for the leadership of the MFL subjects</li><li>• To be accountable for student attainment, achievement and progress in these Subjects.</li><li>• Securing extra-curricular enrichment opportunities</li><li>• To guide the planning of all schemes of work throughout the faculty to ensure consistency of practice and resources, provide enjoyment of learning and provide dynamism for teaching.</li><li>• To be responsible for the development of SMSC curriculum through identified lessons in years 7 &amp; 8 and through cross curricular and stand down events in years 9-11.</li><li>• To make strategic evaluations of teaching, learning, resources and personnel issues as a member of the Extended Leadership Team.</li><li>• To support the school and the Headteacher in securing quality of education for all learners.</li><li>• To teach and effectively deliver the curriculum to range of classes throughout Key Stages 3-4.</li><li>• To be accountable for student attainment, achievement and progress within the faculty.</li></ul>
<b>Liaising with:</b>	Head/Leadership Team, other Subject Leaders, Achievement Coordinators and Assistant Achievement Coordinators, SENCO, Student Support Services and relevant staff with cross-school responsibilities, relevant support staff, LA representatives, external agencies and parents.

**In addition, you are required to undertake the following responsibilities, which may or may not be included above:**

### 1. Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To actively support and promote positive professional relations with students and visitors

### 2. Principal Responsibilities

**To meet all requirements as appropriate of the Teachers' standards: \***

<https://www.gov.uk/government/publications/teachers-standards> (\*Appendix 1)

### 3. General Responsibilities

- To support and promote the school's vision & Values
- To ensure a duty of care at all times to safeguard and promote the welfare of all students.
- To work within the school's Health and Safety policy to ensure a safe working environment for all students, staff and visitors.
- To work within the school's Equal Opportunities policies to promote equality of opportunities for all students and staff.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and courteous
- To actively support and promote positive professional relations with students and visitors
- To actively support and promote positive professional and curriculum links across the campus.
- To actively engage with the performance management process and continue with personal and professional development.
- To adhere to school policies and procedures as set out in the staff handbook and other documentation available.
- To adhere to and support as appropriate school and departmental procedures regarding assessment including preparation and entry for public examinations as specified by the boards.

### 4. Shaping the Future

- To support the Headteacher in providing a clear direction for the development of the school
- To provide effective strategic leadership for all subjects across the designated area.
- To ensure that work across the designated area fully reflects the school's vision and values.
- To contribute to establishing the core values of the Extended Leadership Team and their practical expression.
- To contribute to management decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's development plan.
- To support the Headteacher and staff in the review, implementation, development and monitoring of whole school policies which promote the school's values, aims and objectives

### 5. Leading Learning and Teaching

- To work with colleagues to formulate the aims, objectives and strategic plans of the school.
- To work with colleagues to formulate the aims, objectives and strategic plans for the designated area which have coherence and relevance to the needs of students and support the aims, objectives and strategic plans of the school.
- To ensure short, medium and long-term planning is effectively carried out and students' individual needs are met.
- To support subject leaders in the development and implementation of curricular initiatives.
- To lead by example as a teacher, achieving high standards of student attainment, behaviour and motivation through effective teaching.
- To uphold the school's behaviour code and uniform regulations.

### 6. Developing Self and Working with Others

- To oversee the day-to-day management of the designated area's staff and to act as a positive role model.
- To ensure that the designated area's staff development needs are identified and that appropriate programs are designed to meet such needs.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with School procedures.
- To lead the professional development of staff through example, coaching, peer- support and target setting
- To plan, chair and organise meetings as appropriate.
- To support the school's ITT programme as required.
- To liaise with support staff, parents, governors and outside agencies.
- To attend and participate in Options, Open and Parents' evenings.

- To participate in whole staff training and Continuing Professional Development.
- To attend team and whole staff meetings.
- To work collaboratively with all colleagues
- To encourage moral and spiritual growth and civic and social responsibilities amongst students.

### 7. Managing the Organisation

- To make appropriate arrangements for classes in the designated area when subject leaders are absent, ensuring appropriate cover within the designated area in liaison with the Cover Supervisor.
- To manage the available resources of space and staff efficiently within the limits, guidelines and procedures laid down; including deployment, rooming and the organisation of classes.
- To manage the available finance and equipment resources efficiently within the limits, guidelines and procedures laid down; including deploying the budget, acting as a cost centre holder, requisitioning organising and maintaining equipment and stock, and keeping appropriate records.
- To ensure the highest standard of behaviour within the designated area in liaison with subject staff, Pupil Progress Leaders and the Senior Leadership Team.

### 8. Securing Accountability

- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated area.
- To oversee the target setting process for own department and across the designated area.
- To contribute to the school procedures for lesson observation/review of Learning and Teaching.
- To implement School quality procedures and to ensure adherence to those within the department.
- To monitor and evaluate systems and practice in line with agreed School procedures including evaluation against quality standards and performance criteria.
- To ensure that quality procedures meet the requirements of Self Evaluation and the Strategic Plan.
- To ensure the maintenance of accurate and up-to-date information on the management information system for own subject and the designated area.
- To analyse and evaluate performance data provided.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To update the Headteacher, Senior Leadership group and Governing Body on the effectiveness of provision for students in own subject and throughout the designated area.
- To attend and report to Senior Leadership Team and Governor meetings as required.
- To report to and engage with external agencies as appropriate.

### 9. Strengthening Community

- To ensure that all staff across the designated area are aware of their role and responsibilities within their individual subjects, as part of the designated area and of the Campus and wider community.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner schools, Higher Education, Industry, Examination Boards, Awarding Bodies, External Agencies, and other relevant external bodies, as appropriate.
- To contribute to the school liaison and marketing activities regarding the designated area.
- To contribute to the setting up of effective links with identified partner schools and the community including the school sponsors and the business community.
- To play a full part in the life of the school community and to encourage and ensure staff and students follow this example

### 10. Other Specific Duties

- 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.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

## NOTES

- 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.

Signed: ..... (Line Manager)      Date: .....

Signed: ..... (Job Holder)      Date: .....

*It is the school's usual practice to review support staff job descriptions every 12 months as part of the Performance Management Process. This timeframe is for guidance only.*

### All offers of appointment are subject to:

1. A satisfactory enhanced Disclosure and Barring Service Check
  2. (For those who will be engaging in regulated activity, with barred list information)
  3. At a minimum two Satisfactory References. One of which should be your line manager in your present or most recent employment, or if you are at school, college or university leaver, your Headteacher or Tutor.
  4. Verification of identity
  5. Verification of right to work in the UK
  6. Verification of mental and physical fitness to carry out work responsibilities
  7. Any additional checks needed for time spent living or working overseas
  8. Qualification checks as outline on your application form
  9. A check that you are not subject to a prohibition order issued by the secretary of state
- (For teachers only, teaching assistants and pastoral staff)

## APPENDIX 1: Teachers' standards

### Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part one: Teaching

#### A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
  - 1.1. establish a safe and stimulating environment for pupils, rooted in mutual respect
  - 1.2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - 1.3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils**
  - 2.1. be accountable for pupils' attainment, progress and outcomes
  - 2.2. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
  - 2.3. guide pupils to reflect on the progress they have made and their emerging needs
  - 2.4. demonstrate knowledge and understanding of how pupils learn and how these impacts on teaching
  - 2.5. encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject and curriculum knowledge**
  - 3.1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
  - 3.2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - 3.3. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
  - 3.4. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
  - 3.5. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- 4. Plan and teach well-structured lessons**
  - 4.1. impart knowledge and develop understanding through effective use of lesson time
  - 4.2. promote a love of learning and children's intellectual curiosity
  - 4.3. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
  - 4.4. reflect systematically on the effectiveness of lessons and approaches to teaching
  - 4.5. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- 5. Adapt teaching to respond to the strengths and needs of all pupils**
  - 5.1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
  - 5.2. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
  - 5.3. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
  - 5.4. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 6. Make accurate and productive use of assessment**
  - 6.1. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
  - 6.2. make use of formative and summative assessment to secure pupils' progress



- 6.3. use relevant data to monitor progress, set targets, and plan subsequent lessons
- 6.4. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7. Manage behaviour effectively to ensure a good and safe learning environment**

- 7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- 7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- 7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8. Fulfil wider professional responsibilities**

- 8.1 make a positive contribution to the wider life and ethos of the school
- 8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 8.3 deploy support staff effectively
- 8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- 8.5 communicate effectively with parents with regard to pupils' achievements and well-being.

**Part two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

*DfE: with effect from 1st September 2012*

# Director of Learning for MFL– Person Specification

Specification	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status (QTS), OR</li> <li>An overseas qualified teacher eligible to teach in schools in England OR</li> <li>An NQT in the summer before becoming QTS*</li> <li>Evidence of further professional development</li> </ul>	<ul style="list-style-type: none"> <li>Degree or equivalent</li> </ul>
<b>Further Qualifications &amp; Professional Development</b>	<ul style="list-style-type: none"> <li>Recent, relevant in-service training in current educational practice, including management</li> </ul>	<ul style="list-style-type: none"> <li>Degree/Post Graduate study</li> <li>NPQH</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Considerable management experience</li> <li>Successful and varied teaching experience in appropriate phases(s)</li> <li>Leadership within the area of school improvement</li> <li>A clear understanding and experience of school improvement planning</li> <li>Experience of managing a budget</li> <li>Experience of supporting teachers in managing pupil behaviour and learning and of using and promoting positive behaviour management strategies</li> </ul>	<ul style="list-style-type: none"> <li>Considerable teaching experience across the secondary age range</li> <li>Experience in more than one school</li> <li>Recent experience of the OFSTED process</li> <li>Experience of working with a leadership team</li> </ul>
<b>SKILL &amp; ABILITIES</b>	<ul style="list-style-type: none"> <li>The ability to plan, monitor, evaluate, review and lead by example</li> <li>Ability to analyse and summarise complex data, draw out key issues &amp; provide recommendations</li> <li>Ability to lead and manage effectively in a pressurised environment and to prioritise actions</li> <li>Experience of managing the implementation of change sensitively and effectively</li> <li>Ability to lead and work as part of effective teams</li> <li>To be able to provide evidence of having influenced the quality of teaching and learning in present school</li> <li>Good reasoning powers and good judgement in a variety of situations</li> <li>High level of written and oral communication skills</li> <li>A willingness to take responsibility for promoting and safeguarding the welfare of children and young person's s/he is responsible for, or comes into contact with</li> <li>No contra-indications for working with children (as part of the safeguarding process).</li> <li>You must be able demonstrate your suitability to work with children and that this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline (as part of the safeguarding process).</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and use of computerised management systems</li> </ul>
<b>OTHER</b>	<ul style="list-style-type: none"> <li>A commitment to involve parents, Governors and the community in the work of the school</li> <li>An awareness and understanding of, and a commitment to, equal opportunities</li> <li>A passion for enabling every child to achieve their best.</li> <li>A conviction that pupils are central to everything we do.</li> <li>Well-developed emotional intelligence</li> <li>A sense of humour!</li> </ul>	