



# Teacher of Spanish



“A great school  
at the heart of  
the Burscough  
community”



Dear Applicant,

Thank you for your interest in the Teacher of Spanish vacancy at Burscough Priory Academy.

We are a small and thriving community school, within the Endeavour Learning Trust family of schools. Since joining the Trust, we have made rapid and sustained progress over the last three years, with the vision of being a 'Great school at the heart of the community.'

At our school you will find a caring, ambitious and inclusive community; one that is dedicated to celebrating the potential and uniqueness of everyone. To support this commitment, there is a strong curriculum, inspirational and challenging teaching and learning and outstanding pastoral care.

The relationships that are fostered in school between the children and staff are exceptional. We are very aware of our responsibility as a school at the heart of our Burscough community and we know that excellent relationships with our parents, staff and within the wider community are crucial to the success of the children. Our motto is, 'E Pluribus Unum,' which translates as 'Out of Many, One.' You will feel a distinct feeling of togetherness, working as one to make sure our children feel safe, valued and well supported.

Our family ethos is tangible; we work as a team and we want the best for everyone. But we are also staunch in our commitment to doing this in a way which protects the wellbeing of our staff and our students. Our commitment to reducing workload is non-negotiable. We seek to thrive; individually, together, in our classrooms, staffrooms, schools and right across the Trust.

We hope the information in this pack give you a flavour of who we are and what we do. If you have any further questions about the role please get in touch.

We look forward to receiving your application.

Yours faithfully,

Mrs L.MacLaren,  
Headteacher



## Teacher of Spanish – Advert

We are now looking for a dynamic, enthusiastic and creative Teacher of Spanish, to engage and inspire our students with a genuine passion for Modern Foreign Languages. The successful candidate will join a forward-thinking academy and Foundation Faculty with a genuine focus on providing enjoyable learning experiences and helping our students become competent linguists.

Salary:	MPS/UPR (Post Suitable for ECTs)
Start Date:	September 2022
Contract:	Full Time - Fixed Term until August 2023
Current Base:	Burscough Priory Academy

Burscough Priory Academy joined the Endeavour Learning Trust in September 2018 and has thrived as part of a successful family of schools. Burscough Priory students are hardworking, enthusiastic and keen to work with their teachers and the support staff to get the very best out of every day at school. Since 2018, there has been rapid and sustained improvement at our school which is firmly rooted in the existing good practice evident at Burscough Priory Academy. Our staff are wholly optimistic and completely committed to continuing to make the school the very best it can be - this is a school that is going places.

For our staff, we are firmly committed to ensuring this is a job that can be enjoyed, where everyone can flourish because we pay close attention to work/home balance. Across the Trust, we continue to develop strategies that take a common-sense approach to those aspects of the role that could become an unnecessary burden on workload - these include feedback, marking and centralised detentions.

Collaboration is the beating heart of our Trust. In all of our schools, our staff learn together; they share their practise, encourage and support each other to get the best out of every working day. The successful candidate will have the opportunity to work in our Trust and wider school networks to contribute to the development of the curriculum, teaching and learning in Spanish

In our schools we have a relentless focus on excellence, expect the highest standards of behaviour but we have a pragmatic emphasis on the balance between challenge and support, high expectation and nurture. This counts for students and staff, teaching and non-teaching, so that our schools develop a family ethos, where everyone wants the best for everyone else.

In our team, our teachers are committed to continuously improving the classroom experience of our students with a genuine desire to improve their life chances. If you think this sounds like a place you would like to develop your career and your love of teaching then you can apply online.

This position is full time and fixed term for one year. This position is suitable for ECTs.

Applications must be submitted by 9am on Monday 28<sup>th</sup> March 2022

Interviews will be held on Thursday 31<sup>st</sup> March 2022

Prospective candidates are welcome to contact the school for a telephone conversation or visit prior to the final application please contact Miss K. Dodd, Operations Manager 01704 893259 to organise a convenient time.

Candidates should ensure that they and their referees are easily contactable, with the correct phone number and email address and able to reply promptly if references are requested.

**This post is subject to an enhanced DBS check**

**Endeavour Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.**



## Foundation Faculty Profile

At Burscough Priory Academy we believe in high aspirations, creative solutions, clear boundaries and the genuine enjoyment that comes from the joy of learning and the pride of achievement and success.

The Foundation Faculty at Burscough Priory Academy consists of the following curriculum areas: Geography, History, Religious Studies and Modern Foreign Languages. The overall strategic leadership of the Faculty sits with the Director of Faculty who is also Head of MFL. The Director of Faculty takes an operational lead on key aspects of running the faculty and the Heads of Subjects support the Director. As part of the team, all members of the Faculty are valued and supported. The Faculty aims to develop students' enjoyment and interest in our subjects, as well as to develop a wider awareness of the world through outstanding lessons and extra-curricular activities.

We are a creative and enthusiastic Faculty who are keen to recruit a team-orientated colleague who is inspirational, ambitious, and wants the very best for every student.

## Current Faculty Profile

The Faculty consists of:

- Director of Foundation Faculty and Head of MFL
- Head of Geography
- Head of History
- 3 Teachers of Geography
- 3 Teachers of History
- 2 Teachers of Religious Studies
- 3 Teachers of Modern Foreign Languages

At Key Stage 3 in years 7&8 students have six hours of Spanish every two weeks. In Year 9 they have 4 hours and we also offer French as a second language option.

Spanish is a very popular option choice at GCSE, students have six hours of Spanish every two weeks. Students follow the Edexcel GCSE Spanish in Year 10 onwards.

## **Job Description – Teacher of Spanish**

### **Part 1**

You are required to carry out the duties of a schoolteacher as set out in the Schoolteachers' Pay and Conditions Document

### **Part 2**

#### **Job Title - Classroom Teacher**

Purpose:

1. To plan, develop and deliver high quality lessons and schemes of work, using a variety of approaches, to continually enhance teaching and learning and to maximise individual progress for students
2. To maintain and build upon the relevant standards achieved in the award for QTS (Secondary) as set out by the Secretary of State
3. To support the Head of Faculty (HoF) in providing effective leadership and management and to contribute to building and maintaining an effective teaching team which continually strives to enhance the quality of teaching and learning
4. To contribute as appropriate to a personalised learning agenda to meet the needs of individual students
5. To contribute to the school's delivery of engaging and effective teaching and learning strategies
6. To consistently apply the school's Behaviour and Rewards Policy

Reporting to: Head of Faculty and/or appropriate other within Appraisal structure

Disclosure level: Enhanced

### **Section 1 – General Teaching Duties**

#### **Teaching and Learning**

1. Manage student learning through effective teaching in accordance with the Faculty/Department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches, including differentiation to ensure stretch and challenge for all students and to meet curricular objectives and to ensure equal opportunity for all students.
4. Set assessments and homework regularly in accordance with the School policies and guidelines, to consolidate and extend learning and encourage students to take responsibility for their own learning.
5. Work with SEND staff and pastoral support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Work effectively as a member of the Faculty team to improve the quality of teaching and learning.
7. Set high expectations for all students, particularly Pupil Premium students, to deepen their knowledge and understanding, to raise aspirations and to maximise their individual achievement.
8. To plan and execute appropriate intervention strategies within the classroom to address potential underachievement and log as appropriate
9. Use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.
10. Inspire creativity, independence and critical thinking
11. Contribute towards social cohesion

#### **Curricular/Faculty Development**

1. To contribute to the development of comprehensive schemes of work which include a range of teaching and learning methods and activities providing a rich experience for all students, and incorporating a variety of assessment methods at key points to enable accurate judgements to be made on student progress within the Assessment for Learning Agenda.
2. To fully engage with Faculty and whole school initiatives for collaborative planning and moderation.
3. To share in the development of Faculty classroom and intervention strategies for students' literacy, numeracy and spiritual, moral, social and cultural development.

#### **Monitoring, Assessment, Recording, Reporting, and Accountability**

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.

2. Contribute towards the implementation of 'Pupil Passports' as detailed in the current Code of Practice and school policies particularly the planning and recording of appropriate actions and outcomes related to set targets and suggested strategies.
3. Assess students' work systematically and use the results to inform future planning, teaching, moderation and curricular development and to refine accurate predictions of student outcomes.
4. Keep up to date with data on student progress and use it effectively in planning and preparation.
5. Be familiar with statutory assessment and reporting procedures, prepare and present informative, helpful and accurate reports as required.
6. Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

### **Subject Knowledge and Understanding**

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum requirements and assessment requirements and specifications for examination courses.
2. Keep up-to-date with research and developments in subject/pedagogy.

### **Professional Standards and Development**

1. Be a role model to students through appropriate personal presentation and professional conduct as in the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings and the school policy and procedures.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time and be a presence around school and between lessons, ensuring high standards are maintained.
3. Cover for absent colleagues in line with agreed school policies.
4. Be familiar with and supportive of all the School's policies and procedures including Safeguarding and Health.
5. Establish effective working relationships with professional colleagues.
6. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
7. Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare as directed by the School.
8. Be aware of the role of the Trust Board and Local Academy Council of the Academy and support them in performing their duties.
9. Be familiar with and implement the relevant requirements of the current SEND Code of Practice, DDA and Access to Work.
10. Consider the needs of all students within lessons (and implement specialist advice) especially those who:
  - have SEND
  - are disadvantaged (including PP, FSM, CLA, Forces Children and EAL)
  - are Able, Gifted and Talented
  - are mobile students

### **Liaison/communication**

1. Meet regularly and work with the HoF (and line manager if different) for professional support and to develop effective Faculty management
2. Liaise with other subject teachers in order to utilise effective practice from across the curriculum

### **Health and Safety**

1. Be aware of Basic First Aid procedures.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare and fire procedures.
4. Work to the school's policies.

### **Continuing Professional Development - Personal**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the curriculum, which may lead to improvements in teaching and learning.

2. Undertake any necessary professional development as identified in the School or Faculty Improvement Plan and Appraisal processes taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Appraisal process.
4. To work to the school's policies

#### **Continuing Professional Development – Staff**

1. Contribute as appropriate to the school's CPD programme.
2. Support trainees and NQT's to ensure they are appropriately monitored and supported if applicable.

#### **Tutor Role**

1. Every classroom teacher may be expected to be part of House team and to work to the Personal Tutor job description

#### **Safeguarding**

1. To be responsible for promoting and safeguarding the welfare of children and young persons with whom the post-holder comes into contact with, or is responsible for in line with School Policies.

#### **Section 2 - Additional Duties for this Post**

1. To teach effectively
2. To assist the HoF in ensuring that the Faculty contributes effectively to the attainment of school targets both at Key Stage 3 and Key Stage 4

To undertake any other duties and tasks as reasonably defined by the Executive Headteacher

This job description may be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder.

It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

Compiled by: Executive Headteacher	Revision Number: 1
Approved by: Executive Headteacher	Revision Date: March 2019 (LGW)

**In addition to the candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children. Any relevant issue which may arise from the references will be taken up at interview.**

## Person Specification – Teacher of Spanish

Requirement	Essential (E) Desirable (D)
Qualified Teacher Status/appropriate Graduate Status	E
DBS Clearance	E
Effectiveness as a Spanish Teacher	E
A proven track record of successful teaching with evidence of enhancing student achievement, especially at GCSE level.	D
A demonstrable commitment to CPD and a thirst for reviewing and developing teaching and learning strategies	E
A commitment to engage in and use educational research for the development of teaching and learning	E
An ability to be part of a team	E
Infectious enthusiasm in the classroom and around school	E
Ability to develop independent learning and enquiry skills in students	E
Excellent classroom management and organisation	E
Awareness of the principles of Assessment for Learning	E
An understanding of how data may be used to monitor and improve pupil performance and the effective use of school tracking and reporting systems	D
Ability to accurately assess and predict student progress	D
An understanding of how data may be used to monitor and improve pupil performance	D
Awareness and commitment to a personalised learning agenda	E
ICT literate and a willingness to further develop their skills	E
Motivation to work with children and young people	E
Ability to form effective and appropriate professional working relationships with young people with clear boundaries	E
Ability to develop appropriate use of authority within an ethos of mutual respect in accordance with the Behaviour Policy	E
Emotional resilience in dealing with the challenges of the role	E
A genuine passion for education	E
A commitment to the Aims and Vision of the Trust, the School Development Plan and the Faculty Development Plan	E
A willingness to undertake further training and professional development	E
A commitment to comply and adhere to the document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'	E
A commitment to comply and adhere to the document 'Guidance for Conduct'	E