

EASTBURY COMMUNITY SCHOOL

Temporary Second in Department for MFL

Secondary Phase

January 2021 Start

Date of advert: 21/09/2020

Closing Date: 02/10/2020

Shortlisting: 05/10/2020

Interviews: 12/10/2020

Advert

EASTBURY COMMUNITY SCHOOL
Hulse Avenue
Barking
Essex IG11 9UW

Second in Department for MFL (French specialist with the preferred ability to offer Spanish)

January 2021 Start

Fixed term – 1 Year

MPS incorporating Inner London Allowance +TLR 2b

Roll 1800 (Oversubscribed)

Excellent opportunity for an inspirational teacher, in a successful, well ordered, and inclusive 3-19 all through school. We are at the heart of an ethnically diverse community in London East, an area undergoing significant regeneration and building affordable homes. We have just celebrated excellent examination results in 2019 with many pupils achieving top grades at both GCSE and A level.

We foster a collaborative culture where talented individuals are empowered to produce their best work in brand new purpose built accommodation.

The school is located less than 10 minutes' walk from Barking tube and mainline station (25 minutes from Liverpool Street station) and is easily accessible by road.

We are seeking a well-qualified and ambitious professional who is motivated to make a difference to the life chances of young people. The post would suit a team player who is committed to the happiness, well-being, self-esteem and progress of everyone at the school.

We have the highest expectations of everyone and can offer:

- Highly aspirational pupils who are eager to learn
- A highly supportive school in which teaching and learning is the key priority, and staff are provided with the time and coaching needed to be successful.
- The opportunity to teach in our outstanding and oversubscribed sixth form

For full details of the post and an application form please visit the school website www.eastbury.bardaglea.org.uk and return the application form to the Headteacher's PA, Karen Dunnell kdunnell@eastbury.bardaglea.org.uk. The closing date for applications is 5pm Friday 02/10/2020 and interviews will be held on Monday 12th October.

Eastbury School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks including enhanced DBS checks. We value the diversity of our community and wider society and are committed to promoting and upholding equalities at our school. CVs are not acceptable and will not be considered.

APPOINTMENT OF 2I/C MFL FRENCH SPECIALIST (with preferred ability to be able to offer Spanish)

SECONDARY PHASE

January 2021 Start

Dear Colleague and Prospective Applicant

Thank you for requesting details about teaching in our school. I am delighted that you are interested in developing your career at Eastbury, at such an exciting time in the school's development. We pride ourselves in creating a positive, calm and purposeful ethos, where teachers can teach and pupils can learn, in a caring and supportive environment.

The post is ideal for someone with drive who is keen to develop their professional skills and expertise in preparation for further promotions. We are seeking a talented, inspirational and adaptable teacher who wants to start, or further their career, in a forward thinking school. The self-motivation and resilience to ensure the highest standards of care, achievement and attainment for our young people is essential.

Successful teachers at Eastbury are:

- Ambitious and dynamic classroom practitioners who are passionate about their subject and raising achievement, attainment and aspirations of pupils
- Committed to ensuring all pupils achieve academic success and are well cared for
- Team players who are highly organised, yet flexible, with excellent interpersonal and communication skills who remains calm under pressure
- Active learners, who constantly strive to improve, with the desire to progress as an excellent teacher, Lead Practitioner or leader in education
- Able to teach across the 11-19 age and ability range up to and including A-level.
- Committed to working in an all through school and willing to collaborate with primary colleagues in our own school and across the borough.

We believe that for our ambitious goals to be realised for our pupils it has to start with the adults and so we are committed to ensuring that our staff have access to a wide range of continuing professional development opportunities. We are all learners at Eastbury. Staff and pupil wellbeing is of the utmost importance to us and we are constantly seeking ways to reduce workload and ensure there is a good work-life balance for all members of our team. We are proud that our pupils and staff are friendly, welcoming and supportive of one another.

ECS is currently undergoing significant change, which is creating many career opportunities. In September 2015 we became a 3-19 all-through school and in September 2016 our primary pupils moved into their own self-contained purpose built accommodation. Our new secondary building opened in January 2017 providing 36 'state of the art' classrooms and 14 science laboratories. Our new buildings have been extremely well received by pupils, staff and the community. In September 2018 our extensive campus was completed and now provides a valuable resource for the community.

ECS is an exciting, challenging and rewarding place to work. We are a growing in both number (two-form entry in our primary phase and ten- form entry in the secondary phase) and in reputation. We are situated in the heart of Barking, less than ten minutes from the Tube and Rail station, in the London Borough of Barking and Dagenham. It is an area steeped in local history that is also in the process of rapid change due to an ambitious local regeneration programme.

The school is a large, well-ordered and diverse community, which enjoys an excellent reputation. The school strives to be at the forefront of educational improvement and we were recently featured in the Independent on Sunday www.independent.co.uk Our success is founded on the traditional values of academic excellence, self-discipline, responsibility and respect for others.

ECS is a caring and kind school that gets the very best for and from its children. It is a friendly, supportive, diverse and welcoming school that nurtures local children from varied and sometimes challenging backgrounds to achieve their full potential academically and socially. We are especially proud of the creativity and leadership potential of our children which are both actively encouraged.

Our record-breaking number of higher grades in 2019, with a strong Progress 8 figure in 2018 and 2019, and current pupil progress data, demonstrates clearly that the school is improving the life chances of our pupils and provides the evidence that we will become outstanding in the near future. Eastbury Community School is part of a successful 6th form partnership arrangement with four other local secondary schools. This potentially will cater for the educational needs of over 1000 pupils studying a diverse range of academic and vocational courses. In 2019, we celebrated another record breaking year of A-level results with a 100% pass rate and increasing numbers of pupils achieving top grades in our Sixth Form. Over half of all grades achieved at A-Level were at A* to B and 1 in 4 were A*/A grades. Consequently, a record number of Sixth Form pupils progressed to Russell group universities, including Cambridge, and many secured Modern Apprenticeships. Eastbury Sixth Form is 1st in the borough for its results, placing it at the top of the league table, and was rated outstanding by OFSTED.

Barking and Dagenham is an excellent Borough to work for, committed to raising attainment and developing its staff. Full Inner London Weighting is paid and we encourage all staff to develop their careers by providing excellent Continuing Professional Development opportunities. In addition the Borough can offer support in providing quality affordable housing for rent (<https://www.affordablelettings.london/>).

Our aim is to create a genuine learning community in which all pupils are challenged and stimulated, cared for and supported. If you are an enthusiastic and dedicated professional who shares this commitment and are inspired to apply for the post, we would be pleased to receive your application.

Information about the MFL Department

The MFL department consists of 5 members of staff and we are proud to offer both French and Spanish. We currently offer French across all Key Stages and successfully introduced Spanish at Key Stage 3 in September 2019. In September 2020 we changed our approach to languages teaching at Key Stage 3 and we are already seeing a dramatic impact. This is an exciting time to join the Languages department and we are looking for an inspirational 2i/c MFL that can support us in increasing the profile of languages across the school and delivering our new curriculum.

In the last 4 years, KS4 results have been consistently strong and above national average. In summer 2019, for GCSE French, 86% achieved grades 9-4, 80% 9-5, 34% 9-6 and 29% 9-7. Our centre-assessed grades for summer 2020 also demonstrate the hard-working nature of our languages pupils with 100% of pupils achieving a grade 4-9. We are proud to be the lead school for A Level French in our sixth form Consortium in the Borough and in the last two years all students have achieved grades A*-C.

The MFL department believes in academic rigour and all pupils are pushed to achieve linguistic competence. We also believe that learning a language is a skill for life and is something that all pupils should enjoy. We actively seek ways to motivate our learners and we relish the chance to help our pupils enjoy all forms of language learning. We are proud to motivate pupils to want to learn a modern foreign

language and, as such, our GCSE uptake is steady with between 2 and 3 groups of GCSE French each year.

Our Key Stage 3 curriculum is designed to equip pupils with a secure foundation in vocabulary and grammar, and to enable them to succeed at GCSE. Centrally created parallel texts are the main resource used in each lesson which enable pupils to achieve automaticity in their language learning. Centrally set weekly vocabulary learning homework and in-class quizzes allow pupils to become more independent in their language learning and ensure teachers have more time to plan engaging lessons.

At Key Stage 4 and 5 we use the AQA specifications for GCSE and A Level. The department provides opportunities for pupils to experience speaking French in authentic situations and to understand why learning a language is so important in our society today. Previous trips have included day trips to Lille, the Europa Centre and workshops at the Institut Français. We invite external speakers annually to share their language learning stories with pupils and to encourage them to consider careers where they can use their language skills.

The Languages department is a forward-thinking department and we constantly look to improve our practice through the latest educational research. We are a supportive team and look to manage workload wherever possible. Please do get in touch if you have any questions and we look forward to receiving your application.

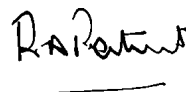
If you would like to discuss any aspect of the post or application process please contact Chelsy Manning, Head of Department(cma@eastbury.bardaglea.org.uk) if you want to arrange a telephone appointment or to visit the school, following all social distancing guidelines.

We look forward to receiving your application.

Yours sincerely



DAVID DICKSON
Executive Headteacher



ROY PATIENT
Chair of Governors

Job Description

Post Title:	Second in Department Modern Foreign Languages
Purpose:	<p><u>Core purpose:</u> To provide proactive support for the professional leadership and management of the department/ area leader in order to secure and maintain high quality teaching, effective use of resources and improved standards of learning and achievement for all students in the Curriculum subject / area.</p> <ul style="list-style-type: none"> ▪ To support the Head of Department and to deputise when and where appropriate. ▪ To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school. ▪ To develop and enhance the teaching practice of others. ▪ To monitor and support the overall progress and development of students within the curriculum area and as a Form Tutor.
<u>Leadership</u>	<ul style="list-style-type: none"> ▪ Working under direction from the HoD to embody the strategic direction of the subject / area in the school and community. ▪ To contribute to keeping the school informed of the characteristics of high quality teaching and learning, and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students with particular reference to the area of responsibility. ▪ To use comparative data, together with information about students' prior attainment to establish benchmarks and set targets for student / teacher improvement within the particular area for which the post-holder has responsibility. ▪ With the HoD to act as an advocate for the subject / area both outside and inside school ▪ To assist the HoD in preparing and writing all development plans /bids associated with the subject / area, writing any elements that are directly within the area of responsibility. ▪ To make a significant contribution to the vision relating to the subject / area and school. ▪ To ensure, in liaison with the HoD, that there is provided clear direction (through a subject / area handbook and charring meetings) so that all staff can contribute to subject / area and whole school improvement. ▪ To help lead the department in developing systems for behaviour for learning and contribute to whole school strategies.
<u>Management</u>	<ul style="list-style-type: none"> ▪ With the HoD to provide suggestions for the use of the subject / area budget ensuring effective use of resources ▪ With the HoD to provide quality assurance for the subject / area by monitoring progress towards meeting targets and developing / adopting intervention policies where appropriate especially in reference to the designated areas of responsibility. ▪ With the HoD to organise and lead the monitoring of teaching and learning in the subject / area ▪ With the HoD to set challenging but attainable short term targets in line with overall targets for teachers, especially in reference to the designated areas of responsibility. ▪ With the HoD to ensure that student progress is effectively monitored especially in reference to the designated areas of responsibility. ▪ With the HoD to liaise with 2i/c's and heads of other subject / areas to meet whole school targets especially in reference to the designated areas of responsibility. ▪ With the HoD to liaise with and help coordinate community partners to ensure the effective delivery of any community programme pertaining to the subject / area ▪ With the HoD to ensure that a distinct ethos pertaining to the subject / area is apparent in the school and that it is maintained for the good of the subject/ area and the school ▪ With the HoD to oversee and coordinate the use of external agents in the delivery of the subject / area especially in reference to the designated areas of responsibility. ▪ To act as an engine for the sharing of good practice arising from the subject / area ▪ To attend events designed to support the development of the subject / area especially in reference to the designated areas of responsibility. ▪ With the HoD to develop / implement short-term measures and intervention aimed at enhancing student performance in the subject / area especially in reference to the designated areas of responsibility. ▪ With the HoD to provide and analyse current data as required regarding the impact of the subject / area in the school and LEA, especially in reference to the designated areas of responsibility.
Reporting to:	Head of Department (HoD)
Responsible for:	Assisting the HoD in providing an effective and meaningful learning experience for all MFL pupils
Liaising with:	MFL Teaching staff, Pastoral staff and relevant non-teaching support staff

Working Time:		195 days per year. Full time
Salary/Grade		TLR2B
Disclosure level		Enhanced
Operational/ Strategic Planning		<ul style="list-style-type: none"> • To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the department, within the designated area. • The day-to-day management, control and operation of the designated curriculum area provision within the department given the above provisos. • To assist in monitoring and following up student progress. • To assist in the implementation of school Policies and Procedures, for example Equal Opportunities, Health and Safety, COSHH, Accommodation Strategy, etc. • To work with colleagues to formulate aims and objectives for the department which have coherence and relevance to the needs of students and to the aims and objectives of the school.
Curriculum Provision:		<ul style="list-style-type: none"> • Under direction from the Head of Department to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's strategic objectives.
Curriculum Development		<ul style="list-style-type: none"> • To support curriculum development within the whole department with particular emphasis on the relevant curriculum area. • To keep up to date with national developments in the subject area and teaching practice and methodology. • To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. • To liaise with the Head of Department to maintain accreditation with the relevant examination and validating bodies.
Staffing		<ul style="list-style-type: none"> • To work with the Head of Department to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
Staff Development:		<ul style="list-style-type: none"> • To contribute to Personal Development Review and to act as reviewer for a group of staff within the designated department.
Recruitment and/ or Deployment of Staff		<ul style="list-style-type: none"> • To promote teamwork and to motivate staff to ensure effective working relations. • To ensure the effective efficient deployment of classroom support.

Quality Assurance:	<ul style="list-style-type: none"> • To ensure the effective operation of quality control systems. • To assist in the process of the setting of targets within the department and to work towards their achievement. • To help to establish common standards of practice within the department and develop the consistency of quality first teaching and learning • To contribute to the school procedures for lesson observation where appropriate • To implement school quality procedures and to ensure adherence to those within the department. • To participate in the monitoring and evaluation of the curriculum area/department in line with agreed school procedures including evaluation against quality standards and performance criteria. • To seek/implement modification and improvement where required within the relevant curriculum area.
Management Information:	<ul style="list-style-type: none"> • To ensure the maintenance of accurate and up-to-date information concerning the relevant curriculum area on the management information system. • To assist in the use of analysis and evaluation of performance data. • To help to produce reports within the quality assurance cycle. • To assist in the production of reports on examination performance, including the use of value-added data. • To assist in the of identification exam entries within the department.
Communications:	<ul style="list-style-type: none"> • To help ensure that all members of the department /curriculum area are familiar with its aims and objectives. • To ensure effective communication/ as appropriate with the parents of students. • To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
Marketing and Liaison:	<ul style="list-style-type: none"> • To contribute to the school liaison and marketing activities, eg, the collection of material for press releases. • To contribute to the development off effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events in partner schools and the wider community.. • To actively promote the development of effective subject links with external agencies.
Management of Resources:	<ul style="list-style-type: none"> • To assist the Head of Department to identify resource needs and to contribute to the efficient /effective use of physical resources • To co-operate with other departments to ensure a sharing and effective usage of resources to the benefit of the school and the students.

Pastoral System:	<ul style="list-style-type: none"> • To monitor and support the overall progress and development of students within the curriculum area • To help to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary. • To act as Form Tutor and carry out the duties associated with the role as outlined in the generic job description. • To assist in the implementation of the Behaviour Management system in the Department so that effective learning can take place.
Teaching :	<ul style="list-style-type: none"> • To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
Additional Duties:	<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
<p>Other Specific Duties:</p> <ul style="list-style-type: none"> • To promote actively the school's corporate policies. • To continue personal development as agreed. • To actively engage in the staff review and development process. • To undertake any other duty as specified by STPCB not mentioned in the above. <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p>	
<p>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.</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>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.</p>	
<p>This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.</p>	

<p>Person Specification SECOND IN DEPARTMENT</p> <p>We are seeking to appoint an effective colleague who is:</p>	<p>Assessment: A = Application IT = Interview task I = Interview R = Reference</p>
<p>1. passionate about their subject and is well qualified to degree level</p> <p>2. has a PGCE or equivalent</p> <p>3.</p> <p>4. hardworking, well-motivated and positive</p> <p>5. has the ability to teach effectively in a socially disadvantaged area 11-19 (the ability / desire to teach in the Primary Phase is an advantage).</p> <p>6. can communicate effectively with young people</p> <p>7. is committed to collaborative planning</p> <p>8. delivers well-structured lessons with clear learning objectives</p> <p>9. has secure knowledge and understanding of their subject(s), including being able to anticipate pupils' common strengths and misconceptions</p> <p>10. has appropriate and demanding expectations for pupils' learning across the age and ability range</p> <p>11. can assess how well learning objectives have been achieved and can use assessment for future teaching</p> <p>12. can ensure the effective teaching of pupils and can secure progress towards their targets</p> <p>13. communicates effectively with parents</p> <p>14. understands the need to take responsibility for their own professional development</p> <p>15. conducts effective working relationships with staff, parents / carers & pupils</p> <p>16. understands the need to look after resources and use them effectively</p> <p>17. has high standards and expectations of self and others</p> <p>18. supports a collegiate management style</p> <p>19. has a sense of humour</p> <p>20. Has experience of leading an area within a department or can demonstrate the readiness to do so as the next step of their career.</p>	<p>1. A,IT,I,R</p> <p>2. A,I,R</p> <p>3. A,I,R</p> <p>4. IT,I,R</p> <p>5. IT,R</p> <p>6. I,R</p> <p>7. A,IT,I,R</p> <p>8. A,IT,I,R</p> <p>9. A,I,R</p> <p>10. A,I,R</p> <p>11. A,I,R</p> <p>12. A,I,R</p> <p>13. A,I,R</p> <p>14. A,I,R</p> <p>15. A,I,R</p> <p>16. A,IR</p> <p>17. A,I,R</p> <p>18. A,I</p> <p>19. A, IT, I, R</p>