



Candidate Briefing Pack  
Head of Modern Foreign Language  
(£5k Golden Hello)





# Welcome to The Howard Academy Trust

Thank you for showing an interest in working for The Howard Academy Trust. From September, our Trust will be comprised of 9 schools across Kent, Medway and Bexley, with 4 secondary schools and 4 primary schools, and an Alternative Provision. As a Trust, we have future growth plans and expect further schools to join us over the 2024/25 academic year.

Our overarching aim and vision for our member schools is “working together to create a community of successful learners”. In doing this, we will deliver an outstanding education for the children and young people who attend our academies. We endeavour to ensure that all our pupils have access to the highest standards of teaching, resources and opportunities. The Trust’s role is to oversee the leadership and vision of member schools and to develop effective and supportive partnerships between them. We have a firm belief within the Trust that every child should have access to at least a good education.

We are proud that every academy inspected since joining our Trust has remained as a Good school. Both Temple Mill Primary School and Waterfront UTC joined the Trust as sponsored academies and have moved from Special Measures to a Good school on their first inspection. Our schools serve their own community, and each has a unique identity. Being part of this Multi Academy Trust has already provided member schools with practical benefits. We want communities to be proud of their local THAT school and we are determined to make it the first choice for all families.

As Chief Executive, I am enormously proud of our schools and of the leaders, governors, teachers and support staff who every day ensure our pupils enjoy and make good progress in their learning.

**Owen McColgan**  
*Chief Executive*  
The Howard Academy Trust





## *Working together to build a community of successful learners*

### Vision and Values

Learning and growth are at the heart of The Howard Academy Trust ethos. We strongly advocate that all members of our community have the opportunity to become the very best that they can be. We recognise and value the unique talents and expertise within our community and aim to create a culture of dignity, inclusivity, respect and ambition, where all can thrive.

This is achieved through:

**Excellent teaching and learning that promotes inclusivity;**

Regular opportunities for collaborative CPD to ensure best practice across academies;

**A proactive network for joint working across academies, for staff at various career stages;**

The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;

**The unique character of each academy is valued and contributes to the THAT whole Trust ethos;**

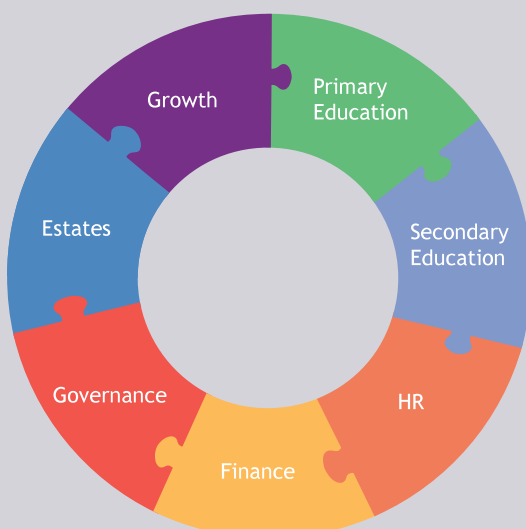
Shared whole Trust values of dignity, respect and ambition;

**High aspirations for all involved with the Trust and a solutions led approach;**

Each academy is a hub for its local community and families;

**Facing outwards and working in collaboration with other organisations and stakeholders;**

A centralised team that allows academies leaders to focus on their core purpose of education.



### Strategic Priorities

Continuously improving the quality of provision of all our academies and enhance pupil outcomes across the Trust.

Provide excellent teaching and learning that promotes inclusivity.

Continue to build the profile of THAT to support further growth within the Southeast.

Champion our THAT People Strategy to retain, recruit, develop and reward an excellent workforce.

Ensuring a financially viable and sustainable MAT with a strong business infrastructure.

Ensuring effective leadership and governance at all levels.



# Our Family of Schools



**The Howard School**  
1,500 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



**Temple Mill Primary School**  
240 Pupils on Roll  
Rated Good by Ofsted  
Located in Strood, Kent



**Deanwood Primary School**  
230 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



**Thames View Primary School**  
460 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



**Miers Court Primary School**  
420 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



**Waterfront UTC**  
400 Pupils on Roll  
Rated Good by Ofsted  
Located in Gillingham, Kent



**The Abbey School**  
1,200 Pupils on Roll  
Located in Faversham, Kent



**Hurstmere School**  
1,100 Pupils on Roll  
Located in Sidcup, London





# Working for The Howard Academy Trust

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do. The Howard Academy Trust has received the Platinum Kent & Medway Workplace Wellbeing Award and we continue to make advances in emotional, physical and professional wellbeing.



## Financial

- A competitive salary for both teaching and support staff, with annual pay progression and a robust performance development scheme underway.
- Subsidised Private Healthcare with Benenden Health.
- All staff are automatically enrolled into the Teacher and Local Government pension scheme with attractive employer contribution rates.
- We have introduced Access EarlyPay through our payroll system as a mobile app that lets users draw down a proportion of their salary. You can withdraw at any point, 24/7 with just a few taps on your mobile phone.

## Professional Development

- Early finish for teaching staff every Friday afternoon to allow for whole school CPD (Secondaries only) and whole school PPA (Primaries only).
- Comprehensive CPD programmes including departmental and whole school training.
- Trust-wide training events and Staff Conference events to bring all staff across the Trust together to network and share experiences.
- Assessment Only routes and Schools Direct opportunities to take your first step into Teaching.
- Access to 30 Level 2 qualifications through The Skills Network, free of charge to all staff.
- Career Progression and upskilling opportunities across the Trust.
- Access in-house training in to Middle & Senior Leadership courses for future leaders.
- Access to industry leading CPD subscriptions including Optimus Education.



## Wellbeing

- Full Time support staff receive 23 days annual leave as standard plus bank holidays, to increase after 5 years of service.
- Each of our academies have received the Gold Kent & Medway Workplace Wellbeing Award in 2021.
- Employee Assistance Programme, 24/7 access to a free counselling service for our employees and their families, for confidential advice and guidance.
- Access to Senior Mental Health First Aiders and a team of established Mental Health First Aiders based at all of our academies.
- Hosts of Medway Council's wellbeing afternoons consisting of use of a health check machine, blood pressure checks, alcohol awareness speakers.
- Flu jabs available for free every autumn for all staff, at their own academy for ease of access.
- Discounted gym membership at Avenue Tennis, Gillingham, on a range of different packages.
- Cycle to Work Scheme.

## Facilities

- Discounted hire of the school facilities, halls, fields, and gyms, for all members of staff up to 20%.
- On site catering at our school canteens with a full lunch menu.
- Free car parking at each Trust site.





*“Leaders and staff have high aspirations for what all pupils can achieve across the curriculum.”*

*- Ofsted, 2022*



# Welcome to The Abbey School

Welcome to The Abbey School, and thank you for your interest in this post. The Abbey School joined the very successful Howard Academy Trust on 1st April 2023, after celebrating the school's best academic results *ever* in 2022. The Abbey School is a mixed secondary school with a thriving population of over 1200 students. We believe that school should be a place where young people can discover and develop their own individual talents. This means an education that is structured around the individual strengths and needs of each child.

At the end of their time with us, we aim for all our young people to leave the school confident, happy and well equipped to take their place in employment or further education. We are particularly proud of the support structures that exist within the school which we continually enhance. Developing 'well rounded' individuals who possess a strong sense of responsibility for both the school and the wider community is important to us. Our students require not only an excellent foundation in learning, but also attributes such as resilience, leadership, creativity and team-working skills.

When you visit our school I am sure that you will recognise not only the warm welcome of our students but also their enjoyment and passion for learning.

Our school motto reflects our educational values. It is inclusive of all that belong to our community, and it is our aim that all members of our school show respect for one another.



*Hear from staff at The Abbey School*

# “Be the Best You Can Be”

## Aspiration

Aspiration at The Abbey School does not only mean wanting to do well in tests or gaining qualifications. It refers to the broader sense of accomplishment gained through personal development and through participation in a large variety of opportunities offered to our students. In many circumstances achievement of their goals should be recognised or praised, but we will not reward mediocrity.

## Community

Our school emphasises the importance of working collectively both within the school and with local partners. Our vision is that students should be the best that they can be and support others in realising this goal. When students achieve they not only improve their sense of identity but also their commitment and feeling of belonging in the school.

## Curiosity

We want our students to take a keen interest in the world around them and develop a love of learning. This means being exposed to issues such as the complexities of the universe and the human condition. When faced with the scale, intricacy and magnificence of the world around them our hope is that they develop a sense of wonder and humility. In doing so they may also consider the value or meaning of their own life.

*Dr R Speller*  
Principal



## About The Abbey School



NOR

1200



Age Range

11-19



PP

34%



FSM

32%



SEN

13%



EAL

6%



Quality of Education  
OFSTED Rating:

Good



Gender of Pupils:

Mixed



# Record GCSE & A-Level Results in 2022

**55%**

Achieved GCSE English and Maths at 4+  
*(up from 34% in 2017)*

**69%**

A\*-C at A-Level  
*(up 29% from 2019)*



# Job Description

|                       |   |
|-----------------------|---|
| <b>Job Title:</b>     | Head of Modern Foreign Language                     |
| <b>Contract Type:</b> | Full time, Permanent                                |
| <b>Remuneration:</b>  | STPC MPS/UPS + TLR2b (£5,645) & £5,000 Golden Hello |

## Core Purpose and Scope

The holder of this post is expected to carry out the professional duties as described below, as circumstances may require and in accordance with the Trust's policies, under the direction of the Senior Leadership Team and Principal. The post-holder is required to fully support the vision, ethos and policies of the Trust.

## THAT Vision & Values

As a Trust, our Vision and Values are achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- A proactive network for joint working across academies, for staff at various career stages;
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;
- The unique character of each academy is valued and contributes to the THAT whole Trust ethos;
- Shared whole trust values of dignity, respect and ambition.
- High aspirations for all involved with the Trust;
- Each academy is a hub for its local community and families;
- Facing outwards and working in collaboration with other organisations and stakeholders;
- A centralised team that allows academies leaders to focus on their core purpose of education.

## Values and Behaviour

Teaching & Support Staff play a vital role in making the education of the students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

## **Personal and professional conduct**

The post holder should always conduct themselves professionally, treating students and staff with mutual respect, regardless of personal beliefs, in accordance with Trust ethos, policies and practices.

## **Purpose of the Job:**

The Head of Modern Foreign Languages is expected to demonstrate good standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career.

It is important to 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 the 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 and 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.

## **Key responsibilities:**

- To lead and develop the levels of achievement in Modern Foreign Languages and related subjects.
- To ensure high quality teaching and promote and develop a positive learning environment in the department.
- To take responsibility for all aspects of teaching and learning in your area of specialism.
- To plan for and be accountable for the quality of teaching and learning in these subjects.
- To be responsible for the efficient and effective day to day running of the subject.
- To ensure the highest standards of achievement for all students.
- To carry out line management responsibilities as directed by the Headteacher.
- Making a distinctive contribution to raising standards across the school.
- Supporting and helping colleagues to improve effectiveness.
- Setting clear and challenging targets that build on prior attainment for each pupil.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Ensuring that every child has the opportunity to reach their potential and meet their highest expectations.



- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.
- Devising and implementing targeted interventions that enable students to reach and exceed their targets.
- Acting as a role model for staff for high quality teaching and learning.
- Using own class and practice as an example of outstanding teaching and learning.
- Ensuring continuity and progression by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work.
- Developing plans that identify clear targets, times-scales and success criteria for its development and/or maintenance.
- Create a stimulating learning environment for teaching and learning.
- Promoting team commitment with colleagues through collaborative planning.
- Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- Taking responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria.
- Securing and maintaining good working relationships with colleagues.
- Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the School.
- Collecting, analysing and reporting on pupils' views of their subject area.
- Developing effective links with the local community including parents, business and industry.

#### Other general duties:

- Assist in monitoring the appearance and general behaviour of students around the School, maintaining good order and sound discipline among students, including safeguarding their health and safety (where applicable)
- Be actively involved in the School's form tutor and house system (where applicable)
- Contribute to the School Improvement Plan where applicable (where applicable)
- Implement the School's agreed policies
- Participate in the School's Appraisal programme
- Cover for absent colleagues
- Participate in School based INSET
- Perform any other duty that their line manager might reasonably request
- To monitor the well-being of all students and report any concerns related to the safeguarding of students to the Designated Child Protection Co-Ordinator (DCPC)
- To be aware of and follow school policies relating to Health and Safety

**Communications & meetings:**

- Attend Staff, Department and other meetings as appropriate
- Support effective communication by forwarding documentation or memos to relevant staff and students
- Preserve and promote the good name of the School in all dealings with the wider public

**Additional duties:**

- All staff, with the support of the Academy's designated DSL, have a responsibility for providing and safeguarding the welfare of the students and young people
- To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the Academy's health and safety at work policy

*This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the line manager.*

*An Enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.*

# Person Specification

Please refer to these requirements when completing the application. The Person Specification is related to the requirements of the post as determined by the Job Description.

| Essential   | Desirable  |
|---|--|
| <b>Education and Qualifications</b>   |  |
| <ul style="list-style-type: none"> <li>Teaching Qualifications</li> <li>Degree or equivalent</li> </ul>   | <ul style="list-style-type: none"> <li>Further Degree</li> <li>Evidence of ongoing Professional Development</li> </ul>   |
| <b>Experience</b>   |  |
| <ul style="list-style-type: none"> <li>Outstanding teaching experience</li> <li>Experience of implementing strategies to raise student attainment with evidence of success</li> <li>A track record of success in student behaviour management</li> <li>Leadership by example with a solution focused approach</li> <li>A capacity to inspire through leadership, energy and vision</li> <li>Experience of promoting highly effective communications within and between teams and other stakeholders in the community</li> </ul>   | <ul style="list-style-type: none"> <li>Experience of working within the academy or education sector</li> </ul>   |
| <b>Knowledge and Understanding</b>  |  |
| <ul style="list-style-type: none"> <li>Effective use of data to analyse performance and manage interventions to measure the impact this can have on achievement and attainment</li> <li>Good understanding of effective procedures for managing and promoting positive behaviour among pupils</li> <li>Equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards</li> <li>Sound understanding of equality of opportunity issues and how they can be effectively addressed in schools</li> <li>Clear understanding of the role of parents and the community in school improvement and how this can be practiced and developed</li> </ul> | <ul style="list-style-type: none"> <li>Knowledge of child protection and safeguarding policies</li> <li>Sound understanding of equal opportunity issues within the workplace and the importance of culture and ethos, and how these impacts on morale, high expectation, and high standards</li> </ul> |
| <b>Characteristics and Competencies</b>   |  |
| <ul style="list-style-type: none"> <li>Ability to promote the school's aims positively</li> </ul>   |  |



|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Ability to develop good personal relationships within a team; making an effective contribution to high morale</li> <li>• Ability to create a happy, challenging and effective learning environment</li> <li>• A solution-focussed mind-set and determined “no-excuses” approach to raising standards</li> <li>• Person Specification</li> <li>• A personable nature to build effective relationships with parents and all members of the school community</li> <li>• A creative and good humoured approach to all aspects of teaching, management and leadership</li> <li>• Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description</li> <li>• Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/discussion</li> <li>• Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads</li> <li>• Ability and keenness to promote the school’s positive culture and ethos</li> </ul> |  |
|--|--|