



The  
Sittingbourne School

**Head of Modern Languages**  
INFORMATION





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The Sittingbourne School is a large, non-selective school situated in a semi-rural area of Sittingbourne. We are fortunate to own an extensive site that boasts wonderful sporting facilities, open green spaces and significant investment in new buildings.

We offer our pupils a broad and stimulating curriculum with a sharp focus on literacy and high expectations for all. We are proud of the positive learning culture that exists within the school and we set the bar high on expectations for behaviour and student engagement. We have extensive pastoral systems to support student engagement and wellbeing, and relationships between staff and students are open, friendly and cooperative.

Our school has been on a fabulous journey of continuous development since joining Swale Academies Trust over eight years ago. Ofsted has judged our school Good in the last two inspections, and we continue to move from strength to strength. Over the years, the school's popularity has grown considerably, with 2020 seeing us oversubscribed in all years and our large and thriving Sixth Form more popular than ever. Outcomes for the school show a continuing trend of improvement, highlighting the effectiveness of strategies implemented over time.

In 2019, the school underwent a holistic branding exercise to reaffirm our culture and core values. Consequently, the school has a clear, and embedded, vision that staff follow and fully believe in. Our ethos is community-centred, empowering and fully inclusive. Everything we do here at The Sittingbourne School is focused on ensuring that children of all abilities, backgrounds and beliefs feel valued and are given the guidance and support they need to flourish.

Leadership across the school is a key strength. The school benefits from a large and highly experienced leadership team - and the support of an Executive Headteacher who knows the school and staff well. The leadership team is led by a Head of School with the support of four exceptional deputy headteachers, as well as a vibrant and effective team of assistant headteachers and middle leaders. The school also profits from the collaborative support of Swale Academies Trust, whereby close working networks continue to drive improvements to teaching and learning as well as school management. The work culture is friendly, professional and supportive, with recruitment and retention another real strength of the school.

Students and staff feel proud to belong to The Sittingbourne School.



**Head of Modern Languages**  
**Salary Range MPS/UPS plus TLR2A**  
**Required for September 2021**  
**Full time, permanent**



Are you passionate about Modern Languages?

Are you committed to MFL for all?

Are you keen to shape the future of MFL at our school?

Would you like to take the helm of a friendly, supportive and highly-motivated team?

Would you like to work in a school with staff, students and leaders who value MFL?

Would you like to make a difference to the lives and future chances of the young people in your care?

If so, The Sittingbourne School could be the school for you. We are determined to reverse the national decline in language learning and in order to do so we are looking for a Head of MFL to lead our forward-thinking and dynamic department.

At present, there are four members of staff in the French Department with the ability to also teach Spanish and German. Communication and support within the team is strong; we team-teach, develop resources collaboratively and reflect together on teaching and learning outcomes in order to strengthen best practice.

The department currently delivers the AQA GCSE French specification, and from September 2021 there will be a 'fast-track' Spanish GCSE class.

Numbers going forward into KS4 are good and our aim is to continue to increase optional uptake. With this in mind, we are keen to motivate and empower our students through quality-first teaching, innovative use of technology and good old-fashioned language drills.

This is a school where students respond to our positivity and encouragement with MFL. On a whole-school level, we are working hard to embed international awareness and an ethos of global culture through our language teaching. As a result, we are routinely greeted in French as we walk around the campus by those who study French – and those who do not! Our students want to succeed and will work hard to do so.

We offer a variety of additional opportunities, including pen pals, day trips to Boulogne and a residential trip to Paris.

We can offer you:

- A school where MFL is highly valued;
- Students who thrive on high quality teaching and ;
- An excellent CPD programme;
- The support and opportunities associated with a highly successful trust.

We are looking for candidates who –



- Are able to teach French to at least KS4 with the ability to offer an additional language;
- Hold a high quality degree in Modern Languages; or who are native speakers with a high quality degree in another specialism;
- Able to plan, implement and deliver an inspiring curriculum in a vibrant learning environment;
- Have high expectations and aspirations for all students;
- Are committed to our vision to ensure student well-being and good progress is at the heart of everything we do.

Full details of the requirements of the post can be found in the accompanying recruitment pack.

Applications should be made via Kent Teach. Please note, we cannot accept CVs.

If you experience any difficulty in completing the application form, please contact [recruitment@swale.at](mailto:recruitment@swale.at) or 01795 426091 (option 2)

In accordance with current GDPR compliance we will not keep any details/application forms on file once the position is filled.

Interested applicants are welcome to contact Jenni van Deelen, [jenni.vandeelen@swale.at](mailto:jenni.vandeelen@swale.at) at the school for an informal discussion regarding the post (01795) 472449

**Interview Date: 20th May 2021**

Swale Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from ROA and will require an enhanced DBS disclosure

**Headteacher: Nick Smith**

# WELCOME

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of seventeen primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

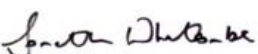
Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and The Sittingbourne School, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,

  
Jon Whitcombe  
Chief Executive Officer



# JOB DESCRIPTION



**Job Title: Head of Modern Foreign Languages**  
**Responsible to: Headteacher**

## **Purpose of the job**

- The current School Teachers' Pay and Conditions Document describes the general professional duties which teachers are expected to undertake in the course of their employment.
- Teachers are also expected to perform particular duties as may reasonably be assigned to them by the Headteacher.

For the purpose of this general job description these particular duties are:

## **Curriculum:**

- To plan and prepare courses
- To continuously review teaching methods, schemes of work and resources as necessary
- To advise and co-operate with the line-manager, other teachers and the Senior Leadership Team on the preparation and development of courses of study, teaching materials and resources, teaching programmes, methods of teaching, assessment and pastoral arrangements.
- To participate in meetings of the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- To take part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

## **Professional Development etc.:**

- To participate in any arrangement within an agreed national framework for the performance management of his/her performance and that of other teachers.
- To participate in arrangements for his/her further training and professional development as a teacher.
- To contribute as appropriate to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new and newly qualified teachers.
- To co-ordinate or manage the work of other teachers as appropriate.
- To manage or supervise support staff as necessary.



# JOB DESCRIPTION



## Pupils:

- To plan and prepare lessons.
- To teach pupils assigned to him/her, including setting and prompt marking of work carried out by pupils in school or elsewhere.
- To set relevant and sufficient homework, according to the homework timetable, and to ensure prompt marking of the homework or coursework.
- To assess, record and report on the development, progress and attainment of pupils, according to departmental and whole-school policies.
- To participate in the arrangements for preparing pupils for public examinations. To assess pupils for the examinations and record and report these assessments.
- To promote the general progress and wellbeing of individual pupils and of any class or group assigned to him/her.
- To provide guidance and advice to pupils on educational and social matters and on their future education and careers, including information about the sources of more expert advice on specific questions.
- To make records of, and reports on, the personal and social needs of pupils.
- To provide or contribute to oral and written assessments, reports and references relating to individual pupils and/or groups of pupils.
- To maintain good order and discipline among pupils and to safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- To attend assemblies and to supervise his/her tutor group while in assembly, unless the teacher wishes to opt out of any religious aspect of assembly where this is against their beliefs.
- To accurately register pupils at a.m. and p.m. registration and during lessons and at any other time necessary before, during or after school.
- To provide, as a Tutor, the individual contact, knowledge and support for pupils within the allocated tutor group and to liaise with parents and other staff accordingly, as appropriate.
- To contribute to the personal and social education of pupils generally and specifically through the teaching of the PSE programme to the tutor group.
- To support all colleagues in ensuring that high standards of uniform and behaviour are maintained within the school
- To work with other colleagues to ensure that there is a consistent approach in ensuring pupils abide by the school's code of conduct and the same consistency in dealing with pupils who do not conform to school rules.
- To make relevant records and reports as necessary.



# JOB DESCRIPTION



## 4. Parents and the wider community:

To communicate and consult with the parents of pupils when required.

To communicate and co-operate with other persons and outside agencies as required.

To participate in meetings arranged for any of the purposes described above.

To foster good relationships with parents.

## 5. Resources and Accommodation

To take responsibility for the care of resources, accommodation and fabric of the school, particularly when pupils are present.

To allocate, as appropriate, equipment and materials in connection with his/her teaching.

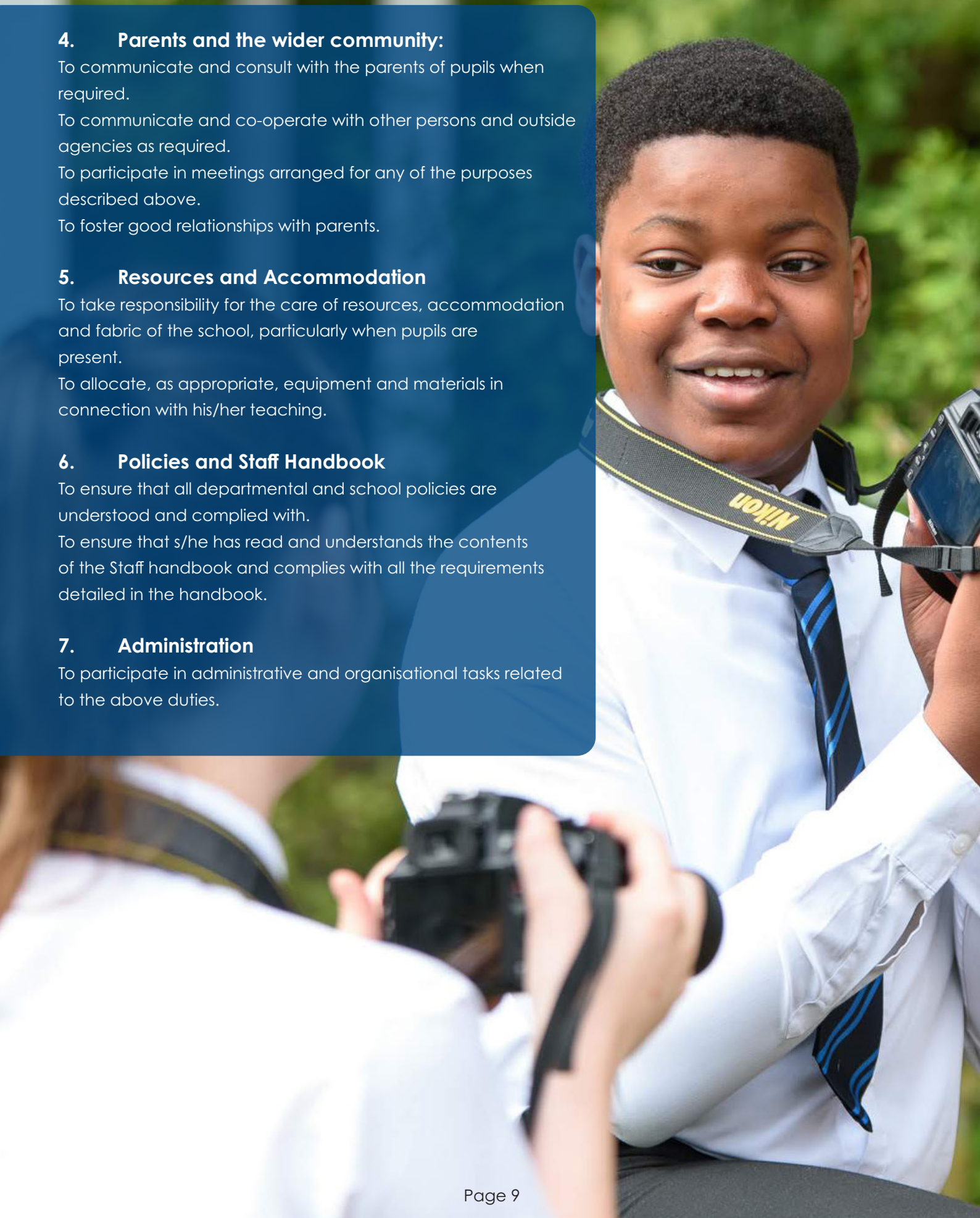
## 6. Policies and Staff Handbook

To ensure that all departmental and school policies are understood and complied with.

To ensure that s/he has read and understands the contents of the Staff handbook and complies with all the requirements detailed in the handbook.

## 7. Administration

To participate in administrative and organisational tasks related to the above duties.



# JOB DESCRIPTION



## 8. Health and Safety

To accept responsibility for your own safety – as well as that of the pupils and colleagues with whom you work.

To undertake Health and Safety training offered.

To be aware of Health and Safety issues and the hazards associated with manual handling tasks, including the cumulative effect of repeated manual handling operations.

To follow any control measures and care plans required by the generic or individual risk assessments.

To be familiar with and use available equipment safely.

To be aware of your own limitations and inform your employer of any circumstances that may alter your ability to perform manual handling tasks.

To report accidents and hazards.

To report deficiencies in the employer's Health and Safety protection arrangements.

## Working Time

The following is extracted from the School Teachers' Pay and Conditions Document.

- A teacher employed full-time shall be available for work for 195 days in any school year, of which 190 days shall be days which he/she may be required to teach pupils in addition to carrying out other duties; and those 195 days will be specified by the head teacher
- Such a teacher shall be available to perform duties at such times and such places as may be specified by the head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which he/she is required to be available for work.
- Such a teacher shall work such additional hours as may be needed to enable him/her to discharge effectively his/her professional duties, including, in particular, the marking of pupils' work, the writing of reports on pupils and the preparation of lessons, teaching materials and teaching programmes. The amount of time required for this purpose beyond the 1265 hours and the time outside the 1265 specified hours at which duties shall be performed shall not be defined by the governors but shall depend upon the work needed to discharge the teacher's duties.

A summary of the directed time for teachers as allocated by the Headteacher is detailed in the staff handbook.

## The Working Time Regulations 1998

All teachers are subject to the EU Working Time Regulations which are described in paragraph 114 of DfES Circular No. 12/99.

This job description sets out the key outcomes required. It does not specifically detail the activities required to achieve these outcomes. This is a new post within an expanding Trust and the nature of this new role means that there will also be additional tasks and projects identified. In consultation with you, the job description may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.



# JOB DESCRIPTION

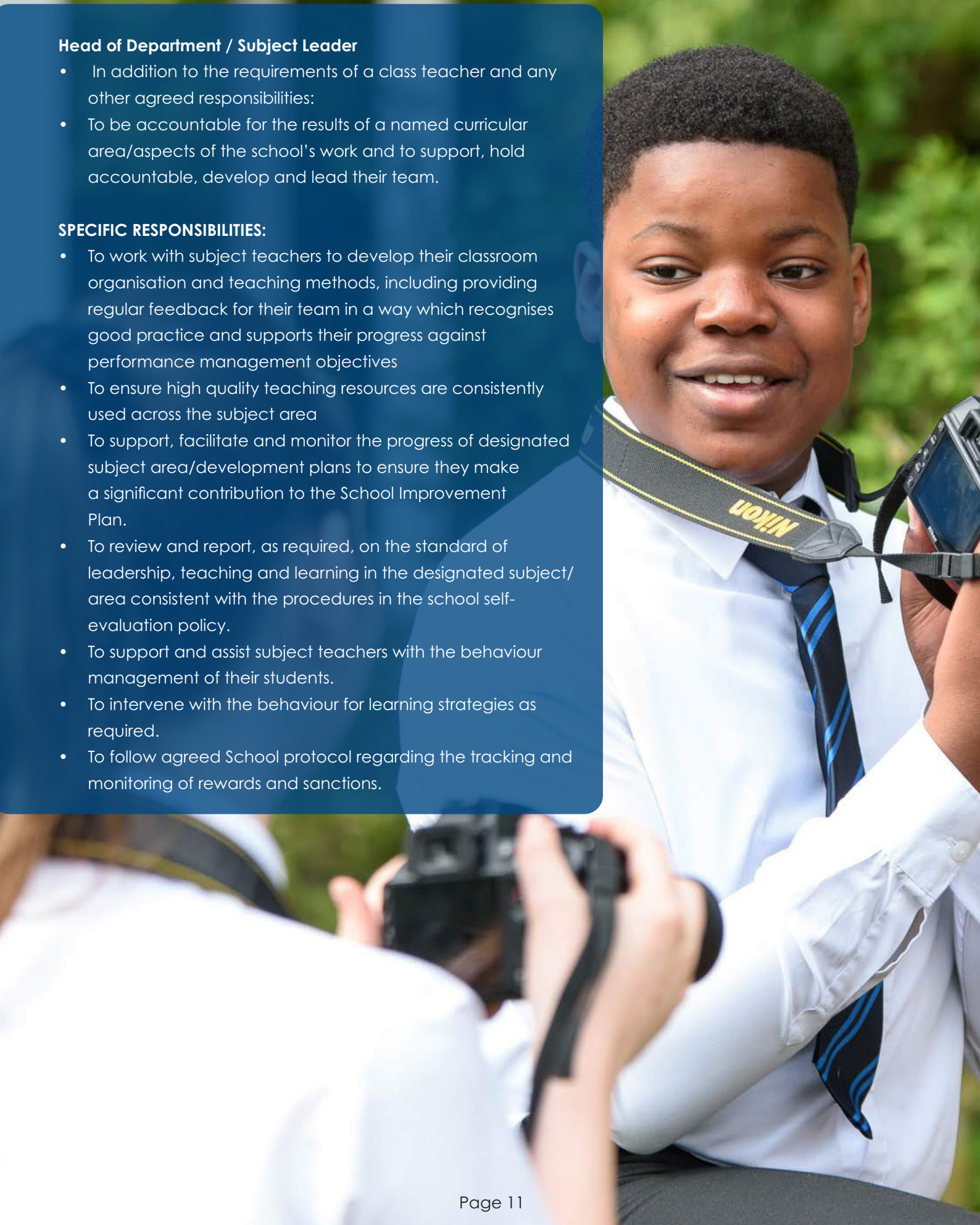


## Head of Department / Subject Leader

- In addition to the requirements of a class teacher and any other agreed responsibilities:
- To be accountable for the results of a named curricular area/aspects of the school's work and to support, hold accountable, develop and lead their team.

## SPECIFIC RESPONSIBILITIES:

- To work with subject teachers to develop their classroom organisation and teaching methods, including providing regular feedback for their team in a way which recognises good practice and supports their progress against performance management objectives
- To ensure high quality teaching resources are consistently used across the subject area
- To support, facilitate and monitor the progress of designated subject area/development plans to ensure they make a significant contribution to the School Improvement Plan.
- To review and report, as required, on the standard of leadership, teaching and learning in the designated subject/area consistent with the procedures in the school self-evaluation policy.
- To support and assist subject teachers with the behaviour management of their students.
- To intervene with the behaviour for learning strategies as required.
- To follow agreed School protocol regarding the tracking and monitoring of rewards and sanctions.

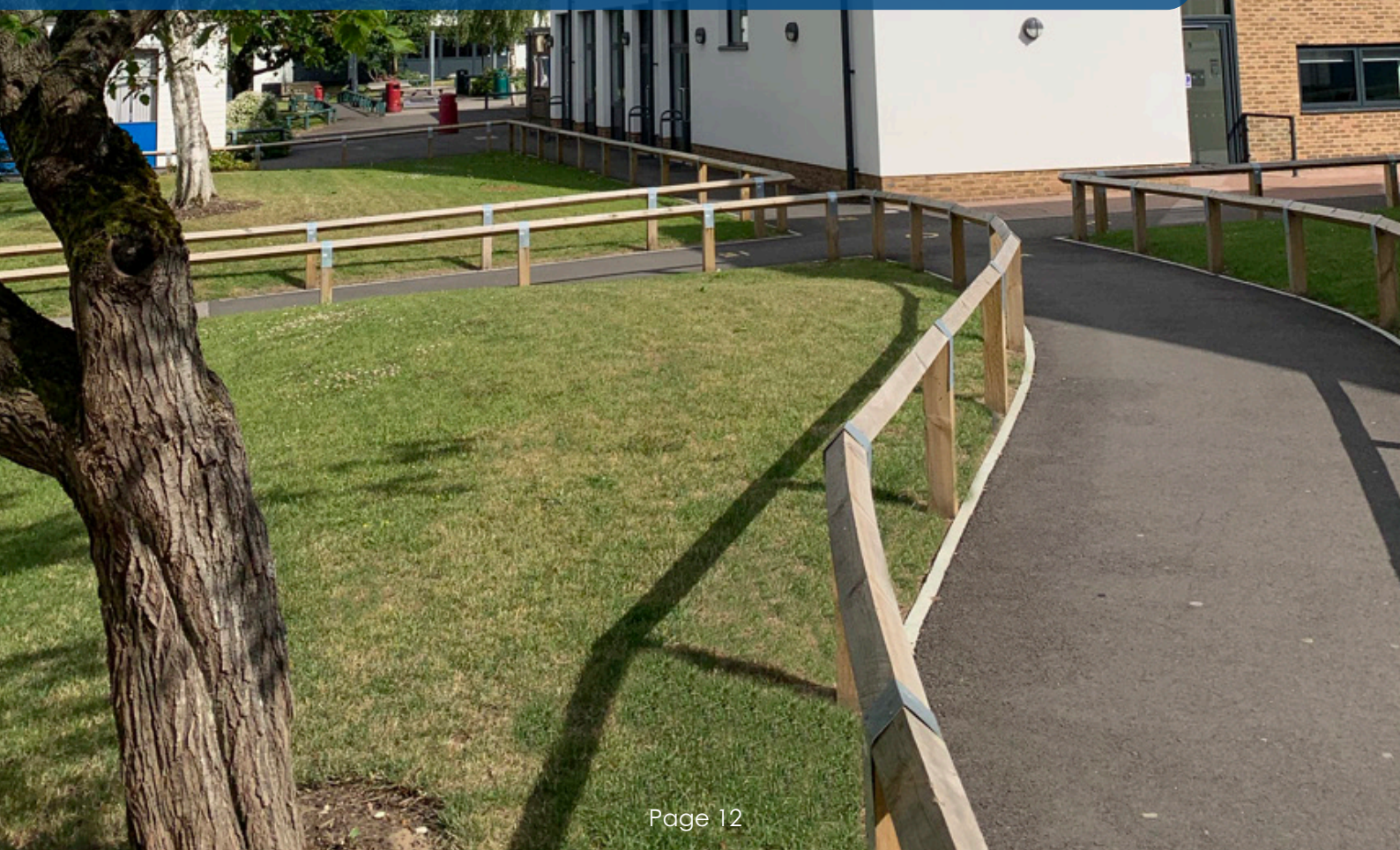




# PERSON SPECIFICATION



CRITERIA		ESSENTIAL/ DESIRABLE
Qualifications & Training	<ul style="list-style-type: none"> <li>Qualified Teacher Status; or willingness to work towards this.</li> </ul>	Essential
Experience	<ul style="list-style-type: none"> <li>Teaching of specialist subject across all three key stages.</li> </ul>	Essential
Skills and Knowledge	<ul style="list-style-type: none"> <li>Knowledge of the National Curriculum.</li> <li>Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety.</li> <li>A good understanding of the importance of literacy and numeracy across the curriculum.</li> <li>A good understanding of how to assess pupil progress.</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>A good understanding of how to plan and assess work for vulnerable groups, such as SEND pupils, pupil premium pupils and gifted and talented pupils.</li> </ul>	Desirable
Personal qualities	<ul style="list-style-type: none"> <li>Enthusiasm for your specialist subject.</li> <li>Ability to lead and manage a team of staff.</li> <li>Ability to manage own workload.</li> <li>Ability to communicate positively with children.</li> <li>Ability to work supportively and collaboratively within a team.</li> <li>A commitment to own continuing professional development.</li> <li>Ability to reflect upon and improve your teaching practice.</li> </ul>	Essential





## The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on the Kent-Teach website and all electronic application should be made via this route. Alternatively, completed forms can be sent by post to the following address:

HR Team  
Swale Academies Trust  
Ashdown House  
Johnson Road  
Sittingbourne  
Kent  
ME10 1JS

## The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

## Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

# OVERVIEW

The Swale Academies Trust based in Kent came into being in September 2010 as one of the first few Academy Converter Schools based around Westlands School in Sittingbourne. As a National Support School and an Academy Sponsor, Westlands and Swale Academies Trust have developed into one of the South East's leading Academy Sponsors, currently consisting of five secondary schools and ten primary schools. The Trust provides support for other schools, located in Kent and East Sussex.

As the Trust has grown and developed we continue to ensure that effective school support and leadership is maintained. Most of the schools that join us have had inherent weaknesses and challenges that need to be addressed. This involves intensive support and considerable levels of experience and intervention. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

## Swale Academies Trust – Schools

### Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



### Secondary

- Meopham Secondary School, Meopham
- Causeway School, Eastbourne
- Peacehaven Community School, Eastbourne
- The Sittingbourne School, Sittingbourne
- The Eastbourne Academy, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



### Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building/Estate Management



# SWALE ACADEMIES TRUST SAFEGUARDING POSITION

## Introduction and Ethos

Swale Academies Trust is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. All schools within the Trust recognise their moral and statutory responsibility to safeguard and promote the welfare of all children.

Trust Schools recognise the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The Trust core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy:

- Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures)
- Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)
- Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm)
- Working with parents and other agencies (to ensure appropriate communications and actions are undertaken)

The procedures contained in our policy apply to all staff and governors and are consistent with those of each school's local safeguarding boards.

## Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

## Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swale.ac/page/?title=Privacy+Notice&pid=33>

