



FURTHER PARTICULARS FOR THE POST OF

**Head of MFL**

## HEAD OF MFL (TLR2a)

Dear Applicant,

The post offers an exciting opportunity to teach and make a positive difference in our good school. The position would suit an experienced teacher wishing to contribute to improving and expanding our Modern Foreign Languages. The post offers an exciting opportunity to teach French and/or Spanish and make a positive difference in our school, which is part of Moorlands Learning Trust (MLT). At Moorlands Learning Trust (MLT) we are aspirational for every student within our Trust and are committed to achieving success for all and inspiring others to do so too. We believe in investing in the professional and career development of our staff to keep ourselves at the cutting edge of educational developments, where staff wellbeing is also a key priority for us and our schools. We very much welcome your interest and hope the accompanying information will encourage you to apply.

The successful candidate will join a very popular and ambitious curriculum area where standards and levels of student engagement are high. They will have high expectations, expert subject knowledge, a strong and positive work ethic and an unwavering commitment to all students achieving their full potential. Working collaboratively as part of a dedicated and talented team, they will be inspirational to both students and colleagues, and will be committed to sharing best practice and contributing to enrichment, intervention, and the development of the department. The role is required from September 2026.

This is an exciting time in the school's development. In January 2023, TSA was graded by Ofsted as a "Good" school, the first time in its history. It is pleasing that Ofsted have recognised the hard work of all staff, pupils and their families for making The Skipton Academy such a wonderful place to come and learn. The journey the school has been on over the last few years is truly incredible. It is fantastic that The Skipton Academy has now received this external confirmation of its strong, inclusive, comprehensive education offer for all families in Skipton and that there is a full choice of Good schools in the area for parents to choose from. The number of families choosing to send their children show that the improvements have lasted, and the school is continuing to build a legacy for the young people and families in Skipton.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with colleagues at all levels. In addition, all staff have access to an Employee Assistance Programme. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, emotionally intelligent leadership, and a passion for working with young people to make a positive difference to their lives. If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

### **We are looking for:**

- a dedicated and passionate teacher of Spanish and/or French who has resilience and a strong, positive work ethic. Experience of Teaching French to KS4 would be desirable
- a commitment to providing high quality lessons to engage, challenge and inspire our students
- an individual with the ability to teach Spanish/French across the full ability range
- a colleague who is inspirational to colleagues and students and committed to sharing best practice
- a strong commitment to extra-curricular and enrichment opportunities

### **In return for your commitment we can offer:**

- the opportunity to make a real difference
- personalised CPD with a strong commitment to professional growth
- a very calm and orderly school with high expectations and an ethos of trust and care
- committed and enthusiastic staff
- a very supportive Senior Leadership Team and Trust Executive team
- a location in beautiful Skipton with good transport links to the rest of Craven, Leeds and Bradford

## **How to Apply**

As part of your online application (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: **9am Monday, 18 May 2026**

**Provisional** interview is scheduled for **Friday, 22 May 2026**

If you do not receive an invite to interview by Wednesday, 20 May 2026 we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.

Mark Cook  
Principal

*Moorlands Learning Trust is an equal opportunities employer and is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The school adheres to statutory guidelines in respect to safe recruitment. All persons employed by the school, in any capacity, will undergo an enhanced Disclosure and Barring Service (DBS) check, and confirmation of employment is subject to a successful outcome. All teaching staff members recruited by the school have their eligibility to teach checked with the DfE.*

## **Job Description**

### **Head of MFL**

**Responsible to:** Deputy Principal  
**Responsible For:** MFL Curriculum team

A Head of Department provides strategic leadership and direction for their subject ensuring that subject is managed and organised to meet the aims and objectives of the school. While the Principal and Executive Principal carry overall responsibility for school improvement, a Head of department has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school and curriculum area policy and practice. Throughout their work, a Head of Department ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in school.

The key areas of leadership are:

- Strategic direction and development of the curriculum area
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources.

#### **A. STRATEGIC POLICY AND PLANNING**

Within the context of the school's aims and policies, Heads of Department support the development and implementation of subject policies, plans, targets and practices.

1. To lead the strategic development of the curriculum area.
2. To establish a clear and ambitious curriculum vision and draw up an Improvement Plan for the curriculum area, consistent with the Academy Development Plan, which sets out improvement strategies on developing teaching and learning and enhancing achievement. This will be reviewed regularly and revised annually.
3. To evaluate the curriculum area strengths and areas for development, produce a SEF using criteria from the Ofsted framework to forward plan key strategic priorities
4. To lead the design of a clear, coherent, ambitious and carefully sequenced curriculum intent across all key stages.
5. To use the Ofsted framework as one of the drivers for improvement.
6. To determine curriculum area policy statements that translate whole-school policies into effective practice.
8. To represent the curriculum area at Middle Leadership meetings and any other relevant meetings inside and outside of school, and feedback policy and practice.
9. To convene regular curriculum area meetings with agendas and minutes circulated to team members and the Senior Leadership Team line manager.
10. To promote the curriculum area within school and provide information as appropriate for option choices, promotional events, and careers' guidance.
11. To promote high standards across the curriculum area and lead by example.
12. To keep abreast of current educational thinking, academic research and curriculum developments.

13. To promote a positive image of the school in the community.
14. To meet with the Senior Leadership Team link to regularly review the progress and needs of the curriculum area and to forward plan.
15. To consult data, evidence and research rigorously and critically to deploy the most transformative, high impact strategies to improve the quality of education in the curriculum area.
16. To contribute to the development of the Academy Development Plan and attend relevant Senior Leadership Team Meetings to provide strategic updates on the curriculum area.

## **B. TEACHING AND LEARNING**

Head of Departments secure and sustain effective teaching of the subjects, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement. They lead the design and implementation of the curriculum and ensure it is constructed well and taught well, so that students know more, remember more and can do more.

1. To lead the effective implementation of the planned curriculum ensuring there is a 'connectedness' between curriculum, teaching, assessment and standards.
2. To lead the delivery of well-structured, challenging and engaging lessons in line with the curriculum sequence, ensuring excellent progress is promoted.
3. To oversee and monitor the quality, impact and delivery of the curriculum across the curriculum area, evaluate its success and set targets for improvement.
4. To ensure consistency of practice across the curriculum area, with regard to lesson planning, the standard of teaching and learning, marking, feedback and assessment, homework etc.
5. To have high expectations of all students and communicate an unwavering belief in the potential of all.
6. To lead the review, development and implementation of effective schemes of work and teaching materials in supporting the curriculum intent.
7. To ensure that SEND and inclusion policies are enacted within the classroom and the overall curriculum area, and support for students with SEND is in line with their student passports/EHCP.
8. To review, and have a clear rationale for, course choices and examination syllabi.
9. Lead the accurate and productive use of assessment, including embedded formative assessment practice so that students know their strengths and areas for improvement and make progress.
10. To monitor and track student performance and progress, ensuring that assessment data is used effectively, and that targets are set.
11. To use internal assessment data and published performance data to draw conclusions, determine lines of enquiry and to continually improve the curriculum and teaching.
12. To ensure that the SEND and Inclusion Policy are enacted within classrooms in the

curriculum area, and support for students with SEND is in line with their student passports/ EHCPs.

13. To implement intervention and support strategies for students.
14. To monitor and evaluate the Quality of Education in the curriculum area, and implement robust quality assurance that evidences best practice, consults first-hand evidence of how pupils are doing and brings about sustainable improvement.
15. To oversee curriculum area discipline and guidance.
16. To encourage and develop extra-curricular and enrichment provision – events, fieldwork, visits, clubs, residential or other opportunities.
17. To ensure the sustained development of literacy and numeracy skills across the curriculum.

### **C. LEADING AND MANAGING STAFF**

Head of Departments provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and personal development necessary to sustain and secure improvement in teaching.

1. To determine job descriptions which are reviewed annually.
2. To promote a sense of unity across the curriculum area so teachers are well informed, enthusiastic, supported and working to a common purpose.
3. To monitor staff performance and develop staff by supporting, challenging and setting targets.
4. To advise the Principal on appointment of staff to the curriculum area, drawing up job specifications and sitting on interview panels as appropriate.
5. To oversee the induction of new staff.
6. To oversee Initial Teacher Training programmes as appropriate.
7. In consultation with the Leadership Team, deploy staff to teaching groups.
8. To engage critically with research and lead the professional development of colleagues to strengthen their subject, pedagogical and pedagogical content knowledge which consistently translates into improvements in the teaching of the curriculum.
9. To oversee and monitor the professional development of curriculum area colleagues and manage appraisal of relevant staff.
10. To set a professional example in terms of teaching, attendance, energy and effectiveness.
11. To oversee and support the deployment of support assistants so they effectively raise the quality of learning and achievement.
12. To support staff wellbeing and consider workload within the curriculum area.

**D. PARENTS/OTHER COMMUNICATION**

1. To liaise with parents as appropriate with regard to students' progress and conduct, success and underachievement, and informing them of homework, attendance or other concerns.
2. To liaise with governors as appropriate.
3. To liaise with Form Tutors, Heads of Key Stage, Inclusion and the Leadership Team as required.
4. To liaise with primary schools, outside agencies, industry and others as necessary.
5. To lead/attend meetings to inform parents of new developments, intervention strategies etc.

**E. RESOURCES MANAGEMENT**

1. To identify, order and distribute appropriate resources and ensure they are used efficiently, effectively and safely.
2. To manage any delegated budget and maintain up-to-date accounts in accordance with school procedures.
3. To oversee stock control, storage and filing systems and regularly update inventories.
4. To determine a safe, stimulating and attractive curriculum area environment for teaching and learning.
5. To manage and safeguard the fabric and furniture of the curriculum area accommodation.

This is a generic job description and is subject to review. Curriculum Leaders may have other specific responsibilities associated with their particular curriculum role.

**The Skipton Academy**  
**Head of MFL**

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Good Honours Degree in the subject	E	
<input type="checkbox"/> Good A levels	E	
<input type="checkbox"/> Recent appropriate CPD	E	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Experience of current, full-time responsibility within the subject and ability to demonstrate impact and improvement	E	Application form and selection process
<input type="checkbox"/> Experience of involvement in quality assurance processes, monitoring and evaluating “typicality” in the classroom	D	
<input type="checkbox"/> Use of innovative approaches to the development of learning and teaching to engage students and raise standards	E	
<input type="checkbox"/> Successful experience of delivering a responsive curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Excellent understanding of data and how it can be used to raise standards	E	
<input type="checkbox"/> Experience of contributing to development planning and self-evaluation	E	
<input type="checkbox"/> Proven impact on results at GCSE	E	
<input type="checkbox"/> Experience of leading relevant CPD	E	
<input type="checkbox"/> Experience of working with the wider school community including feeder schools and local business	D	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Experience of more than one school	D	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Excellent knowledge and understanding of current curriculum developments and how students learn	E	Application and selection process
<input type="checkbox"/> Ability to demonstrate sound judgement and decision making skills	E	
<input type="checkbox"/> Clear and up to date knowledge of the Ofsted framework	E	
<input type="checkbox"/> Ability to think and plan strategically	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate colleagues and students	E	
<input type="checkbox"/> Ability to support, challenge and hold colleagues to account others	E	

<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Ability to think analytically to produce and draw conclusions from data	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	
<b>Values</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
<b>Personal Qualities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Personal impact and presence	E	
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	

<ul style="list-style-type: none"> <li>❑ Emotionally intelligent</li> </ul>	E	
<ul style="list-style-type: none"> <li>❑ Sense of humour and perspective!</li> </ul>	E	
<b>Equal Opportunities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>❑ Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community</li> </ul>	E	Selection process
<ul style="list-style-type: none"> <li>❑ Commitment to equal opportunities policies relating to gender, race and disability in an educational context</li> </ul>	E	
<b>Circumstances - Personal</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>❑ Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).</li> </ul>	E	Selection process
<ul style="list-style-type: none"> <li>❑ No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).</li> </ul>	E	
<ul style="list-style-type: none"> <li>❑ Will not require holiday during term time</li> </ul>	E	
<b>Safeguarding</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>❑ Has appropriate motivation to work with children and young people, and can relate to them</li> </ul>	E	Completion of an Enhanced DBS disclosure
<ul style="list-style-type: none"> <li>❑ Ability to maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	E	
<ul style="list-style-type: none"> <li>❑ Displays commitment to the protection and safeguarding of children and young people</li> </ul>	E	
<ul style="list-style-type: none"> <li>❑ Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary</li> </ul>	E	

