



BRIEFING FOR APPLICANTS

Teacher of MFL (part-time 0.6 FTE)
From January 2027

Teachers' Main Pay Scale / UPS.

An introduction to our school

Our school is an 11-16 mixed, community, comprehensive school of around 950 students. We are lucky to be based in a relatively new building, with great facilities, on a beautiful site at the edge of the Peak District market town of Chapel-en-le-Frith. The Peak District National Park is quite literally on the school's doorstep and provides endless opportunities for walkers, cyclists, mountain bikers, climbers, cavers and other outdoor enthusiasts.

The nearest big towns to the school are Buxton and Stockport but good transport links mean that the school's staff travel from a wide area with many commuting from Manchester, Sheffield, Chesterfield and the towns of East Cheshire. A sizable contingent of staff live in the villages of the Peak District. For anyone considering relocating it is a wonderful area in which to live, with a good mix of housing, decent schools, easy commutes and a good quality of life.

Chapel-en-le-Frith is a rural Peak District market town. The biggest employers in the area are however industrial, mainly manufacturing and quarrying. The school takes students from a wide rural area beyond the town with some students travelling for up to an hour by bus to reach school. There is considerable socio-economic variation across the school's catchment.

We believe that our school is unusual in several ways; perhaps the most obvious of these is structural. The current school was formed by merging, in a new building, the local area special school with the existing high school. The special school became the current 50 place enhanced resourced SEND provision, always referred to simply as 'Learning Support' in school. To meet the moderate to severe special educational needs of its cohort, Learning Support operates as a 'school within a school' with a full independent curriculum with significant dedicated SEND trained staffing, including 7 teachers of SEND. Students based in Learning Support study an independent curriculum appropriate to their needs. The curriculum is highly adapted to the social and academic needs of the individual, with a strong focus on independent living, interpersonal and employability skills. The aim is always that a student's school life should be as 'normal' as possible. Almost all students based in Learning Support attend mainstream tutor groups and assemblies.

All can integrate at breaks and lunchtimes and share social and eating facilities. Many students attend at least one mainstream subject and some will progress to take several mainstream subjects including GCSEs. These arrangements make for a wonderfully inclusive school with young people who are very accepting of difference. Our inclusive approach spreads more widely too and we often buck local and national trends by being positive about accepting students with difficult and complex backgrounds. We have, for example, an unusually high number of looked after children in school, and we often take students who have been permanently excluded from other schools.

Raising aspirations is of critical importance to us, as many students in this isolated rural area are not naturally exposed to the wider opportunities that an urban area might offer. Significant resources are devoted to bridging this gap, we have good links with further education providers and, despite being an 11 to 16 school engage with a number of universities including Oxford and Cambridge. As a result of this work, and despite being in an area with few local post 16 provisions, the school maintains superb progression rates to successful post-16 education. Students in a typical year may transition to over 20 different post-16 institutions.

We think that we are different in other ways too. Our governors value the arts and creative subjects, and we retain high uptake in these areas. We aren't a top-down organisation; we are a team, and we work together to do the best we can for the young people in our care. Perhaps most importantly, we recognise that happy, committed staff make for a successful school. We work really hard to look after and develop our staff.

Visitors to our school notice these differences. People frequently comment on the sense of community, the calm atmosphere, and the fact that our staff smile, joke and enjoy what they do. At the start of one of our Ofsted inspections the lead inspector commented, after meeting the staff in briefing, that he had never met such a welcoming, smiley and relaxed staff team at the start of an inspection. Perhaps it is not a coincidence that we are always fully staffed and are often 'cold called' by people wanting to work here.

We are in the minority of secondary schools that remain local authority run. This is by choice after careful research and consideration and is regularly reviewed by governors. We are not however an isolated school, we benefit from support from Derbyshire County Council, we're a member of the Peak Edge Group of schools (PEGS) a local grouping of rural primary and secondary schools, and we have good links with local employers, universities and teaching schools.

Like most schools, we have our strengths and weaknesses. We are proud of the work we have done recently on curriculum development, on teaching and learning and on behaviour. We believe in research-based practice and many staff are now engaged with research and further professional qualifications. Our exam results are consistently strong with subjects attaining above national averages. Our challenges remain those of many rural schools; further improving our results requires that we better engage disadvantaged students, the increasingly complex SEN needs that face us require constant adaptations to practice in Learning Support, and while we've always set balanced budgets, and are proud that we've never had to make staff redundant, finances remain tight. Running one of Derbyshire's largest SEND provisions means that we're at the sharp end of the current national issues around SEND education.

This is a brilliant place to work. The school is in a good position with a strong Ofsted inspection in October 2024, above average progress 8, oversubscribed for the last 13 years, and consistently above average progression figures.



The MFL Department

The MFL department is a vibrant, forward thinking, outward looking department. We take an innovative approach to MFL teaching and learning and have designed a curriculum that promotes curiosity, engagement and success. We are committed to increasing motivation and improving outcomes for all our students. We want all students to understand and appreciate the value of speaking other languages.

Led by the Head of Department, the MFL team consists of five enthusiastic and committed colleagues: two full-time teachers, two part-time teachers, and a colleague who teaches MFL alongside other curriculum responsibilities. All staff teach at least two languages, from French, Spanish and German. The department benefits from three well-equipped rooms and an MFL office.

Our approach to the MFL year 7 curriculum is unique and is popular with students and parents alike. In year 7, all students follow our Modern Foreign Languages programme for six periods per fortnight. Students study French, Spanish and German and revisit key grammar covered in KS2 literacy. Links are made between the three foreign languages and English, and students are provided with a firm grounding in the grammar and phonics of each language, as well as cultural knowledge. At the end of year 7, students choose one of the three foreign languages to study in years 8, and 9, with the aim that they continue with their chosen language through to GCSE.

In year 8, students study their chosen MFL for six periods per fortnight and in year 9 for five periods per fortnight. Depending on class sizes and numbers opting for each language, students are taught in mixed ability groups or in sets.

The school's governors fully understand the importance of language learning in a globalised society. They are very supportive of the department and this is reflected in the decisions they have made about the curriculum. Governors are determined to retain German, French and Spanish in school. They want to increase MFL uptake at GCSE but they want students to *choose* to do a language at GCSE, rather than be forced to do so, and generous curriculum time is allocated to MFL.

The department aims to offer students a real experience of the language they are studying and the culture it represents through educational visits. The school offers overseas educational visits, providing students with valuable opportunities to experience different languages, cultures and ways of life. In recent years, students have visited France, Spain and Germany. This year, students will have the opportunity to visit Berlin on a Design Technology trip and Italy on a Hospitality & Catering trip, both trips have been developed in partnership with the MFL department. Our partnerships with schools in Denmark and Slovenia bring international visitors to the school on an annual basis. Students have the opportunity to act as hosts in school, build relationships with students from other countries and develop their intercultural understanding.

The successful candidate would be joining a happy, friendly team at an exciting time in the department's development and be working with enthusiastic students and staff.

Chapel-en-le-Frith High School

Job Description

This document has been drawn up based on the Teachers' Pay and Conditions Document and other statutory provisions

Teacher of MFL - Teachers Main Pay Scale/UPS

Purpose

- To raise standards of student attainment and progress in all aspects of MFL through high quality teaching and learning within lessons
- To monitor student progress and development within lessons
- To contribute to a variety of extra-curricular opportunities
- To contribute to whole school ethos through display of students' work

Reporting to: Head of Department – MFL

Main Duties:

Key Functions

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, incorporating the National Curriculum requirements and in line with the curriculum policies of the school.
- To facilitate, support and monitor the overall progress and development of groups of students and individuals.
- To foster a learning environment and educational experience which provides students with the opportunity to fulfil their individual potential.
- To share in the development of the school curriculum, resources, assessment, monitoring and evaluation processes.
- To support and contribute to the school's responsibility for safeguarding children.

Teaching

- To ensure a high quality learning experience for students, which meets internal and external standards.
- To teach, according to their educational needs, students assigned to him/her, differentiating material, resources or delivery appropriately including the targeted deployment of support workers in the classroom.
- To use a variety of delivery methods appropriate to students' needs and the varying demands of the curriculum.
- To provide a safe learning environment, ensuring compliance with health and safety requirements and instilling this understanding in students
- To provide a positive and conducive learning environment, encouraging high standards in conduct and engagement and completion and presentation of work.
- To set high expectations for students' behaviour and maintain a good standard of discipline through well-focused teaching, fostering positive relationships and implementing the school's behaviour policy.
- To set appropriately challenging and differentiated homework and mark both this and classwork in line with the school's marking policy
- To assess, record and report on development, progress and attainment of students in line with national and school requirements and keep records as required by the school and examination boards.
- To set targets for student attainment and achievement in line with school policy and to monitor progress towards these targets.
- To review teaching in line with assessment results and adjust methodology and curriculum accordingly.

Students' Progress and Development	• To promote the general progress and well-being of individual students and of any class or group of students assigned to him/her. • To safeguard students' health and safety both in school and out following school procedures. • To be committed to following safeguarding procedures and promoting the welfare of children and young people. • To participate in arrangements for preparing students for public examinations, assessing work and recording and reporting these assessments. • To contribute to the personal, social, health and citizenship education of students according to school policy.
Continued Professional Development	• To be proactive in assessing his/her training and professional development needs and seeking appropriate opportunities to meet these needs. • To participate in the school's performance management systems and, where appropriate, contribute to the performance management of others. • To work with colleagues on preparing, developing courses of study, teaching materials, teaching programmes, methods and assessment and pastoral issues.
Communication	• To communicate and consult effectively with parents • To record and report on the personal and social needs and development of students. • To provide or contribute to oral and written assessments, reports and references. • To communicate and consult with outside bodies and agencies regarding the welfare and progress of students in liaison with appropriate senior staff.
Contribution to the whole school	• To play a full part in the life of the school, to support its ethos and to encourage students to follow this example • To contribute to and promote the policies of the school • To contribute to the formulation and implementation of the School Improvement Plan and associated action plans as appropriate. • To support and adhere to the school's quality assurance procedures • To work as a member of a designated team or teams and contribute positively to effective working relationships within the school. • To promote the Department and subject at school events such as Open Days/Open Evening.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Colleagues will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

Person Specification

Teacher of MFL

Essential:

- ✓ Appropriate degree or equivalent qualification
- ✓ Qualified teacher status
- ✓ Experience of teaching MFL at KS3 and KS4
- ✓ Experience of teaching across the age and ability range
- ✓ Experience of using a range of teaching and learning styles to ensure students learn effectively
- ✓ Experience of innovation and developing practice
- ✓ The ability to teach two of French, German or Spanish in KS3 and one of these to GCSE
- ✓ A track record of delivering good to outstanding progress in MFL
- ✓ A good understanding of using data to identify underachievement and areas for improvement
- ✓ A good knowledge of teaching and learning strategies in MFL and the ability to communicate them to others
- ✓ Ability to relate positively to **all** pupils and show a fundamental commitment to them and their development
- ✓ Experience of working with students with SEND
- ✓ Commitment to achieving high standards
- ✓ Enthusiasm for MFL
- ✓ Strong classroom management skills

Desirable:

- ✓ Recent CPD or experience that supports the development of the MFL curriculum
- ✓ Experience as a form tutor

Safer recruitment and our values

The school uses robust safer recruitment procedures that meet the requirements of [Keeping children safe in education](#). These processes are designed to deter and prevent people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities in the school.

Our safer recruitment processes form a vital part of our whole school approach to safeguarding and are an essential part of creating a safe environment for our learners. Further details on the safer recruitment of staff in school can be found in our Child Protection and Safeguarding policy which is on the school's website.

When you apply for a job in our school you will be asked to disclose any previous criminal convictions. You will be asked to provide a full employment history and the names of two referees. One of these referees must be your most recent employer and, if the employer is a school, must be the headteacher. We will follow up on any issues raised by your references at interview and we may contact your referees to verify their identity or for further information.

Everyone who works in the school, including volunteers will have appropriate Disclosure and Barring (DBS) checks.

For teachers, qualified teacher status will be checked. Appointment to a post will be subject to satisfactory references, satisfactory DBS checks, the checking of qualified teacher status (for teachers), checking of the right to work in the UK, and health clearance.

Chapel-en-le-Frith High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Chapel-en-le-Frith High School is committed to creating an inclusive workplace, which promotes and values diversity in age, gender identity, race, sexual orientation, physical or mental ability and ethnicity. We expect our staff and volunteers to share these values.