



HEAD OF ENGLISH



Moorside
High School

Enriching Lives, Inspiring Ambitions



'We are a school where we get the balance right between academic progress, pastoral support, and the wider curriculum enrichment.'

Moorside High School is a proud member of Consilium Academies, a family of eight schools throughout the North of England. As part of this family, we work collaboratively with a focus on 'Enriching Lives and Inspiring Ambitions' of all the children who attend our schools.'

Mrs Ryles-Dean – Headteacher

C onsideration	Considerate about ourselves, others, and our community.
A spiration	Aspire to be the very best in all that we do.
R esilience	Work hard and never give up. Seek help and help others.
E quality	Value diversity and tackle discrimination.



Welcome from the Headteacher

Dear Candidate

Thank you for showing an interest in this position at Moorside High School, part of Consilium Academies Trust. This is a fantastic opportunity to join an ambitious leadership team at Moorside High School. We are seeking to appoint a dynamic individual with real commitment and drive to join the team in their tireless pursuit of continual school improvement. Teamwork and communication are critical to this role, as the successful candidate will be working closely with members of the Senior Leadership Team, Middle Leaders, and will be supporting teaching staff within the Modern Foreign Language Department. Candidates should have a proven track record of raising standards through their teaching and should be able to demonstrate the impact of their current role on school improvement.

The ideal candidate will have the opportunity to significantly contribute to developing the strategic direction of the department as part of the middle leadership team. We are looking for somebody who has a genuine commitment to raising the aspirations of our students and who understands fully the difference that care, guidance and support can make to the lives and future of young people and their families. If, prior to submitting an application, you would like to see for yourself why we believe this is such a great school in which to work, then do not hesitate to contact us to arrange a visit.

As a school, we understand young people only get one chance to experience school life and our aim is very simple: to support them to grow into confident and independent young people, being able to live out our school CARE values of Consideration, Aspirations, Resilience and Equality. Quite simply, we ensure that they are the very best that they can be, at Moorside High School, we are very proud of our inclusive ethos, and our core purpose, 'To ensure every student leaves us ready for their next successful chapter, with students attending university or starting a fulfilling career.' The successful candidate will share the school's ambition to raise standards and aspirations by having a positive impact on our students, their families and the wider school community.

Moorside High School is a fantastic place to work, and I am extremely privileged to lead an inspired team of staff who are dedicated to the education of our 1244 students. We are a school where we get the balance right between academic progress, pastoral support, and the wider curriculum enrichment. There is an energy and a passion amongst staff to work on marginal gains and continually refine what we do. The fact that it really is a lovely place to work should not lead anyone to under-estimate the level of ambition we have here. There is no doubt that the school has improved very significantly over the past few years, but we are conscious about not wanting to rest on our laurels and recognise that we have created the opportunity to do something special.

This is an exciting time to join Moorside High School, and we thank you for your interest in joining us. We are looking for a candidate with energy and commitment to ensure the highest of standards are met by all students in our all-inclusive school.

I look forward to hearing from you.

Kind regards

A handwritten signature in black ink that reads "H Ryles-Dean".

Mrs Helen Ryles-Dean
Headteacher



About the School

Moorside High School is a popular, oversubscribed and successful school that offers education for students aged 11-16. We have strong links with our partner primary schools ensuring when students arrive, they are already familiar with many of our teachers and have visited our site to enjoy lessons here numerous times before formally joining us.

We work in partnership, with integrity to ensure our students are at the heart of all we do, ensuring every opportunity is available, instilling equity, being completely inclusive, striving for excellence, whilst staying people centred. Above all, we will live by our school values, **Consideration, Aspiration, Resilience, Equality**. We have a clear moral purpose and strong educational philosophy to provide each student with the very best education and ensure that, no matter what their background is, students leave us with the skills and support they need to thrive in life beyond school. It seems simple and obvious, but there is nothing more important than the quality of teaching and learning in our classrooms – every minute, every lesson, every day. Staff are learners too. We place significant emphasis on staff development and collaborative partnerships to ensure what goes on in and beyond our classrooms is as good as it can be.

Our school is located on the state-of-the-art Moorside Campus, where we embrace the latest technologies, facilities, and equipment to provide a platform for students to prosper.

In March 2022, we were judged by Ofsted to be 'Good' which is testament to the hard work and dedication of the staff and students. As Moorside High School continues to grow and develops as part of the Trust, this appointment will play an integral part in shaping the future of our school.





‘Students gain an understanding of their deeper subject interests through a wide range of extended curriculum opportunities, as we strive for every child to become socially responsible and play a part in their community by being fully equipped with the skills and mindset to contribute to wider society.’

Moorside High School		TEAM MOORSIDE - THE MOORSIDE WAY						Consilium Academies	
Complete all homework and hand in on time	Play your part in the positive learning environment	Wear correct uniform	Planner, equipment, knowledge organiser out on desks	Be respectful to everyone	Use technology appropriately	Look after school property and keep the school tidy	Move around the corridors sensibly	Listen and follow instructions first time	Arrive on time to school and lessons



Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Head of Modern Foreign Language at Consilium Academies.

At Consilium, we are on a mission to being an excellent trust with excellent schools – we would love you to join us in that mission.

We are a values driven trust and bring this to life every day though our commitment to **excellence, equity and integrity**.

We recognise the unique value of everyone, whether they are staff or students and are dedicated to ensuring that every member of our Trust reaches their full potential. To achieve this, we collaborate with stakeholders and external organisations to build relationships that enhance opportunities for all members across the Trust.

We have a commitment to ensure each and every staff member is supported to achieve their goals within their career and have the skills and development to flourish. This commitment is reflected in our Centre for Professional Learning, where colleagues have access to tailored training opportunities and resources to meet their specific needs.

We firmly believe that every student, regardless of their background deserves an excellent education and an equal opportunity to fulfil their potential. This vision guides us in creating an environment where every pupil can thrive.

As part of our Trust, our academies align with collective aims, including prioritising holistic development of pupils academically, socially and emotionally. We aim to instil a passion for lifelong learning and continual improvement among our academies, staff and students, empowering them to pursue their aspirations and ambitions. Our goal is to create a family of academies that is inclusive and embraces diversity, fostering a supportive community where all members feel inspired and empowered to succeed.

We look forward to your application, thank you for your interest in joining the Consilium family.

A handwritten signature in black ink, appearing to read 'M McCarthy', with a stylized flourish at the end.

Mr Michael McCarthy

Chief Executive Officer of Consilium Academies



#TeamMoorside
#WeCare

About the Trust

Consilium Academies is a Multi-Academy Trust dedicated to Excellence and Equality with Integrity. Consisting of eight schools across three hubs in Salford, South Yorkshire, and the North East of England, our culture is built on support, guidance, capacity building, and fostering a collaborative approach to school improvement.

Our Trust is committed to the highest standards of curriculum, teaching, and learning, leading to excellent outcomes for our pupils. This commitment extends to our staff, with a focus on high-quality learning, professional development, and an uncompromising approach to support and growth.

Schools within the Trust are encouraged to engage in rigorous self-evaluation and take swift action to address any areas of underperformance, guided by our School Improvement Framework.

Our Key Areas of Focus:

Expert Knowledge: We prioritise school-to-school support, fostering expert knowledge, and providing effective assistance to our schools.

Ambitious Curriculum: Our schools share a common language for curriculum development, with a focus on Enriching Lives, Inspiring Ambitions, and embedding Equality, Diversity, and Inclusion throughout.

Effective Pedagogy: Our research-focused approach seeks impactful teaching methods, a shared language for pedagogy, and developing partnerships with external experts.

Purposeful Practice: We respect each school's identity while promoting a shared understanding of high-quality practice and staff development.

Rigorous Assessment & Intervention: We implement evidence-based benchmarking and targeted support through Rapid Action Plans, maintaining a relentless focus on achieving strong outcomes for all students.

Rich Culture: Guided by Excellence, Equality, and Integrity, we aim to identify, attract, develop, and retain expertise at all levels, ensuring our schools contribute to the Trust's success over time.

Led by our Chief Executive Officer, Michael McCarthy, our Central Team provides direct services, accountability, leadership, and management to our schools. We operate a strong partnership model, where our partner schools play a crucial role in the Trust's continual growth and development. Our collaborative approach respects each school's individual identity, empowering them to focus on student achievement and success while being part of a supportive network committed to excellence.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 34 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Vivup. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- Access to the leading salary sacrifice home electronics lease scheme, exclusive to public sector employees
- An excellent CPD offer for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspiration

Job Description

Job Title:	Head of English
Reports to:	Headteacher/Senior Leader
Based at:	Moorside High School

Main purpose of the Role

- To lead and manage the implementation of the Languages curriculum that leads to excellent outcomes.
- Leadership and management of all aspects of the Languages Department, linking with other subjects where possible.
- Implementation of the Languages curriculum and related projects.
- Achievement of consistently outstanding teaching, learning and assessment in Languages.
- Achievement of outstanding pupil progress and attainment in Languages.
- To deliver a curriculum to students according to their educational needs, including the setting and marking of work.
- To assist and support student academic progress and emotional development.
- To work with colleagues as appropriate to raise standards of achievement and attainment.
- To lead the development of the Languages Department.

Core Responsibilities & Tasks

Knowledge and Understanding

- Demonstrate that they have a thorough and up-to-date knowledge of their subject.
- Take account of wider curriculum developments which are relevant to their work.
- Planning and Setting Expectations.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area.
- To contribute to the Curriculum Area's development plan and its implementation.
- To assist the Head of Department and the Leadership Team to ensure that the curriculum area provides a range of teaching which complements the school's development plan.
- Demonstrate consistent and effective planning of courses and lessons to meet pupils' learning needs.
- Demonstrate consistent and effective use of information about prior attainment to gain well-grounded expectations for pupils.

Teaching and Managing Pupil Learning

- Develop a classroom environment and teaching practice which secures effective learning across the breadth of the curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and high standards of achievement, behaviour, and discipline.
- Support the identification of, and provision for students with additional educational needs within the classes they teach.
- Regularly evaluate the effectiveness of their teaching and learning as part of the performance management process.
- Ensure setting of realistic and challenging expectations of students in the classes they teach.
- Liaise effectively with staff to ensure the successful transition of students through the school.
- Contribute fully to meetings, discussions and management systems necessary to coordinate the work of the school as a whole.
- To teach, pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere.

- To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- To ensure that ICT, Literacy, Numeracy are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for pupils which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of curriculum content.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of pupils as requested by external examination bodies, curriculum areas and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Assessment and Evaluation

- Demonstrate consistent and effective monitoring of progress to give clear and constructive feedback.
- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information effectively to inform teaching and learning.

Pupil Achievement

- Demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school based assessment for pupils where national tests and examinations are not taken.

Managing Own Performance and Development

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the professional development review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Quality Assurance

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Pastoral Duties

- To be a Form Tutor to an assigned group of pupils as required and to carry out the duties associated with that role as outlined in the generic job description.
- To promote the general progress and well-being of individual pupils and of the Form Group as a whole.

- To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of pupils and keep up-to-date student records as may be required.
- To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PHSE and citizenship and enterprise according to school policy.

Communication

- To communicate effectively with the parents of pupils as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools as required in the conditions of service documentation.
- To contribute to the development of effective subject links with external agencies.

School Ethos

- To play a full part in the life of the school community, to support its distinctive vision and ethos and to encourage and ensure staff and students to follow this example.
- To promote actively the school's corporate policies.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust.
- To plan, monitor and review health and safety within areas of personal control.
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

Person Specification

Qualifications and CPD	Essential	Desirable
Qualified Teacher Status; degree level or higher	X	
Honors Degree	X	
Awareness of current GCSE syllabus development		X
Experience, Knowledge and Skills	Essential	Desirable
Able to enthuse, motivate and discipline students	X	
Experience of teaching across the full age and ability range of an 11-16 school	X	
Ability to teach to KS3 and GCSE	X	
To be committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them	X	
Enthusiasm to inspire in students a desire to learn and participate	X	
Ability to have the vision to plan ahead and to get things done	X	
Efficient manager and administrator	X	
Good, up-to-date subject knowledge and skills	X	
Full working knowledge of the National Curriculum requirements for Spanish	X	
To be able to work as a member of a team	X	
To be able to work effectively with pupils, staff, parents and members of the community	X	
Interest in innovation in the classroom including interactive whiteboard skills		X
To be able to assist in the planning and organisation of school trips/visits		X
Personal Attributes	Essential	Desirable
Suitability to work with young children	X	
Able to form and maintain appropriate relationships and personal boundaries with children and young people	X	
Emotional resilience in working with challenging behaviors	X	
Positive attitude and authority in maintaining discipline within both the practical and classroom environment	X	
English Fluency		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.		X