



Primary, Secondary & Sixth Form

'Washwood Heath Academy is an inclusive and nurturing place of learning... Pupils flourish and achieve strong outcomes' – Ofsted Report, May 2025

Teacher of Urdu



An Introduction to Washwood Heath Academy

Dear Candidate

I am delighted that you are considering applying for the position of teacher of Urdu at Washwood Heath Academy. Washwood Heath Academy is a successful and popular All-through Academy with learners aged 4 – 18 years. It is a large academy with 1700 learners from a range of socio-economic and cultural backgrounds.



In May 2025, Washwood Heath Academy experienced its second Ofsted inspection as an All-through Academy and remained 'Good' in all categories.

Since I became Headteacher in 2019, we have had a relentless focus on curriculum and teaching and learning. To support this focus, we have a strong CPD programme in place. In September 2019, Washwood Heath Academy embarked on its journey to develop and implement a knowledge-rich curriculum across all phases of the

Academy. To date, we have embedded a knowledge-rich curriculum into Key Stage 3 and Key 4 subject areas and work is still very developmental in Primary and Key Stage 5. In addition, we have embedded Direct Instruction into Key Stage 3 and we are keen to introduce it into the Primary phase as a catch-up strategy. Staff at Washwood Heath Academy use research to help improve teaching and learning, curriculum and pastoral care.

To support teaching, we have a whole Academy behaviour policy that teachers consistently use. This means that behaviour in lessons is good and low-level disruption is rare. We want our teachers to focus on their pedagogy and practice, not managing disruptive behaviour. Our behaviour policy also promotes diversity and inclusion, and we are proud to be an Academy that stands against bullying and discrimination. We are part of the Anti-Bullying Alliance and in November 2021 we were awarded the UNICEF Gold Rights Respecting Schools status, which was recently re-accredited in November 2025.



At Washwood Heath Academy, we believe in creating and sustaining a positive and uplifting culture for all of our children and we do this for each other as well. We are a caring and nurturing environment, which aims to develop all of our core HEARTS values: Happiness, Excellence, Achievement, Respect, Resilience, Tolerance and Self-Belief. We go above and beyond to ensure that everybody within our Academy community feels respected, challenged, supported and safe. We believe in being: **Ready, Respectful and Safe** and we expect all visitors to our Academy to uphold our three rules.

We aim to equip our pupils with the right tools for them to achieve and we aim to provide them with the most effective environment that ignites curiosity and wonder throughout our pupils' journey with us. We have been developing the links between our Primary and Secondary phases, with a particular focus on utilising the expertise of subject specialists in Secondary and the extensive facilities in the Academy. Primary pupils have access to music rooms, Science Labs, PE facilities, Drama studio, Art rooms and outside space – a real benefit to the all-through Academy.



We support our families in ensuring that they too, can provide the right environment for our children to learn effectively and to grow securely both emotionally and mentally. Together as one Academy, Washwood Heath Academy provides a safe and caring environment for our pupils led by highly effective staff whose main aim is to ensure a continuing ethos of resilience and respect in learning.

Washwood Heath Academy really is '*a school for everyone*' and a significant number of staff have remained at Washwood for many years because they enjoy being part of a family and working in a caring and supportive community that wants the best for all of its young people and staff.



An Introduction to the MFL Department

The Languages department plays a pivotal role in the success of Washwood Heath Academy and is very highly regarded by parents and students alike. The Department's clear and aspirational vision underpins all of the work that we do. Our curriculum has been designed...

- To create the very best linguists. At Washwood Heath Academy, we want our students to experience a broad, diverse and challenging curriculum, with the highest quality of teaching and learning, so that each student is able to attain the qualification that best prepares them for post 16 opportunities and future careers.
- To give our pupils the platform to develop and embed the disciplinary knowledge and overreaching concepts that characterise capable linguists, including, a wide range of vocabulary, a secure knowledge of grammar, and confident understanding of phonics.
- To broaden pupils' perspective of the world and the possibilities available to them by exposing them to a different way of thinking, both linguistically and culturally.

As a Languages department, we strive to get our pupils to actively engage in using their language skills for real purposes, not just to acquire information for the sake of passing an exam.



Washwood Heath Curriculum

We are extremely proud of the ambitious, broad and balanced curriculum we offer to all of our learners. We are committed to providing children with the best life chances possible, irrespective of their background or starting point. We deliver a powerful knowledge-rich curriculum to our learners with the view to their development as global citizens able to make a positive contribution in the local and wider communities of the future.

You can find out more about Washwood Heath Academy at the website:
<https://washwood.academy/>

JOB DESCRIPTION – Urdu Teacher

Post Title	Urdu Teacher
Purpose	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and knowledge-rich curriculum for students and to support a designated curriculum area as appropriate • To monitor and support the overall progress and development of students as a teacher and Form Tutor • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential • To contribute to raising standards of achievement and maximising student attainment • To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth • To be committed to the safeguarding of children
Reporting to	Head of Faculty/Head of Department
Liaising with	Headteacher/Senior Leadership Team, teaching and support staff, Multi Academy colleagues, external agencies and parents.
MAIN (CORE) DUTIES	
Teaching:	<ul style="list-style-type: none"> • To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in Academy and elsewhere • To use teaching strategies which will stimulate learning appropriate to student needs and demands of the syllabus and curriculum • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students • To ensure that ICT, Literacy, Numeracy, cross-curricular aspects and Academy subject specialism(s) are reflected in the teaching/learning experience of students • To undertake a designated programme of teaching • To ensure a high quality learning experience for students which meets internal and external quality standards • To prepare and update subject materials • To maintain good order, discipline and respect for others; to promote understanding of the Academy's rules and values; to encourage good practice with regard to punctuality, behaviour, standards of work and homework. To safeguard health and safety and to develop relationships with and between students conducive to optimum learning • To undertake assessment of students as requested by external examination bodies, departmental and Academy procedures • To mark, grade and give written and verbal and diagnostic feedback to students of individual work and group work they have undertaken
Operational/ Strategic Planning	<ul style="list-style-type: none"> • To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of students • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Faculty • To contribute to the Faculty's Improvement Plan and its implementation. • To contribute to the whole Academy's planning activities • To contribute to the faculty process of self-review and evaluation and Improvement Plan activities

	<ul style="list-style-type: none"> • To contribute to faculty and whole Academy enrichment opportunities • To contribute to faculty intervention and revision opportunities
Curriculum Provision and Development:	<ul style="list-style-type: none"> • To assist the Head of Faculty, to ensure that the curriculum area provides a range of teaching which complements the Academy's strategic objectives • To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the Academy's Strategic Commitment, Purpose and Intent.
Staffing	<ul style="list-style-type: none"> • To take part in the Academy's staff development programme by participating in arrangements for further training and professional development
Staff Development:	<ul style="list-style-type: none"> • To continue personal development in the relevant areas including subject knowledge and teaching methods • To engage actively in the Performance Appraisal Review process
Recruitment/ Deployment of Staff	<ul style="list-style-type: none"> • 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 Academy
Quality Assurance:	<ul style="list-style-type: none"> • To adhere to and to help to implement Academy quality procedures • To contribute to the process of monitoring and evaluation of the faculty in line with Academy procedures, including evaluation against quality standards and performance criteria. To implement modifications 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 Academy
Management Information:	<ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant accurate and up-to-date information for the Academy's management information system • To complete the relevant documentation to assist in the tracking of students • To track the progress of your assigned students and use this information to inform your teaching and learning
Communication:	<ul style="list-style-type: none"> • To communicate effectively with the parents of students as appropriate • Where appropriate, to communicate and co-operate with persons or bodies outside the Academy • To follow agreed policies for communications in the Academy • Attend meetings according to the Academy's Directed Time Policy
Marketing and Liaison:	<ul style="list-style-type: none"> • To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with other Academies in the Multi Academy Trust • To contribute to the development of effective subject links with external agencies/Academies
Management of Resources:	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To assist the Head of Faculty to identify resource needs and to contribute to the efficient and effective use of resources • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, faculty and the students • To co-ordinate and manage the work of other staff, such as support staff, participating in the teacher designated lessons
Pastoral System:	<ul style="list-style-type: none"> • To be a Form Tutor to an assigned group of students • To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole • To liaise with a Head of House and Guidance Manager to ensure the well-being and educational development of your assigned students

- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required
- To contribute to the preparation of action plans, progress files, individual education plans, and other reports
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to PSHE and Citizenship and Enterprise according to Academy procedures
- To apply the behaviour management procedures so that effective learning can take place
- To support with the Whole Academy Reading and Literacy Programme

Other Specific Duties:

- to play a full part in the life of the Academy community, to support its Strategic Commitment, Purpose and Intent and to encourage staff and students to follow this example
- to promote actively the Academy's policies
- to continue personal, professional development
- to actively engage in the Academy's self-review and evaluation processes
- to actively engage in the Academy's Appraisal of Performance processes
- to comply with the Academy's Health and Safety Policy and undertake risk assessments as appropriate
- to attend meetings as determined in the meetings policy and as directed by the Executive Principal
- to undertake any other duty as specified by Academy Teachers' Pay and Conditions Document, not mentioned in the above
- to comply with the Academy's procedures concerning safeguarding and to ensure that training is accessed

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to students.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

January 2026



PERSON SPECIFICATION – Urdu Teacher

	Essential	Desirable	Method of Assessment
Knowledge/Qualifications			
Qualified Teacher Status		✓	Application
Degree in relevant subject.	✓		Application
A willingness to undertake further relevant training and to pass those skills on to other members of staff as appropriate.	✓		Interview
Sound knowledge of the developments in the current curriculum for the subject.	✓		Application/Interview
Good ICT skills.	✓		Application/Interview
Experience			
Enthusiasm and passion for teaching.	✓		Application/Interview
Excellence as a classroom practitioner.	✓		Application/Interview
Ability to offer a 2 nd subject for example Spanish.		✓	Application/Interview
Imagination and creativity in the classroom.	✓		Application/Interview
Experience in writing schemes of learning.	✓		Application/Interview
A commitment to the extra-curricular life of the Academy.	✓		Application/Interview
A commitment to safeguarding and promoting the welfare of children and young people.	✓		Application/Interview
A commitment to obtaining the highest standards of pupil achievement and a belief that enjoyable learning is the most effective learning.	✓		Application/Interview
A commitment to the Academy's Strategic Purpose, Commitment and Intent.	✓		Application/Interview
Personal Skills			
An effective team member	✓		Application/Interview
Ability to work under pressure	✓		Application/Interview
Excellent communication skills	✓		Application/Interview
Able to motivate and inspire students	✓		Application/Interview
An excellent teacher with enthusiasm and a commitment to education and developing young people	✓		Application/Interview
Able to develop good personal relationships with students and adults	✓		Application/Interview
Approachable and willing to help students both in and outside of lessons	✓		Application/Interview
Ability to initiate ideas		✓	
Ability to set own targets and meet own and other people's deadlines	✓		Application/Interview
Equal Opportunities			
Must have an understanding of and commitment to the Trust's equal opportunities policies and procedures	✓		Application/Interview
To be able to demonstrate a commitment to celebrating diversity and promoting community cohesion in a multi-cultural setting	✓		Application/Interview







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