



Armthorpe
Academy

BUILD YOUR DREAM CAREER

Join our Team!



RECRUITMENT PACK

Teacher of MFL

Armthorpe Academy, Doncaster

EXCELLENCE AND EQUITY WITH INTEGRITY

WELCOME FROM THE CEO



Dear Candidate,

Thank you for your interest in the position of Teacher of MFL 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.

Mr Michael McCarthy
Chief Executive Officer of Consilium Academies.

WELCOME FROM THE PRINCIPAL



Welcome to Armthorpe Academy.

I am delighted to extend a warm welcome to you as a potential new member of our dedicated team here at the Armthorpe Academy. It is with great enthusiasm that we consider your interest in joining us as we continue our commitment to providing an outstanding educational experience for our students.

At the Armthorpe Academy, we take pride in our strong tradition of excellence in education, and it is our dedicated staff that plays a pivotal role in achieving this. We believe in fostering an environment where each staff member can thrive personally and professionally, contributing to our shared mission of nurturing young minds and shaping the leaders of tomorrow.

As the Principal of the Armthorpe Academy, I want to emphasise our commitment to:

- **Educational Excellence:** Our school has a long history of academic success, and we are committed to maintaining and improving the quality of education we offer. We believe in fostering a culture of continuous learning for both students and staff.
- **Inclusivity and Diversity:** We value diversity and inclusivity and strive to create a welcoming and inclusive environment where all students and staff feel valued and respected.
- **Professional Development:** We encourage and support the professional growth of our staff through ongoing training, workshops, and opportunities for career advancement.
- **Community Engagement:** We are deeply connected to our community and believe in forging strong partnerships with parents, students, and the wider community to create a positive learning environment.
- **Well-being:** We prioritise the well-being of our staff, recognising that a happy and healthy team is essential for the success of our school.

As a potential member of our team, you would have the opportunity to contribute your unique skills and talents to our school community while being part of a collaborative and supportive team that shares a common passion for education.

Thank you for considering the Armthorpe Academy as your potential workplace. We are excited about the prospect of having you join our team and contribute to the continued success of our school. I look forward to the possibility of working with you and witnessing the positive impact you can make on our students' lives.

Kind Regards,

David Bisley
Principal

ABOUT THE SCHOOL



Armthorpe Academy is an 11-16 school located in the town of Doncaster, South Yorkshire. The learning our children experience is a broad and balanced diet that provides intellectual, moral, creative and emotional stimulation. It is an exciting time to be part of our academy, as with the support of Consilium, we are constantly working to develop and evolve our curriculum and pedagogy to ensure all students can flourish. This means not only striving to fulfil the academic potential of all our learners, but also teaching our young people how to care for themselves mentally and physically, as well as facilitating opportunities for them to enjoy and live life to the full beyond the taught curriculum.

At Armthorpe, we believe every learner is an individual with a unique personality, characteristics and the potential to shine. Inclusion therefore lies at the heart of everything we do. Childhood is changing. Our learners are growing up in a world defined by fast-paced technological development living increasingly online, in spaces adults sometimes struggle to understand. We place great value on preparing our learners to thrive in 21st century Britain, not just academically but socially, emotionally, morally and culturally too. It has never been more important to equip our students to adapt to and embrace change, develop their resilience and creative thinking skills whilst instilling a real love of learning. The development of the whole person is imperative to us.

Respect	<ul style="list-style-type: none">• Being a leader: Doing the right thing when no-one is watching (both inside and outside of school).• Executing the basics: Smiling, saying please/thank you, opening doors and treating others how we would want to be treated ourselves.• Following and accepting rules without argument.
Responsibility	<ul style="list-style-type: none">• Being responsible: doing the 'things' you are supposed to do.• Accepting responsibility: enjoying praise for 'things' you have done well (positive choices) and admitting to and accepting the consequences for 'things' you have not done well (poor choices).• Role modelling responsibility: encouraging others to make positive choices.
Resilience	<ul style="list-style-type: none">• Being prepared to embrace challenges and unknown situations.• Bouncebackability! Realizing sometimes we must try things several times before we learn or find a solution.• Being ruthless and relentless in striving for success – we do not stop until we are as good as we can be!
Pride	<ul style="list-style-type: none">• Constantly working hard – nothing replaces hard work.• Actively listening to others so we are always learning and improving, know it, own it, do it!• Thinking for ourselves and never being afraid to share our ideas/thoughts when requested – we aim for solution focused creative minds
Ambition	<ul style="list-style-type: none">• If our dreams do not scare us, they are not big enough.• Having a dream we can articulate.• Understanding what excellence looks like and constantly striving for it.

ABOUT THE TRUST



Consilium Academies is a Multi-Academy Trust dedicated to Excellence and Equity 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 Equity, 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, Equity, 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.

BENEFITS



As a Trust, we want our staff to feel supported and valued. Whether you are a teacher or member of the support team, we want your work to have a positive impact on your health and wellbeing.



A CONTRIBUTORY PENSION SCHEME, MEANING WE'LL SAVE TOGETHER

34 DAYS ANNUAL LEAVE + BANK HOLIDAYS FOR SUPPORT STAFF (PRO-RATED FOR PART-TIME) & 36 HOUR WORKING WEEK FOR FULL-TIME SUPPORT STAFF



EMPLOYEE ASSISTANCE PROGRAM WITH ACCESS TO COUNSELLING AND CBT 24 HOURS A DAY, 7 DAYS A WEEK

A CPD OFFER FOR EVERY MEMBER OF STAFF; TO HELP YOU PERFORM AS WELL AS YOU CAN IN YOUR ROLE, TO HELP YOU REACH YOUR CAREER ASPIRATION



FREE MEMBERSHIP TO VIVUP. WITH HUNDREDS OF EXCLUSIVE OFFERS AND DISCOUNTS AVAILABLE ONLINE AND IN STORE.

ACCESS TO THE LEADING HOME ELECTRONICS LEASE SCHEME, EXCLUSIVE TO PUBLIC SECTOR EMPLOYEES



ENHANCED CONTRACTUAL SICK PAY IN LINE WITH THE BURGUNDY BOOK AND GREEN BOOK, PROTECTING YOU AND YOUR FAMILY

AUTOMATIC PAY PROGRESSION FOR ALL STAFF IN LINE WITH THEIR CURRENT GRADING STRUCTURE



JOB DESCRIPTION



JOB TITLE:	Teacher of MFL
REPORTS TO:	Head of Department
GRADE:	MPS/UPS
CONTRACT:	Permanent
WORKING PATTERN:	Full Time
MAIN PURPOSE OF THE ROLE	
<ul style="list-style-type: none"> To deliver a curriculum to students according to their educational needs, including the setting and marking of work. To assist and support students' academic progress and emotional development. To work with colleagues as appropriate to raise standards of achievement and attainment. To comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person 	
CORE RESPONSIBILITIES & TASKS	
Main Duties <ul style="list-style-type: none"> To plan their teaching to achieve maximum progression in pupils' learning To assess records and reports on the attendance, progress, development and attainment of students, and produce such records as are required. To provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students. To use a variety of teaching methods, including ICT, which sustain the momentum of pupils' work and keep all pupils engaged To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus. To provide a positive, conducive and safe learning environment, encouraging high standards in punctuality, presentation or work and relationships. To set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focused teaching and through the development of positive and productive relationships To undertake assessment of students as requested by external examination bodies, departmental and school procedures. To mark, grade and give written, verbal and diagnostic feedback as required following school policies to maximise pupils' progress. To evaluate their own teaching critically and to use this to improve their effectiveness To maintain the highest professional standards as set out in the Teachers' Standards document. To teach students according to their educational needs, including the setting and marking of work to be carried out by students in school and elsewhere. 	
Operational/Strategic Planning <ul style="list-style-type: none"> To assist in the development of appropriate syllabus, resources, schemes of work, marking policies and teaching strategies at Moorside High School. To contribute to the department's development plan and its implementation. To plan and prepare courses and lessons. To contribute to whole school planning activities. 	
Curriculum Provision <ul style="list-style-type: none"> To assist the department and whole school in ensuring a range of teaching is provided for students, which complements the school's strategic objectives. 	

Curriculum Development

- 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 school's aims and strategic objectives.

Staffing

- To take part in the school staff development programmes, by participating in arranged training for professional development.
- To continue personal development in the relevant areas, including subject knowledge and teaching methods.
- To engage in the Performance Management Review process.
- To ensure the effective and efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relationships within the school.

Quality Assurance

- To help implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation within the department area in line with agreed school procedures; including evaluation against quality standards and performance criteria. To seek, implement modification and improve 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.

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information to SIMS – registers, behaviour log etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communication and Liaison

- To communicate effectively with the parents/guardians of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communication in the school
- To take part in parents' evenings
- To contribute to the development of effective subject links with external agencies.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the department to identify resource needs, and to contribute to the efficient/effective use of physical resources.
- To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of departments and students.

Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students.
- To liaise with the Pastoral Team/Head of Year to ensure the implementation of the school's pastoral system.
- To register students, 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 students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files, and other reports.

- To alert the appropriate staff of issues/concerns/problems concerning students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents/guardians of students, and with persons/bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and citizenship, and enterprise according to school policy.
- To apply the Behaviour for Learning Policy so that effective learning can take place.
- To ensure that appropriate safeguarding procedures are in place and applied.

School Ethos and Other

- To play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage staff and students to follow this example.
- To ensure that appropriate safeguarding procedures are in place.
- To participate in the school extra-curricular programme.

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's activities.
- 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



Training and Qualifications	Essential	Desirable
Qualified Teacher Status; degree level or higher	X	
Honours Degree	X	
Awareness of current GCSE syllabus development		X
Skills and Knowledge	Essential	Desirable
Able to enthuse, motivate and discipline students	X	
Ability to teach to KS3 and GCSE	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	X	
To work as part of the team, contributing effective strategies to support high quality teaching and learning	X	
To be able to assist in the planning and organisation of school trips/visits		X
Experience	Essential	Desirable
Experience of teaching across the full age and ability range of an 11-16 school	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	
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
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	X	
Positive attitude	X	
English Fluency	Essential	Desirable
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English or Welsh by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.	X	