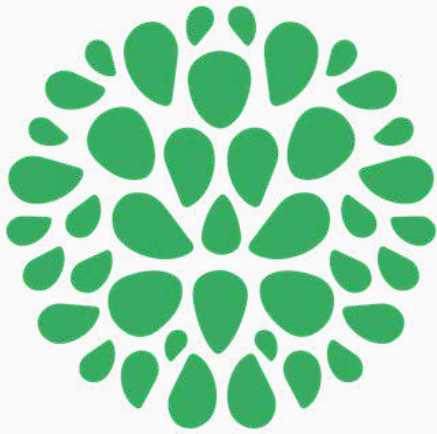




ADVANTAGE
SCHOOLS



THE STOCKWOOD
PARK ACADEMY

OUR LEADERSHIP

At The Stockwood Park Academy we are seeking a dynamic Lead, responsible for French. Make no mistake – this is a genuinely exciting opportunity for the right candidate. The key responsibility is to lead and manage staff to construct and deliver an ambitious curriculum that supports all students to achieve exceptional outcomes.

Our Academy vision is “Striving for excellence and contributing to society” - underpinned by our core values of Excellence, Responsibility and Respect. We are a values driven organisation, with our students at the centre of our decision making processes. The culture of our school is warm and welcoming. Leaders work closely with staff, pupils and families to build a culture of belonging and mutual respect. We are proud of the enhanced work our school does to support our community as well as how we celebrate difference and diversity. We are relentless in our approach to school improvement, unapologetically ambitious for our staff and students, and, have high aspirations to be a Top 1% organisation.

Our core focus, and at the heart of everyone’s responsibility, is Quality First Teaching. We are ambitious for our pupils and we understand that this is underpinned by the high-quality lessons that are delivered, day in, day out. We make no exceptions and no deals in our approach to Teaching, because we know that it is right for our context. Staff and students of TSPA are aligned to our Playbook approach and are reaping the benefits. Any new applicants will receive an enhanced on-boarding & induction process to support staff in implementing our core teaching routines. Our CPD programme is tailored and bespoke to the needs of staff and students; it is focused on Playbook implementation, Evidence informed research codified to support implementation in the classroom. We grow our own.

Complementing our classrooms is high presence from Senior, Middle Leaders and Pastoral staff. The school is calm and orderly and well-managed by a wide range of staff. Lessons are purposeful and rarely disrupted. Teachers are able to teach, students are able to learn. High-quality pastoral support helps students to regulate, learn from their mistakes, and become you citizens. Clear classroom routines, expectations, and centralised processes, including detentions, are in place to support staff and maximise every minute on learning.

At TSPA we are passionate about supporting the Personal and Cultural Development of students. We want our students to leave TSPA with exceptional outcomes, but we also want students to leave as well round individuals that have real life experiences within the wider and extra-curricular programmes. We are proud of the work that our staff and students take part in to support all aspects of our multi-cultural community. The highlight of the Stockwood Park calendar is our annual Culture Day.

As part of the Advantage Schools trust, we are a unique family of schools, sharing our practice and beliefs to enable young people to achieve the very highest standards. At Advantage Schools, we provide exceptional opportunities for all to be knowledgeable with experiences that broaden horizons.

I We ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well- rounded, self-respecting people. Our commitment to this vision can be demonstrated by our values Integrity, Ambition, Excellence.

Yours sincerely,

Mumin Humayun



I aim to recruit staff who:

- Are excited by their role and by the prospect of working with young people, even those who are less motivated
- Love the processes of learning and teaching are keen to continually develop their own skills
- Recognise that teaching can be a demanding job but react positively to those demands rather than complaining
- Will subscribe to the ethos of the trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people
- See break duty as an opportunity to talk to children
- Are quick to praise and slow to criticise and are not afraid to admit to seeing themselves as potential leaders of the future



INTEGRITY, AMBITION, EXCELLENCE

Welcome to Advantage Schools; a high-performing family of ten schools.

We unashamedly believe in high attainment. Our schools seek to transform the life-chances of the young people in our care. We do this through very high expectations – of behaviour and conduct, of hard work and of determination and perseverance – alongside the very best knowledge-based curriculum.

At Advantage Schools, we commit to ensuring that pupils will be able to learn in an environment that is free from disruption so that they can chase their dreams and fulfil the aspirations they share with parents and colleagues. A broad curriculum places pupils in a strong position to question and debate the world around them, making them intellectually resilient and prepares them for citizenship in a democratic society. We believe this is a right of all pupils and one which is empowering.

We also pride ourselves on the additional opportunities available to pupils outside of the classroom. Our extensive extra-curricular programmes include residentials, sports and music so that we develop well-rounded young people.

Our schools work together to provide teachers and support staff with the best possible training. In partnership with families, we work hard to ensure that pupils have the widest possible opportunities in their lives.

Our schools' doors are open in every sense:

- we are in the centre of our communities, inviting them in regularly and celebrating the richness of our local area and those we serve;
- we collaborate with other professionals and schools, sharing our work to benefit pupils across the country;
- we celebrate what we do while maintaining humility in accepting feedback so that we can continue to improve.

We run our schools in the best interests of the pupils, guided by our principle that *"it must be good enough for our own children or those that we care deeply about to be good enough for our pupils"*.

**“EDUCATING
CHILDREN,
SERVING THE
COMMUNITY,
ACHIEVING
EXCEPTIONAL
OUTCOMES.”**

STUART LOCK CEO



WHY WORK FOR US?

ABOUT US

At Advantage Schools, we aim to provide all children with the highest quality of teaching of an excellent curriculum, which enables them to become highly educated and active participants of society.

You'll be working alongside an expert team of fellow Principals within a forward thinking, collaborative and supportive trust.

We provide sector-leading professional development offer and extensive networking opportunities, and excellent opportunities to develop and grow in a successful and expanding trust.

There are many reasons why colleagues choose to work at The Stockwood Park Academy, rooted in a strong culture, shared values, and a relentless focus on doing what is right for pupils and staff.

First and foremost, behaviour is taken extremely seriously. Clear expectations, consistent systems, and strong relationships ensure that both staff and pupils feel safe, supported, and able to focus on learning. This calm and purposeful environment allows teaching to thrive and gives colleagues the confidence that standards are upheld fairly and consistently.

The academy is also firmly committed to using evidence to inform practice. Colleagues are encouraged and supported to engage with research and use evidence-based approaches, ensuring that decisions about teaching and learning are grounded in what works best. This culture of professional curiosity helps staff refine their practice and deliver the highest possible quality of education for pupils.

Ambition is another defining feature of life at The Stockwood Park Academy. The school is unapologetically ambitious for pupil outcomes and staff development alike, believing that all learners can succeed with the right support and high expectations. This shared drive creates a focused, forward-looking environment where continuous improvement is the norm.

Importantly, the academy is also a happy and positive place to work. Regular celebration events recognise success and effort, while day-to-day teamwork between staff and pupils builds a strong sense of community. Collegiality, mutual respect, and shared purpose underpin everything the school does.

Finally, colleagues benefit from being part of an aligned and supportive trust. The wider trust family of ten schools shares the same aims and values, working collaboratively to support one another. This extended network provides opportunities for professional development, shared expertise, and a genuine sense of belonging beyond the individual school.

SAFEGUARDING

"The safeguarding and welfare of children is paramount and all our staff share this view. Applicants must be willing to undergo safeguarding and child protection checks including with past employers and the Disclosure and Barring Service.



HERE'S WHAT OUR STUDENTS HAVE TO SAY

"Stockwood can be very eventful in a good way. I have lots of fun times with both staff and students"

"I like The Stockwood Park Academy because I learn challenging topics and the teachers are supportive."



ABOUT THE STOCKWOOD PARK ACADEMY

Providing the very best education for all our students is the simple goal for The Stockwood Park Academy. Whilst firmly rooted in traditional values, we have made our school a vibrant and exciting place with a positive ethos that runs throughout the school. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made. We also have Phoenix (our inclusion support unit), a gym and a reflection room for staff and students.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.

TEACHER TESTIMONIAL

MICHELLE LEA-WATTS, DIRECTOR OF ENGLISH

Since joining The Stockwood Park Academy in September, and even prior to my arrival, I have been absolutely staggered by how friendly this school is. While I could describe how colleagues have been exceptionally supportive, I think it's most important to note just how lovely our students are because it is so refreshing to join a school and feel welcomed by the young people. This has a lot to do with the trusting nature of our students, but also the warm approach to behaviour management advocated and encouraged by the leadership.

As an English teacher it has also been amazing to see a school which has not only said it will raise the profile of reading, but is acting upon its word. All students regularly receive books as gifts and the emphasis on reading for pleasure is very strong. The renovations to the school library and investment in specific reading programmes have made it clear that reading is valued here and is a priority. I have found the leadership team to be highly involved at all levels with a great presence throughout the school – from break duty to teaching; there's a strong sense that we are all working together which is not always the case in other schools.

VALUES



INTEGRITY, AMBITION, EXCELLENCE

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve the very highest standards.

At Advantage Schools, we provide exceptional opportunities for all to be knowledgeable with experiences that broaden horizons. We ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well- rounded, self-respecting people.

Our commitment to this vision can be demonstrated by our values.

INTEGRITY

We provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.

We act honestly and transparently, advocating for pupils even when this causes difficulties.

We work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff.

We focus on the development of all our colleagues through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

AMBITION

We provide exceptional lessons enabling our pupils to be highly successful.

We share the most impactful approaches to teaching, curriculum and assessment, ensuring an interesting, inclusive and challenging education is on offer in each of our schools.

Our aim is to guarantee excellent 2-19 provision, with clear progression routes for all. You can expect excellent behaviour and conduct at all times, allowing all to make progress and achieve.

EXCELLENCE

We enable all of our pupils to develop and flourish, through close working and regular communication with our families and local community.

Our Cross-Trust focus is to ensure children are supported to meet ambitious targets and to provide exciting opportunities both inside and outside of the classroom.

STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. From an extensive **Wellbeing package**, to an onsite car wash, you can be reassured that we have your best interests at heart.



Whole trust training events



Free eye test vouchers



Refer a friend £500 bonus scheme



Staff recognition with reward shopping vouchers



Enhanced pension employer's contribution & death in service payment



We are in the process of a big benefit review. Watch this space!

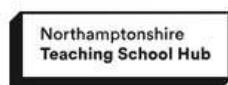


Support for all staff with an experienced licensed counsellor



Cycle to work scheme

EDUCATIONAL PARTNERSHIPS



CAREER PROGRESSION

At Advantage Schools, we are committed to helping every colleague grow, thrive, and achieve their full potential. Supporting career progression is at the heart of what we do.

To empower our staff, we provide fully funded opportunities to study for NPQs, along with tailored middle leader training for eligible colleagues.

Additionally, we offer a wide range of CPD training through various partnerships and platforms, giving all staff access to an extensive selection of professional development courses.

Join us and take your career to the next level with our exceptional development opportunities!



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, hot drinks, cinema tickets, gym classes and so much more. It also offers a substantial **wellbeing package**.



MEDICAL

Perkbox also provides 24/7 access to GP appointments, confidential support and guidance through the Employee Assistance Programme.

Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a wellbeing portal, full of resources and videos

At The Stockwood Park Academy, we believe that daily high-quality teaching, grounded in high expectations and disruption free classroom environments are the key to success for our students. We believe in an evidence-based approach to teaching and use the evidence research to support our development.

TEACHING AND LEARNING AT TSPA

At TSPA all lessons, centre around our 5 Principles of Effective Teaching (Retrieval practice, presenting new materials, guided practice, deliberate practice and the best possible ending to your lesson). We recognise the importance of a high quality, challenging curriculum which must underpin what happens in the classroom and the value of feedback at all stages of teaching and learning. We are proud to make use of key strategies found in 'Teach Like a Champion' and 'Walkthrus' as they provide practical methods to implement Rosenshine's Principles of Instruction. We do not encourage unnecessarily elaborate approaches to lesson planning and delivery. We trust that our teachers are experts in their subject areas and allow them to design and deliver lessons to a high standard.

CLASSROOM ROUTINES

All of our classrooms have visualisers and classroom countdown timers. We expect lessons to be purposeful with opportunities for guided and independent practice. Our teachers regularly show what excellence looks like with the expectation that students are given the opportunity to produce work of a similar high standard.

FEEDBACK

Our feedback policy utilises Live Marking to support teachers in recognising common strengths and areas of the curriculum where students require extra support or reteaching. We assess our students regularly but are considerate of the impact this has on our teacher's workload. We recognise the value of feedback for our teachers too. Teachers work closely with our internal teaching coaches where feedback and professional dialogue is central to the ongoing development of each of our colleagues. Faculty areas also have regular opportunities to work collaboratively as part of our generous directed time policy.



SEE MORE AT

WWW.ADVANTAGESCHOOLS.CO.UK



Job Specifics

Start Date: 1st September 2026

Salary: AST 1-12 £33,026-£51,526 plus Head of Department allowance £5,873

Job role: Permanent, Full time

Key Duties

- Lead the development of the French curriculum, providing specific expertise and guidance and lead on the delivery of mastery programmes and the curriculum.
- Be accountable for the learning and achievement of all students studying French.
- To liaise with subject colleagues at The Stockwood Park Academy to support strategic development, share good practice and plan collaborative activities.
- To ensure that The Stockwood Park Academy is represented positively locally, regionally and nationally within any educational context.

The successful candidate will

- Experienced leader and can manage staff
- Teacher or current leader of French, with experience of KS4 teaching.
- Proven track record of improvement
- Master's Degree desirable
- Ability to teach across the age range 11-18
- Promote the educational success and outstanding outcomes of all our students through strong leadership
- Have excellent communication skills and enthuse staff and implement ideas
- Experience of a large multicultural school
- To be committed to safeguarding and promoting the welfare of children and young people

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

Job Description

PURPOSE OF POST:

1. To play an active role in curriculum planning and delivery, providing specific curriculum expertise and guidance and leading on delivery of key aspects as they relate to the subject area.
2. Be accountable for the learning and achievement of all students following programmes within the subject area, within the general curriculum framework.
3. To liaise with Subject Team Leader colleagues across the Trust to support strategic development, share good practice and plan collaborative activities.
4. To ensure that The Shared Learning Trust is always presented positively within and beyond the Academy.

Accountable for:

1. The vision for the subject teams and the high aspirations for the achievement of every student in our academy.
2. The Subjects' Action Plans, based upon the academy-wide quality assurance procedures and collated in the Departmental Improvement Plan.
3. Motivation to subject staff (teaching and support) and the creation of a highly effective team, particularly through their personal example, clearly led departmental meetings and thoughtful delegation and deployment.
4. Adherence to the academy's rigorous procedures for recording, monitoring analysing and acting upon a range of data including student attendance, punctuality, referrals and academic records from all subject areas to:
 - Track student overall progress and achievement on a regular basis;
 - Evaluate the quality and appropriateness of students overall negotiated individual learning plans;
 - Identify when intervention is necessary (e.g. when underachievement is identified, additional challenge is required and/or links needed to outside agencies); and
 - Linking this data to performance management through whole-class value-added analyses.
5. Action based upon the rigorous analysis of external examination data from Key Stages 2 and 3 (if available), GCSE, GCE and vocational courses.
6. Well-informed advice based on their knowledge of national developments to the Head of Faculty, Assistant Principal, Principal and the CEO regarding curriculum innovation, the learning environment and resources for learning and health and safety matters, including risk assessments.
7. High quality mentoring and coaching to the subject teams regarding learning and teaching and curriculum planning and delivery, particularly to those members new to teaching.
8. For good discipline and orderly conduct within the subject areas through departmental working with Curriculum Leaders and all members of the Learning Support Team.
9. Good curriculum links to primary schools, work-based providers in the local community, and higher education colleges to ensure that the work of the subject develops within the broader context of lifelong learning.
10. Leadership to ensure high quality subject teaching schemes are based on personalised learning principles and are in place for the start of each academic year, having been revised to reflect new developments/requirements of examining boards and new developments in information learning technologies such as Show My Homework & Go 4 Schools.
12. Effective liaison with other Curriculum Leaders to ensure coherence between the subject programmes and the academy's priorities.
13. Ensure that work is always set for classes when a member of the subject teams is absent.
14. Sound financial management within the departmental budgets that have been set.
15. Collaboration with the Vice Principal regarding:
 - The arrangements for the performance management and professional development of all members of their subject teams; and

- The academy's arrangements for quality assurance and internal verification.
16. Leading on exhibitions and display of students' work from within the subject areas and supporting with academy events across the curriculum for the benefit of our wider community.
 17. Their teaching and personal tutoring.
 18. Undertaking any other professional duties which are reasonably delegated to them by the Principal, CEO or Trust.

This is not an exhaustive list and there may be additional responsibilities deemed appropriate from your line manager.

The School Teacher's Pay and Conditions Document gives details of the role and professional responsibilities of teachers. This job description is set within that framework and on the National Standards for Qualified Teachers and is aligned with teacher's expectations for Performance Management.

Responsibilities	Key Tasks	Task Evidence
Teaching and curriculum delivery	<ul style="list-style-type: none"> • Set goals that stretch and challenge pupils of all backgrounds and prior attainment. • Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils. • Plan and prepare lessons to meet the learning needs of all pupils. • Teach lessons in alignment with The Stockwood Park Academy playbook and to ensure approaches to teaching are supported by robust research evidence and professional judgement. • Use teaching time and resources effectively • Set/mark appropriate, challenging work and monitor completion. • Record and report on the progress and attainment of pupils. • Set and monitor the completion of appropriate homework. • Work with colleagues within the school and wider trust to develop, implement and review effective curriculum plans, schemes of work, course materials and assessments • To work with other teachers and staff to identify, develop and if appropriate deliver staff training • To remain up to date with national trends in education and in RE teaching and to implement developments in curriculum design and delivery to reflect these, promoting the value of disciplinary scholarship • Promote and contribute to high standards of literacy and to proactively teach disciplinary literacy as appropriate to RE • Where appropriate, to mentor staff new to teaching, staff undertaking teacher training programmes and other staff as appropriate • To target and monitor individual pupil progress and use data proactively to identify and drive individual and group improvement to maximise achievement • To propose actions based on data related to pupil learning to the Senior Leadership Team 	<p>Planning file. Lesson observations.</p> <p>Work sampling.</p> <p>Tracking date and pupil report</p>



<p>Pastoral Care and Supervision</p>	<ul style="list-style-type: none"> • Form Tutoring • Contribute and uphold the school culture to ensure a safe and purposeful environment for pupils, rooted in mutual respect • Have high expectations of pupil behaviour, working within the school behaviour policy to use praise, sanctions and rewards consistently and fairly • Provide guidance to pupils on social and behavioural issues. • Supervise pupils in lessons, transitions, breaks, moving around the school and off-site. 	<p>Lesson observations.</p> <p>Planning file and behaviour logs</p>
<p>Communication and Liaison</p>	<ul style="list-style-type: none"> • Inform parents of half-termly curriculum plans. • Plan and lead parent consultation sessions at parent evenings, with a focus on curriculum issues and pupil progress. • Liaise with parents and outside agencies to support pupils. • Provide relevant information to other schools as necessary. • Provide information for trustees if necessary • Attend staff meetings and professional development sessions and to work collaboratively with colleagues. • Work in partnership with support staff and provide clear guidance for additional adults in the classroom to support learning. 	<p>Parent meetings. Communication to parents.</p> <p>Liaison meetings/transfer forms. Committee/staff meeting minutes. Communication books.</p>
<p>School culture</p>	<ul style="list-style-type: none"> • To be responsible for promoting and safeguarding the welfare of pupils and for raising any concerns in line with School procedures • Make a positive contribution to the wider life and ethos of the school • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Communicate effectively with parents with regards to pupils' achievements and well-being • Encourage pupils to take a responsible and conscientious attitude to their own work and study • Attend agreed professional development courses/school and trust training • Participate in staff development conversations and reviews. • Adhere to GDPR, H&S and EDI responsibilities 	<p>INSET/Training record.</p>

Expectations of teachers paid on the Advantage Schools Pay Scale at points 7 to 12 (equivalent to Upper Pay Scale)

Advantage Schools Teacher Pay Scale (7-12) is the equivalent to Teachers on the Upper Pay Scale who are expected to accept additional responsibilities that make a substantial and sustained contribution to the success of the school. This includes:

Significant contribution to the implementation of work-based policies and practice.

- Consistently exemplifying high quality enactment of The Stockwood Park Academy Playbook within teaching
- Ensuring all pupils achieve in line with school expectations, with many exceeding them.
- Play a proactive role in the professional development of colleagues within the school and wider trust. This may take the form of coaching/mentoring colleagues, modelling practice to colleagues



THE STOCKWOOD
PARK ACADEMY

within and beyond the classroom, and/or contributing to or leading on structured professional development sessions

- Taking full advantage of professional development opportunities and using the outcomes effectively to improve pupils' learning.

This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Principal to undertake any other duties commensurate with this role.



Person Specification

Candidates will be assessed on the following:

Essential	Desirable
<p>Qualifications/training:</p> <ul style="list-style-type: none"> • First degree • Qualified Teacher Status • GCSE maths and English at Grade A* to C or equivalent • An enhanced DBS certificate 	<p>Evidence of continued engagement in professional development, including safeguarding training</p> <p>Subject related degree at 2:1 or higher</p> <p>Master's degree</p>
<p>Knowledge and experience:</p> <ul style="list-style-type: none"> • Successful, recent experience of teaching within Secondary education • A track record of achieving successful outcomes for pupils at all prior attainment levels • Knowledge of the principles of assessment and the role assessment plays in informing teaching and learning • Experience of collecting and analysing pupil data to set, monitor and achieve pupil performance targets • Experience of successfully supporting pupils as a form tutor or in a pastoral role • Experience of working constructively to achieve team objectives • Knowledge of developments curriculum models for your subject, including knowledge of the National Curriculum • Computer literate 	<p>Experience of contributing to curriculum planning, creating and delivering engaging and challenging programmes of study</p> <p>Experience of peer observation and peer coaching processes</p>
<p>Skills & Aptitude:</p> <ul style="list-style-type: none"> • Ability to consistently provide a high quality, welcoming and supportive learning environment for all pupils • An ability to communicate clearly and accurately both orally and in writing • A willingness to work constructively with parents, encouraging an interest in their child's education • Ability to communicate effectively with colleagues, making a positive contribution to a • team, whilst valuing and respecting the expertise and the contribution of others • Ability to reflect upon one's practice, to evaluate performance (both strengths and areas for development) and to seek further professional development 	
<p>Personal:</p> <ul style="list-style-type: none"> • Willingness to work efficiently and effectively within the school framework for teaching and learning, codified in The Stockwood Park Academy Playbook 	



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| <ul style="list-style-type: none">• Responsibility for promoting and safeguarding the welfare of children, young people and vulnerable adults and for raising any concerns• Ability to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults• Willingness to continuously update skills and knowledge• Emotional resilience and a flexible approach accommodating changing priorities and working patterns• Awareness of health and safety requirements relevant to the job• Well organised and efficient• Ability to work on own initiative• Ability to work as part of a team within a busy environment – good team player• Excellent verbal and written skills• Enthusiastic with a positive approach to new ideas and developments• Flexible to meet the changing needs of the school• Energy, drive and enthusiasm to support change in the future development of the school• Self-motivated• Demonstrate commitment• Approachable and compassionate• Aspirations for the future | |
|--|--|

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.