



BROUGHTON
HIGH SCHOOL
Achieving Together

APPLICATION PACK

FOR

**HEAD OF FRENCH DEPARTMENT
AND LEAD PRACTITIONER MFL**

LPPR 6-10

£53,641 - £59,248

PERMANENT, FULL-TIME POST

1st JANUARY 2025



October 2024

Dear Applicant

HEAD OF FRENCH DEPARTMENT AND LEAD PRACTITIONER MFL
(Permanent, Full time post, from 1st January 2025)

Thank you for expressing an interest in this post. There is a wonderful opportunity for us to appoint an MFL specialist to join our experienced and supportive team at Broughton, who will be required to teach French at KS3/KS4 and an additional language (German/Spanish). The MFL team here at Broughton have a wealth of experience and have repeatedly produced excellent outcomes for our pupils.

Broughton High School is a wonderful place to come to work. Our motto 'Achieving Together' is really important to us and encompasses every member of our school community. We all work hard every day to provide the best learning and teaching environment for our pupils and each other. We have a highly experienced staff, supportive parents and marvellous, well-behaved children who are a delight to teach. Many staff come to Broughton and stay for many, many years because of the 'family atmosphere' and because they genuinely like working here. Standards are exceptionally high. Details regarding results can be found on our school website, along with a significant amount of information about the MFL curriculum.

Measure	National	Broughton High School
Average GCSE grade	4.7	5.6
Grade 4+ English and Maths	67%	85%
Grade 5+ English and Maths	47%	68%

Our recent Ofsted Inspection graded us as 'Outstanding' in all areas. We were especially pleased with the comments made by inspectors about what it is like to attend Broughton High. Inspectors said:

- Pupils at this school are provided with an exceptional education.
- Pupils told inspectors that they love coming to Broughton High School. They described it as being part of a happy and safe family.
- Pupils are kind and care about others. They know about and value each other's differences.
- Pupils make friends easily here. Staff resolve any bullying incidents quickly and effectively.
- Clear and high ambitions are set for pupils, grounded in the school's motto 'Achieving Together.' These ambitions are fully realised.
- Pupils thrive academically, socially and emotionally.
- All pupils, including those who are disadvantaged, and pupils with special educational needs and/or disabilities (SEND), achieve extremely well.
- Pupils enjoy each other's company at social times. They smile and laugh a lot.
- Pupils are fully focused on learning in class. Their behaviour is exemplary.
- Pupils, including those who are disadvantaged, benefit immensely from the vast extent and high quality of the extra-curricular experiences that leaders provide for them. There is something for everyone to join in and enjoy.

Headteacher: Mr David Botes

Please find enclosed this application pack:

- Post and person specifications
- Form Tutor Job Description
- Information about the MFL department
- General information about the school

Applicants should note that the school's child protection policy and practices have recently been reviewed and comply fully with all local and national guidelines.

Please complete and return the enclosed application form, together with a supporting letter of application **by 12 noon on Wednesday 16th October 2024.** Interviews for the post will be held week commencing Monday 28th October 2024. If you have not heard from the school by that date then you should assume that your application has been unsuccessful.

If you wish to find out more about our school, or would like an informal visit, please contact Mrs Jill Higham, Head of French, highamj@broughtonhigh.co.uk. Alternatively, you can contact me at botesd@broughtonhigh.co.uk.

Yours faithfully,



Mr D Botes
Headteacher



POST SPECIFICATION

POST TITLE: Head of French Department and Lead Practitioner MFL

SALARY SCALE: LPPR 6-10 (£53,641 - £59,248)

MAIN PURPOSES OF THE HEAD OF DEPARTMENT POST:

In accordance with the aims and policies of the school:

- To raise standards of pupils' attainment and achievement and to monitor and support pupils' progress within the department.
- To lead and manage all aspects of the work across the department through the effective management of the curriculum, staff, pupils, resources.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for all pupils studying within the department.
- To promote the educational opportunities for all pupils through the development of effective teaching and learning in the department.
- To ensure that the department contributes effectively to the school's annual improvement plan.
- To teach within the school timetable (French at KS3/KS4 and an additional language (German/Spanish) and to act as a Progress Tutor as required.
- To actively promote innovation and creativity in French.

MAIN PURPOSES OF THE LEAD PRACTITIONER POST:

1. **Lead teaching and learning development for MFL with specific responsibilities for:**
 - » The coordination of revisions to schemes of work as/when necessary and ensure there are updated copies available to all staff.
 - » Ensuring all KS4 assessments are updated and that resources to complete them are available before the assessments are due to take place.
 - » Ensuring the moderation of KS4 assessments takes place.
 - » Interrogation of data after relevant KS4 assessments. Present information to the Department and discuss/agree ways to help pupils improve.

- » KS4 pupil setting for Years 10 and 11 and KS3 set changes as arising.
- » Identifying KS4 pupils who have improved/declined in effort. Present this information to the Department and discuss/agree strategies to help pupils improve.
- » Updating all KS4 MFL information in any relevant whole school documentation.

2. Provide pedagogic leadership across the MFL Department and T&L coaching and support across the school by:

- » Working with other teachers on the most effective teaching methods / providing model lessons.
- » Effectively inducting new members of teaching staff across school
- » Leading professional development activities.
- » Modelling how to tailor work more sharply to meet the needs of individuals and groups of pupils, especially those with SEND.
- » Building on existing best practice to improve the quality of feedback through marking.
- » Acting as a consultant to teams of colleagues developing strategies for pupils experiencing difficulties, especially those with SEND.

3. Disseminating best practice based on educational research in MFL and across school by:

- » Identifying educational research to enhance existing practice.
- » Acting as a link with other external schools and organisations.
- » Co-ordinating the assessment and analysis of results and developing action planning.
- » Recommending strategies for effective intervention to raise standards of attainment for individuals and groups of pupils.

4. Producing high quality teaching materials in MFL and across school by:

- » Lead the application of new technologies and e-learning.
- » Developing resource packs and revision materials to support existing teaching.
- » Ensure all relevant resources are available on the school VLE.

RESPONSIBLE TO:

Senior Leadership Team (SLT).

RESPONSIBLE FOR:

All teaching and support staff working within the French department.

MAIN DUTIES:

To lead and manage the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching / learning strategies within the department.

To consult with all members of the department in formulating departmental policies and then to ensure that all members of staff within the department follow and implement both departmental and whole school policies.

To actively monitor and follow up pupil progress by establishing an effective process of target setting, tracking and monitoring in line within whole school policy.

To analyse and evaluate pupil performance data and then produce reports as required.

To monitor and evaluate departmental policies and practices as part of the department / whole school self evaluation strategies and then plan for and introduce improvement strategies.

To provide the Governing Body and / or Committees with relevant information relating to the departments' performance and development.

To liaise with the school's Exams Officer regarding external and internal examination entry requirements.

To liaise with the school's SENDCo and other support staff regarding the provision of support for pupils with special educational needs.

To promote the professional development of all staff in the department.

To take an active and effective part in the school's performance management programme as a reviewer and reviewee as required.

To take an active part in the appointment and induction of staff new to the department.

To promote and maintain effective communication within the department by organising and leading regular departmental meetings within the school's planned programme of meetings. (This includes the production and circulation of departmental agendas and minutes).

To act as a positive role model to all members of staff, to promote teamwork and motivate staff to ensure positive and effective working relations.

To promote and maintain effective communication with other departments / teams within the school by representing the department at appropriate meetings.

To liaise with the appropriate members of staff in school in developing links with primary schools, local employers, support services and other outside agencies.

To ensure that work is set for absent colleagues.

To co-ordinate the provision of information as required for the pupil monitoring and review process.

To oversee the provision of information to parents – pupils' annual written reports, parents' consultation evenings and other parental enquiries.

To monitor and manage effective discipline standards throughout the department within the school's agreed procedures.

To write the department's annual development plan, in consultation with other members of the department, and within the framework of the School Improvement Plan.

To review and update (annually) the departmental handbook and self evaluation documentation.

To manage the department's annual budget allocation.

To oversee and monitor the provision and maintenance of effective resources for learning - books, equipment, materials, rooms.

To ensure that all classrooms, teaching and practice areas present a stimulating environment for effective learning.

Terms and Conditions

The above responsibilities are subject to the general duties and responsibilities contained in the current, or subsequent, Teachers' Pay and Conditions Document. This job description may be subject to modification or amendment at any time after consultation with the post holder.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job description prepared by: David Botes, Headteacher

Date: September 2024

PERSON SPECIFICATION
Head of French and Lead Practitioner in MFL
LPPR 6-10 (£53,641 - £59,248)
Full Time, Permanent Post, from 1st January 2025

We are looking to appoint a suitably qualified and experienced teacher whose career to date has shown that he/she has acquired the appropriate organisational, leadership and management skills for this exciting and demanding post.

ESSENTIAL CRITERIA:

The successful candidate will:

- be a **well qualified** graduate with a record of **successful teaching experience** across the full age and ability range.
- be able to teach French at KS3/KS4 and an additional language (German/Spanish).
- be committed to **raising standards** of achievement at all levels of ability.
- fulfil their existing responsibilities with **energy, enthusiasm** and **commitment**.
- have a proven **track record of excellent GCSE results**.
- be able to **analyse and interpret data** effectively and to act upon information.
- have highly effective **oral and written communication skills**.
- have some experience of leadership/management or evidence of preparation for leadership/management.
- have a sound **understanding of MFL** and its place within the National Curriculum.
- have **demonstrated high standards** in the necessary professional competencies required of teachers. For example, subject knowledge, subject application, classroom management, assessment, recording and reporting of pupil progress.
- have a positive and active interest in his/her own **professional development** and the professional development of colleagues.
- be pro-active and have successfully **initiated change**.
- work well as a **member of a team**.
- have an interest and expertise in the use of **technology**.
- be willing to be involved in the **extra-curricular activities** of the department / school.
- be **dependable, conscientious, patient, understanding**, have a **sense of humour** and will respect the school's tradition for high professional standards in terms of **personal appearance** and dress.

JOB DESCRIPTION

POST: FORM TUTOR

RESPONSIBLE TO: HEADTEACHER, HEAD OF YEAR GROUP



Rationale

The Form Tutor at Broughton High School is the key figure in a pupil's development. They are the first point of contact for pupils and their parents. As such the Form Tutor has an important role in the management of the personal, social and academic progress of each pupil within that Tutor Group. The Form Tutor has the responsibility of working with the Head of Year, relevant Pastoral Manager and Subject Teachers to ensure that each pupil feels secure and has a sense of pride, a positive attitude and the motivation to achieve all their goals. The following identifies the duties and responsibilities which enable the Form Tutor to fulfil this crucial role. The Form Tutor is crucial in the pursuit of all issues linked to progress.

It is important to remember that all aspects of this role should be underpinned by the principles on which the 'Every Child Matters' agenda and 'The Healthy Schools Programme' are built.

1. Management of Pupil Learning

- To have an overview of each pupil's performance across the curriculum.
- To monitor and mentor pupils within the framework of the School system of target setting, including attendance.
- To identify strengths and areas of difficulty or underachievement in learning.
- To liaise with the appropriate staff so that the necessary action can be taken.
- To manage and mentor a pupil's learning and support pupils in achieving targets and, if possible, achieving beyond.
- To respond to pupils who experience problems in their learning and to liaise with appropriate staff.
- To check and sign School Planners each week.
- To be responsible for the delivery of pastoral support and care as required.
- To prepare pupils in tutor time for their part in reviews.
- To provide an informed overview of performance for parents when requested to do so, but particularly in the context of School Reports and Parents' Evenings.
- To follow up, where appropriate, comments that parents may make on School Report reply slips.

2. Provision of Care and Support

- To be available to all pupils in the Tutor Group for support and guidance.
- To liaise with appropriate staff to provide support for pupils with specific problems.
- To contribute to the induction and support of pupils who are new to the Tutor Groups.
- To oversee the contribution made by the Tutor Group to School Assembly and the daily Tutor time for reflection.
- To supervise the Tutor Group during School Assembly.
- To record, monitor, reward and celebrate pupils' achievements within the framework of the School system of Rewards in order to encourage positive motivation.
- To be aware of and support pupils in the Tutor Group with Behaviour Management Plans.
- To manage and support Pupil Council issues as appropriate,.

3. Management of Pupil behaviour

- To encourage high standards of manners and good behaviour at all times.
- To ensure that pupils know and understand the terms of the Home School Agreement.
- To encourage positive attitudes on the part of all pupils towards each other.
- To check daily that all pupils comply with the School uniform standards. To take action to reinforce those standards, liaising with parents as and when necessary. To refer persistent offenders to the relevant Pastoral Support Mentor with any notes of action taken and responses.

4. Maintaining Links between Home and School

- To be accessible, at appropriate times, either in person or on the telephone, to parents who have concerns about the progress or well being of their children.
- To monitor the Pupil Planner for communication between home and School in order to respond promptly to messages from parents.
- To liaise promptly with the Pastoral Support Mentor/Attendance Office(r) in response to messages concerning absenteeism.

5. Other duties and responsibilities

- To carry out the legal responsibility of marking the Register each morning and following the necessary procedures required by the DCFS.
- To ensure that absences are followed up through the school's Attendance Office(r).
- To inform the Pastoral Manager on a weekly basis about pupils with unauthorized absence or poor attendance records.
- To distribute Reports or other documentation which may be specific to particular Year groups.
- To ensure that all necessary Home School Communication is completed by pupils and forwarded to Admin staff for filing, including Data Sheets and Home School Agreements.
- To attend and contribute to Year Team Meetings.
- To carry out such other duties as may be necessary to ensure the smooth running of the School.
- To use 'Lesson Monitor' to record attendance, lateness, rewards and any consequences
- **To be committed to the safeguarding and protecting the welfare of young people.**

The above represents a broad outline of the specific duties and responsibilities currently attached to the role of Form Tutor. Depending on the needs of the school, these may be altered from time to time in consultation with the Headteacher.

Job Description prepared by : D. Botes

Date: April 2023



MFL Department
Head of French and Lead Practitioner MFL
Permanent, from 1st January 2025

This is an exciting opportunity for an ambitious and talented teacher to join a highly successful MFL Department.

The Modern Languages department aims to provide a climate which will enthuse and inspire pupils as well as developing the confidence and competency of all pupils to communicate in the foreign language. Interactive pupil to pupil and teacher to pupil target language is a successful feature of the department. The use of the target language in all lessons is encouraged and used wherever appropriate and we work very closely with the University of Cumbria in training new teachers in this methodology. We aim to challenge pupils to reach aspirational targets. Teachers within the department work well within a team to reach these goals. Drawing upon a wide range of exciting and engaging teaching approaches, members of the department are encouraged to develop their own ideas, teaching styles and resources, all of which they share with their colleagues. Academic rigour and high expectations for all pupils underpin all decisions and approaches within the department.

Staff turnover is low within the department. We are seeking to appoint a teacher of French at KS3/KS4, with the ability to teach an additional language (German/Spanish). We pride ourselves on being a friendly and warm department who work well as a team, into which we look forward to welcoming a new member. Currently, the department is staffed as follows:

Mrs Bianca Burke	Head of MFL/German
Mrs Jill Higham	Head of French/Head of Year
Mrs Jackie Williams	Assistant Headteacher/Teacher of MFL
Miss Eleanor Belcher	Teacher of MFL
Mr Matthew Tomlin	Teacher of MFL

Standards and progress in Modern Languages are significantly above national percentages. High standards have been achieved through consistent approaches to teaching and learning, effective monitoring and tracking of pupils and lots of hard work, as well as very high standards of discipline. The Modern Languages Department is a strong team who support each other particularly well. Collaborations within and beyond the Department are a feature of life at Broughton.

We are immensely proud of our track record of success in French and German. Progress is exceptionally strong because of the consistent focus of improving and developing teaching and learning within the department. Very high expectations prevail, and teachers respond positively at the earliest sign of underachievement.

Enjoy and Achieve

There is a great focus in the department on participation in extra-curricular activities. This includes one well-established trips to Paris, Berlin, the Christmas markets in Cologne and Northern France. There are also opportunities for pupils to get involved in our weekly Duo – lingo club.

Facilities

The department has the sole use of four classrooms which are well equipped with screens, four interactive whiteboards and a variety of learning resources – both visual and audio: there is also the opportunity for classes to use ICT facilities, including class sets of laptops.

MFL at Key Stage 3 (Years 7, 8 and 9)

In KS3, Year 7 pupils are organised into mixed ability groups and all learn French. From Year 8 pupils take up their second language (German). Throughout Year 8, pupils have two periods of each language. In Year 9 pupils continue with both languages and are taught over three periods per fortnight. Languages are an option at KS4 and pupils may choose to study either French or German or both. A language is consistently a popular option choice. We currently have eleven classes in KS4.

MFL at Key Stage 4

As previously mentioned, at the end of Year 9 pupils can opt for GCSE French or GCSE German or both languages. Pupils follow the AQA GCSE syllabus. Pupils are allocated five hours across Year 10 and Year 11. For example, 2 hours in Year 10 and 3 hours in Year 11. Pupils tend to be taught in mixed ability classes in KS4.

This is a wonderful opportunity for the right candidate. You are most welcome to make an informal visit to the school and meet the department prior to applying; however, please do not feel under obligation to do so.

Additionally, if you have any questions or would like to discuss the post further, please do not hesitate to contact: Mrs Jill Higham, Head of French
highamj@broughtonhigh.co.uk



GENERAL INFORMATION

Broughton High School is an 11-16 mixed community high school which caters for pupils of all abilities and backgrounds. The school is situated in a very pleasant location on the northern outskirts of Preston and serves an extensive rural and suburban area. It serves the residential districts to the north of Preston including Fulwood, Ingol, Broughton and Barton, and the rural areas around Woodplumpton, Catforth, Goosnargh and Lea.

At the last Ofsted inspection in September 2022, Broughton was judged to be an **outstanding school** in every respect:

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall Effectiveness	Outstanding

There are currently 922 pupils on roll (6 form entry – standard number 180) with 54 teaching and 46 support staff, including 8 learning support assistants. Since opening in 1975, the school has established an excellent reputation within the area and is heavily over-subscribed each year.

Over the years we have invested in all our facilities. All teaching areas are equipped with interactive whiteboards and teachers/pupils have access to a wide range of IT devices. Significant investment has been made to improve classrooms and each department is refurbished as part of a rolling programme to ensure that the very best possible resources are available to provide the best possible learning environment. We are determined to ensure that our staff and pupils have access to first class resources, enabling the best possible teaching and learning to take place.

Our reputation is built upon the traditions of high academic standards, within a caring and supportive environment, in which we place great emphasis on standards of dress, behaviour, attendance and punctuality. We have high standards and expectations and, through a culture of self-evaluation and improvement, we aim to continue to raise our standards and to improve the quality of education for all our pupils.

Broughton undertakes a leading role in the Preston Primary and Secondary Alliance. As such we have been heavily involved in Initial Teacher Training, CPD and School to School support, placing emphasis on collaboration and working cooperatively with all the other 40+ primary, secondary and special schools in the Alliance.

The school recognises and values the work of all its teaching and support staff and sets out to provide a supportive programme of appropriate professional development. This is central to promoting pupils' effective learning experiences, generating self-esteem and enhancing job satisfaction.

The school has built up a strong academic tradition and enjoys an excellent reputation within the community and with local 16+ educational establishments. The percentage of pupils gaining 5 or more Grade 9 - Grade 4 GCSE passes has consistently been higher than both the county and national averages. In 2024, 84% of pupils achieved a Grade 4 or higher in both English and Maths. 91% of pupils passed English with a 9-4 Grade in Literature or Language. 88% of pupils passed Maths at Grade 4 or higher and 99% of pupils passed Biology, Chemistry and Physics at Grade 5 or higher.

The school offers a broad and balanced curriculum for pupils in both key stages. At Key Stage 3, in addition to the statutory requirements of the National Curriculum, the school delivers Drama and Personal, Social, Citizenship & Health Education. On admission to the school, pupils are placed in mixed ability tutor groups based upon information received from primary schools. From September 2020, we moved away from numerical naming of classes e.g. Set 1 to Set 7, to pupils being allocated a more appropriate teaching group. Pupils of 'middle ability' are now mixed much more evenly.

At Key Stage 4 pupils follow examination courses in the compulsory core curriculum of Maths, English (Language and Literature) and Science together with other various option courses. All pupils have the opportunity to fulfil the EBacc criteria and whilst we encourage pupils to pursue EBacc subjects, we do not insist on this.

Pupil support, guidance and welfare are a high priority within the school and as such, the school fully recognises the contribution it can make to protect children. The school's Child Protection policy complies with both local and national guidance and is communicated to teaching and non-teaching staff, governors and outside agencies all of whom have a child protection role. A key figure is the Form Tutor whose responsibility is to know their pupils as fully as possible and to provide appropriate care and support. Heads of Year are responsible for the leadership and co-ordination of the work of Form Tutors.

Life at Broughton is not confined to academic study. Pupils have the opportunity to participate in a wide range of extra-curricular activities. The school has excellent sporting facilities and pupils enjoy a wide range of sporting activities both internally and in regular competition against other schools and colleges. Music and drama activities are popular with pupils of all ages and regular productions are very well supported. Other activities include Young Enterprise, Duke of Edinburgh Award Scheme, fieldwork and exchange visits to other countries.

We encourage community involvement and the school enjoys the active support of the Parents, Teachers and Friends Association who organise a programme of activities for pupils and parents throughout the year as well as providing financial support for numerous school projects.

The school operates a total non-smoking policy (buildings and premises) and our child protection policy and practices are enforced vigorously in order to protect the welfare of our pupils.

I hope that this information gives you a flavour of life at Broughton. We believe that this is a school with its own unique "family" atmosphere and ethos. You are warmly invited to come and visit us and experience it for yourself.

David Botes, Headteacher
September 2024