Ash Manor School

Information Pack

TEACHER OF MODERN FOREIGN LANGUAGES



Dear Colleague,

Thank you for your interest in joining Ash Manor School. I am incredibly proud to be the Headteacher of this vibrant, ambitious and supportive community, and I am delighted that you are considering bringing your expertise and professional experience to our team. At Ash Manor, we are driven by an unshakeable belief that every child deserves the best education and every opportunity to fulfil their aspirations for the future. It is a privilege to lead a school where this commitment is shared so deeply across the staff body.

Our work is grounded in our core values, which shape the way we teach, collaborate and support both students and colleagues:

- **Community** – working together and supporting each other so that nobody is left behind
- **Excellence** – recognising talent and always doing our best
- **Resilience** – persevering with a positive attitude and learning from setbacks
- **Respect** – valuing our differences and treating one another with courtesy and consideration
- **Integrity** – doing what is right, even when it is not visible

These values are central to our professional culture. As a member of staff at Ash Manor, you will join a team that is committed to ensuring all students make strong progress, are challenged to exceed their own expectations, and are supported to achieve their goals across the full ability range. Our staff work collaboratively, reflectively and with a shared ambition for continual improvement.

Beyond the classroom, we offer a rich programme of extra-curricular opportunities, including clubs, workshops, talks from visiting experts, educational visits and residential trips. These experiences are valued highly by our students and play an important role in broadening their learning, personal development and engagement with the wider world.

Ash Manor School continues to be a very special place to work. Our culture is warm, forward-looking and professional, and we are proud of the positive impact our staff have on the lives of young people every day. We are also proud of how we are evolving as a school, and we welcome colleagues who are enthusiastic about contributing to that ongoing growth.

Thank you once again for your interest in joining us. I hope this welcome pack provides a clear sense of who we are, what we value and the professional environment you could become part of. We look forward to learning more about you and the strengths you may bring to our community.

Yours sincerely,

A. Bailey
Headteacher
Ash Manor School



Why Work at Ash Manor School

What We Offer Our Staff

At Ash Manor School, we are committed to creating a supportive, rewarding and professionally fulfilling environment where talented staff can thrive. Colleagues who join us become part of a positive, forward-thinking community that values wellbeing, professional autonomy and high-quality teaching. Here is what you can look forward to as part of our team:

Professional Growth & Development

- **Flexible working within the school day**, including the option to use non-contact time at the start or end of the day, supporting a healthy work–life balance.
- **A fair and developmental appraisal system** based on the Teacher Standards rather than data targets, keeping the focus on teaching and professional growth.
- **A well-established coaching programme** grounded in research-informed practice to support reflective and effective teaching.
- **Generous professional development opportunities**, including NPQs, Master's level study and secondments.
- **A comprehensive CPD programme** with flexible and optional elements, giving you autonomy over your development.
- **An Aspiring Leaders Programme and opportunities to develop within SLT**, supporting career progression.
- **A dedicated buddy for new staff**, ensuring a warm and supported introduction to the school.

A Positive, Supportive Working Environment

- **A collaborative staff culture** where teamwork, openness and shared practice are genuinely valued.
- **An active wellbeing team** who organise regular social events and promote staff wellbeing.
- **Meetings scheduled on the same afternoon each week**, providing consistency and predictable workload planning.
- **Administrative, IT and data management support**, enabling you to focus on teaching.
- **Part-time working supported** where possible.
- **No expectation to respond to emails outside working hours**, with email systems switched off during school holidays.
- **No requirement for formal lesson plans or 'must-have' checklists**, supporting professional trust.



A Sensible and Manageable Workload

- **No formal lesson observations** and a culture that supports developmental rather than performative practice.
- **No requirement to write reports** or run revision sessions unless you choose to.
- **No invigilation of internal exams**, freeing teachers to focus on teaching.
- **Study leave in place for students during some internal examinations**, reducing timetable pressure.
- **A centralised behaviour system**, with most staff supervising only two or three detentions per term.
- **Excellent behaviour routines** across the school.
- **Cover supervisors, supply staff and SLT handle the majority of cover**, meaning teachers rarely cover lessons.
- **1265 directed time is not filled**, supporting a good work-life balance and allowing time to be focussed on planning high-quality lessons.

Facilities, Resources & On-Site Benefits

- **A newly opened Art and Design block (2024)**, and **new food room and fitness suite (2025)** with further site developments including a **new maths/food block (2026)**.
- **Free access to the staff fitness suite** before and after school.
- **Free eye tests and discounted glasses** for staff.
- **Food provided on INSET days and parents' evenings**.
- **Free access to Office 365 at home**.
- **All classrooms equipped** with mini-whiteboards and a visualiser.
- **Convenient parking** with on-site electric vehicle charging.

Work–Life Balance & Flexible Delivery

- **Online parents' evenings** that can be carried out from home.
- **A supportive approach to flexible working** where possible.
- **No requirement to produce revision sessions or additional extras**, unless desired.



Welcome to the Modern Foreign Languages Department

Dear Colleague

Welcome to the Modern Foreign Languages (MFL) Department at Ash Manor School. We are a friendly and supportive team dedicated to ensuring that language learning is a positive, engaging and rewarding experience for all students. We share a passion for languages and culture and believe that the ability to communicate in another language is a valuable life skill.

Curriculum
At Key Stage 3, students develop the four core language skills — speaking, listening, reading and writing — in either French or Spanish. Lessons are lively and participation-focused, so students build confidence as they progress. Most students begin one language in Year 7 and continue with it through Year 9. At the end of Year 8, there is the opportunity to study a second language as part of the options process.

At Key Stage 4 the course covers the following themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Why Join Our Team?
This is an exciting time to join our dynamic team as we are adapting our curriculum, resources and practice to reflect the new GCSE specification. We are also developing our use of the EPI (Extensive Processing Instruction) pedagogy as a way to engage and inspire our students.

We would love you to apply and join our team!

Yours sincerely
Lia Garcia
Head of Modern Foreign Languages Department



JOB DESCRIPTION & KEY ACCOUNTABILITIES

Post Title: Teacher

Location: Ash Manor School

MAIN PURPOSE OF JOB

This is a draft job description and the areas of responsibility will be developed throughout the year to reflect the strengths of the post holder, their areas for development and aspirations.

- To teach within the Department and undertake other teaching duties as required by the Head of Department or Headteacher.
- To support the daily work of the Department, including the implementation of policy decision, and the organisation of appropriate lessons.

POSITION IN ORGANISATION

Position of immediate line manager: Head of Department

MAIN ACCOUNTABILITIES

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.

Accountability

- The academic performance and continuing development of all students in your Subject Department.
- Ensuring all administrative and teaching processes are completed on time and effectively.
- To deliver work compatible with Key Stage 3 and Key Stage 4 of the National Curriculum in all of its aspects, subject to the policy of the school.
- To undertake all such duties as may be requested by the Head Teacher in accordance with the prevailing Teachers' Pay and Conditions Act, and local agreements.

Liaison

Head of Department
Leadership Team and Governing Body
Special Educational Needs Team
Pastoral Leaders
Students
Parents
Other Teaching and Support Staff
Local Education Authority representatives



MAIN DUTIES AND CORE ACCOUNTABILITIES

Learning and Teaching

- To plan lessons and teach students as assigned, including the setting and marking of work.
- To assess, record and report on the progress and attainment of students.
- To oversee a purposeful programme of study and activities for tutor time.
- To oversee and monitor the academic progress of each teaching group.
- To apply your methods of teaching and to participate in arrangements for further training.
- To maintain good order and discipline among students, safeguarding their health and safety both on and off the school site when engaged in authorised activities.
- To prepare students for public examinations and to participate in all necessary routines associated with them, whether authorised by the school or the examination boards.

Recording and Assessment

- To provide or contribute oral or written assessments, reports and references as required for individual students.

Leadership

- To promote the general progress and well-being of individual students and provide guidance and advice as necessary.
- To participate in staff meetings which relate to curricular, guidance, administrative and organisational issues.

Pastoral Care

- To communicate and consult with parents of students and with other appropriate persons and bodies outside the school, as appropriate.
- To participate in meetings arranged for any of the purposes described, within the school's directed time schedule.

Assemblies

- To attend assemblies and to register the attendance of students in accordance with school policy.
- To manage the arrival, punctuality and behaviour of the students in assembly.

Relations with Parents

- To develop and maintain positive home school links in order to support student achievement.
- To participate in Parents' Evenings, giving purposeful information on student progress.

Liaison with outside agencies

- To liaise with relevant outside agencies as appropriate.



Other duties and responsibilities

- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- To contribute to the review of School policies as appropriate.
- To provide support for students' emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour policy and demonstrating high expectations of work and behaviour.
- To manage own record keeping in respect of individual students' development, progress and attainment as appropriate.
- To assist with the general pastoral care of the students, including helping students who are sick, distressed or injured.
- To attend relevant meetings and participate in training opportunities and performance development as required.
- To participate in agreed schemes of teacher appraisal, to include all aspects of in-service training.
- To comply with school policies and procedures with regard to Health and Safety, equal opportunities, race equality, conduct and dress.
- To participate in administrative and organisational tasks related to the duties described above.
- To undertake any other duties as may be reasonably required.



PERSON SPECIFICATION
TEACHER

Criteria		Essential	Desirable
Skills, Knowledge & Abilities	Leadership skills – the potential to lead and manage people to work towards common goals and using appropriate leadership styles in different situations.		✓
	Decision making skills – the ability to investigate, solve problems and make decisions.	✓	
	Communication skills (both oral and in writing) – the ability to make points clearly and understand the views of others.	✓	
	Ability to develop new ideas.	✓	
	Personal impact and presence.	✓	
	Energy, determination and perseverance.		
	Self confidence.	✓	
	Enthusiasm and commitment.	✓	
	Reliability and integrity.	✓	
		✓	
Professional knowledge and understanding, skills and attributes	An understanding of the characteristics of an effective school.	✓	
	Specific evidence of successful classroom teaching.	✓	
	A commitment and thorough understanding of how their subject specialism should be taught.	✓	
	An understanding of the National Curriculum – content and assessment.	✓	
	The ability to achieve challenging professional targets/objectives. The ability to develop and implement policy and practice which reflects the schools' commitment to high achievement.	✓	
	The potential to build and lead teams efficiently and effectively using skills of motivation, delegation and time management.		✓
	The potential to contribute effectively to the development of whole school policies. Evidence, where appropriate, of involvement in whole school development/activities.	✓	
	The ability to set standards and provide a role model for pupils and other staff in teaching and learning within their subject specialism and across the school.	✓	



	The ability to analyse, understand and interpret data and information. The ability to promote the ethos aims and objectives of the school to the wider community. The ability to prioritise own time, work under pressure and to deadlines with a sense of balance and perspective. The use of ICT to enhance and support teaching, learning and management.	✓ ✓ ✓ ✓	
Qualification/ Training	Qualified teacher status Degree or equivalent Experience in more than one school Proven evidence of other further professional development	✓ ✓	✓ ✓
Other	Flexible approach to working hours to meet the needs of the organisation	✓	

