

September 2025

Oldbury Wells

Aspire | Enjoy | Achieve

Oldbury Wells, Bridgnorth, Shropshire WV16 5JD

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Headteacher: Mr A Walker



Dear Candidate

Re: Candidate Pack for Teacher of Modern Foreign Languages

On behalf of Oldbury Wells School and the MFL Department, I would like to thank you for your interest in the post of Teacher of MFL.

We are looking for candidates who will bring additional experience to an established department, who actively promote and understand what makes Oldbury Wells such an effective school and who appreciate and promote our inclusive school ethos. We are interested in candidates who are keen to develop themselves professionally and embrace all elements of school life. In return, we offer a school which is a great place to be and a great place to learn, where students **Enjoy**, **Aspire** and **Achieve** within all elements of their academic and personal development.

Oldbury Wells School provides an inclusive, learning environment that enables all our students to learn and achieve. Our students are thoughtful, enthusiastic and keen to do well. They are also keen to be involved with the many activities and enrichment opportunities on offer to them here at our school. School governors, alongside key members of the TrustEd Schools Partnership, are fully supportive and determined to ensure that Oldbury Wells School continues to provide an excellent education and to build on its very strong reputation.

Should you require any further information we would ask you to contact Mrs Kate Dwane (Head Teacher's PA) kate.dwane@oldburywells.com. You will also find a wealth of information giving further detail about the school on our website www.oldburywells.com

We do hope that you will decide to apply and look forward to receiving your application, along with a letter of introduction, which should be sent to Mrs Dwane at the above email address. Your letter of introduction should be no more than two sides and include why you believe you are a suitable candidate for the post.

The closing date is **9am on Friday, 3rd October 2025**. Interviews to follow shortly thereafter.

Thank you once again for your interest in our school.

Yours sincerely

Mr Adam Walker
Headteacher

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Introducing the MFL Department

We aim to provide high quality, inspirational and innovative teaching and learning so students enjoy their learning experience in languages. We deliver a broad and balanced curriculum using a variety of teaching styles to develop knowledge and understanding, behaviour for learning, creative and analytical skills, literacy, and numeracy.

Structure:

The department currently consists of 2 staff as follows:

- Head of Department (French specialist), full-time – Solène Dijoux
- Teacher of MFL (currently part time) – Vacancy from January 2026

Curriculum Delivery:

KS3 We have a 3-year KS3 French curriculum focused on fostering students' awareness of other peoples' cultures and developing their ability to understand and express themselves in a variety of topics ranging from their personal sphere (Year 7) to local (Year 8) and global (Year 9) contexts.

KS4 Awarding body – AQA

Our Curriculum is built to deliver the content of the AQA specification organised around the following themes:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

KS4 groups are allocated to staff following their subject specialism where possible.

Facilities:

The MFL department is located at the top of the main block on the East side where we endeavour to instil our love and passion for languages. We have two MFL classrooms, equipped with modern interactive boards, which allow each staff to teach in their own room and create their own language learning environment. We also have a spacious MFL office which serves as a base and contact point for the team, and which will also be used for the conduct of speaking exams. Next door to the office, we have access to a computer room as well as a laptop trolley to cater for ICT-based lessons throughout the year.

We look forward to meeting with you to share more about our team's successes and how we support all students within their academic and personal development.

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Job Description – Teacher of MFL

Title:	Teacher of MFL
Reports to:	Head of Department (MFL)
Salary:	MS1 - US3
Responsible for:	Delivery of Curriculum Programme

Key Duties and Responsibilities

- To be responsible for adding value to every learner in each teaching group benchmarked against national criteria and data.
- To deliver, plan and prepare lessons in accordance with the planned curriculum.
- To deliver learning by utilising School Policies.
- To work as part of and contribute to developments across the MFL team to ensure a creative and innovative learning and teaching occurs in every lesson.

Teaching and Learning

- Use a variety of learning and teaching strategies to deliver outstanding lessons to all students ensuring pace and challenge are maintained.
- Understand and integrate the use of New Technologies into learning experiences in order to raise levels of achievement.
- Plan lessons and extended learning opportunities in line with Schemes for Learning.
- Ensure learning objectives and outcomes are communicated to every learner in line with School policy.
- To differentiate appropriately, taking into account individual learner needs.
- Make use of extended learning opportunities for use outside of School lessons.
- Utilise effectively, Learning Support staff in lessons.
- Participate in the School Improvement Framework
- Work efficiently and creatively using the full range of resources available, including other adults and mentors.
- Provide a positive learning climate within lessons to promote a meaningful staff – student relationship and interaction.
- Adhere to the Schools Behaviour for Learning Policy and ensure implementation in everyday life.
- Regularly evaluate the progress of students in relation to their prior attainment and use data to inform teaching and learning.
- Report, as required, in line with the Schools Reporting for Learning Policy to a variety of stakeholders including students, parents, line managers and the Senior Leadership Group.
- Mark work in accordance with the School's Assessment for Learning Policy providing both formative and summative feedback on a regular basis.
- To take responsibility for individual professional development and use the outcomes to improve learning and teaching.

- To demonstrate a thorough and up-to-date knowledge of learning and teaching taking into account wider curriculum developments, which are relevant to your work, e.g. National and Department for Education initiatives.
- To be aware of the School's Anti-bullying Policy and support students as necessary.
- To maintain good order and behaviour for learning among students, with particular regard to Health and Safety, both on the School premises and when engaged in authorised activities elsewhere.

Wider Professional Effectiveness

- Participate in and engage with School Inset and Professional Development, whether in-house or external.
- Through the mechanisms of Appraisal and Quality Assurance, demonstrate improvement in your role as a result of Professional Development and Inset.
- Disseminate the outcomes of Inset to other staff and ensure that the Senior leadership group are aware of such innovation and cutting-edge development.
- Effectively contribute to the school improvement planning process.

Role Model

- Ensure that 'no student is left behind', in their school and personal development.
- Conform to the School's Dress Code for staff and demonstrate exceptional standards of presentation, conduct and time keeping.
- Build team commitment amongst students and staff alike.
- Engage and motivate students and staff to do their best by doing your very best.
- Demonstrate a positive approach to your professional duties and improve the quality of student learning.

Additional Components

- To consistently uphold the School's aims and strive to attain School Targets.
- To work in a cooperative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the School.
- To work with students within the framework of the School in a courteous, positive, caring and responsive manner.
- Play a full part in the life of the School's community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- Demonstrate both enthusiasm and high standards of professionalism to all School stakeholders.
- It is the responsibility of each employee to carry out their duties in line with all School Policies promoting a positive approach to a harmonious working environment.
- The job purpose and key task statements above are indicative and by no means exclusive. Given the evolving status of the School, the need for flexibility amongst staff is therefore considered important.
- To undertake any other duties deemed reasonable by the Senior Leadership Group for the post at this level.

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Person Specification – Teacher of MFL

Specification	Essential	Desirable	Evidence
Qualifications			
Qualified Teacher Status	√		F
Degree	√		F
Continuing good record of professional development	√		F
Experience			
Skills to teach all Key Stages		√	F
Achievement of high standards	√		L,I
Awareness of the value of assessment data in raising standards	√		L,I
Use ICT to enhance learning	√		L,I
Integration of the SMSC Agenda	√		L,I
Effective verbal and written communication	√		L,I,R
Ensure that the educational needs of all children are met	√		L,I,R
Curriculum Knowledge KS3, KS4 and KS5			
Planning for all areas of learning meets the needs of all students	√		L,I
Assessment procedures used to inform planning for teaching and learning for all students	√		L,I
A broad and balanced curriculum for all students			
Understanding effective inclusion practice	√		L,I
			L,I
Philosophy			
Clear understanding of how students learn and how their needs can be met	√		L,I
Clear understanding and commitment to equality principles and practices	√		L,I
Determination to overcome barriers, including attitudinal barriers to the effective inclusion of all students	√		L,I
A commitment to high standards for all	√		L,I
A commitment to self and Academy improvement	√		L,I
Other			
Fully supportive references	√		R
Professional standard of dress in accordance with Q3 Staff code	√		I
DBS Clearance			
Working in an educational establishment, children's day or residential care home	√ Enhanced		
Involved in caring, training, supervising or being in sole, unsupervised contact with children	√ Enhanced		