

Penketh High School

POST TITLE – Teacher of MFL Required September 2025

Salary Details – MPS/UPS Hours of work –Part Time (0.5)

We are seeking to appoint an enthusiastic and well qualified teacher of MFL. We are looking for an excellent classroom practitioner who is driven to raising achievement and promoting high expectations of our pupils. The successful candidate would be expected to teach a range of classes across KS3 & KS4.

This post is suitable for ECTs and experienced teachers.

Penketh High School is an oversubscribed community facing school that is determined to support the academic and holistic development of pupils in order that they leave the school with a strong skillset and positive life chances.

The school is focused on providing the very best provision for pupils by supporting the professional development of staff, offering a comprehensive and focused CPD programme and encouraging staff to engage with external, nationally recognised professional qualifications. This provision of professional development includes a comprehensive programme to support teachers new to the profession.

Penketh High School is a proud member of The Challenge Academy Trust (TCAT), sharing its mission to ‘serve, challenge and empower the educational community.’

At The Challenge Academy Trust, we are building a culture that champions better work and working lives across the Trust; a framework to support and develop our workforce from ‘hire to retire’. We are committed to providing a workload that is fair and reasonable, work environment where employee health and wellbeing are actively supported and promoted and structured personal and professional development.



Continuing Professional Development
Join us at Education Connect to access high-quality CPD that is rooted in the latest research, promotes innovation, and fosters a culture of collaboration.



TCAT Plus (Health and Wellbeing and Staff Discounts)
TCAT Plus is an online hub for all staff that offers wellbeing support and financial discounts at hundreds of big brand online and high street retailers.



Hub Support Model
Strength through interdependence and collective accountability in our working practices. Much of this is achieved via our extensive professional hub network.



Maternity, Paternity, Adoption and Shared Parental leave
Enhanced maternity and adoption pay for eligible employees.



Cycle to Work Scheme
Save 23-39% on a new bike for work. TCAT have teamed up with BHN Extras to offer a Cycle to work salary sacrifice scheme.



Smart Tech
A chance to get the latest tech at the best price and spread the payments over your salary, interest-free.



Pension
A career within TCAT will provide you with access to the Teachers Pension or Local Government Pension scheme.



Workload Strategy
We have carefully examined and implemented the recommendations outlined in the DfE Workload Reduction Toolkit across the Trust. We are committed to aligning and integrating our approach to workload management for all our staff.




Car Benefit Scheme
A salary sacrifice car lease scheme in partnership with Tusker. Access an electric or hybrid vehicle that will be fully serviced, insured, vehicle tax paid and recovery assistance.



Enhanced annual leave for support staff
8 bank holidays plus up to 31 days annual leave.



Entitlement to occupational sick pay
Up to six months full pay and six months half pay in the event of being unable to work.



Join The Challenge Academy Trust and be part of a supportive community that values deep connections with students, parents, and staff. Thrive in a role where teamwork, professional growth, and job satisfaction are paramount, and enjoy the flexibility and diversity of our engaging activities. Join us to make a lasting impact on the lives of students.

The Challenge Academy Trust is committed to promoting the safeguarding and welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are made subject to an Enhanced DBS check. We are an Equal Opportunities Employer, and our employment policies, procedures and practices are regularly reviewed to ensure compliance with legislation. We are committed to creating a workplace culture that is inclusive, positive, and fair with opportunity for all.

All details and an application form can be found at www.penkethhigh.org For any further details please contact HR on 01925 722298 or email hr@penkethhigh.org

Closing Date: Monday 19th May 2025 (noon)

Job Title: Teacher of MFL

Responsible to: Subject Lead/SLT Lead

Key Role: To ensure that all pupils engage successfully in their learning and are able to make progress towards their agreed targets. To meet the QTS standards and continue to develop professional practice.

Knowledge and Understanding

- To have a detailed knowledge of the National Curriculum programmes of study, level descriptions and end of key stage descriptions for the appropriate level and subject.
- To be familiar with the relevant external exam syllabuses and courses (KS3, KS4 & KS5 if applicable).
- To understand progression from KS2 programmes of study.
- To cope securely with subject-related questions which pupils raise.
- To have a secure knowledge and understanding of relevant ICT skills and subject related material to satisfy National Curriculum requirements and enhance learning.
- To be familiar with relevant Health and Safety requirements and plan lessons to avoid potential hazards.

Planning

To plan their teaching to achieve progression in pupils' learning:

- To set tasks for the whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest.
- To have appropriate and demanding expectations for pupils' learning.
- To set clear targets for pupils learning, building on prior attainment, and ensuring that pupils are aware of the substance and purpose of what they are asked to do.
- To identify pupils who:
Have special educational needs, including specific learning difficulties;
Are very able;
Are not yet fluent in English; and know where to get help in order to give positive and targeted support.
- To provide clear structures for lessons, and sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for pupils.
- To make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons.
- To plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development.
- To (where applicable,) ensure coverage of the relevant examination syllabuses and National Curriculum programmes of study.

Teaching and Class Management

- To ensure effective teaching of whole classes, and individuals within the whole class setting, so that teaching objectives are met, and best use is made of available teaching time.
- To establish and maintain a purposeful working atmosphere.
- To set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- To exploit opportunities to contribute to the quality of pupils' wider educational development, including their personal, spiritual, moral, social and cultural development;
- To set high expectations for all pupils notwithstanding individual differences, including gender, and cultural and linguistic backgrounds;

Pupil Outcomes

- To oversee the progress of all pupils within your teaching groups towards agreed targets including any external examinations and to assist in implementing effective intervention strategies when progress is less than expected.
- To foster positive and productive pupil attitudes to and engagement in learning within your teaching groups.

General

- To establish, effective working relationships with professional colleagues.
- To set a good example to the pupils you teach, through your presentation and personal and professional conduct.
- To understand your professional responsibilities in relation to school policies and practices, including those concerned with pastoral and personal safety matters, including bullying.
- To recognise that learning takes place inside and outside the school context, and understand the need to liaise effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare.
- To understand the need to take responsibility for your own professional development and to keep up to date with research and development in pedagogy and in your subject.
- Ensure child protection and safeguarding responsibilities are met.
- Undertake the duties of teachers as outlined in the School Teachers Pay and Conditions Document.
- Undertake any other duties and responsibilities as may be assigned from time to time, which are commensurate with the grade of the job.

PERSON SPECIFICATION - ROLE: Teacher- MFL

| | Attributes | Essential | Desirable | How Assessed |
|--|--|-----------|-----------|--------------|
| Qualifications | Qualified Teacher Status | / | | A/R |
| | Good Honours Degree | | / | A |
| | Ongoing record of Continuing Professional Development | | / | A |
| Experience | Successful and relevant teaching experience | / | | A/R/I |
| | Teaching in an 11-16 high school | | / | A/R/I |
| | Awareness of national curriculum requirements in all key stages and current national priorities in education | | / | A/R/I |
| Professional Skills | Successful team working | / | | A/I |
| | The ability to teach Spanish up to KS4 | / | | |
| | The ability to plan, resource and deliver effective learning to all age and ability groups | / | | A/R/I |
| | The ability to inspire, motivate and develop pupils in their learning | / | | A/R/I |
| | A strong commitment to self-evaluation and an ability to use data to inform planning | / | | I |
| | An ability to identify and create exciting learning resources that enable effective learning across all abilities | / | | A/I |
| | High level of ICT literacy and confidence in utilizing ICT for both learning and the management of information | / | | I |
| | A genuine interest in young people and a commitment to achievement for all | / | | A/I |
| | A strong drive to deliver high academic standards and to uphold school expectations of pupils | / | | A/R/I |
| Professional and Personal Qualities | Good communication/interpersonal skills | / | | A/R/I |
| | To be able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English | | | |
| | Possess a vision for MFL in schools | / | | A/I |
| | Ability to manage workload and demonstrate flexibility, resilience and perseverance in meeting challenges | / | | A/R/I |
| | Total commitment to safeguarding children | / | | R/I |
| | A positive role model for pupils and a commitment to academic mentoring and the role of the form tutor | / | | R/I |
| | A willingness to contribute to extra-curricular activities | / | | I |
| | A very good record of attendance and punctuality | / | | R |
| | KEY: A =Application; R = Reference; I = Interview | | | |