



**Wyvern**  
College

Appointment

## **Teacher of MFL**

Salary Scale: MPS/UPS

Required: September 2024

### **ADVERT**

We are looking to recruit a MFL teacher to join our friendly and successful MFL department. This post could be full time or part time (0.8) and is a fantastic opportunity for those looking to secure their first teaching job or those seeking to move schools. French and German are the core languages that students study from KS3 to KS4, with students able to study Spanish as a second MFL from year 9 when our KS4 begins. Ideally, the successful candidate will be able to teach two of these subjects to GCSE level, however this is not essential. The department benefits from specialist staff, who work together as a committed team. In our recent OFSTED inspection (Dec 2023), inspectors undertook a deep dive in MFL and praised the quality of provision.

Wyvern College is a popular and happy school, where staff and students feel valued and appreciated. Students are polite, hard-working and well behaved. They are keen to learn and they achieve well above national expectations. Staff morale is high; turnover is low and there is a strong sense of team work and community. Staff are proud of their college. We have on-site nursery and gym facilities with staff discounts. People rarely leave Wyvern and those who do, often return!

Wyvern is a 11-16 mixed comprehensive school, serving the communities of Fair Oak, Horton Heath, Bishopstoke, Durley and Upham and the surrounding area. Increasingly, families from outside the catchment area are seeking Wyvern places for their children. Consequently, it is oversubscribed.

The deadline for applications is Tuesday 20<sup>th</sup> February and should be emailed to [hrdept@wyvern.hants.sch.uk](mailto:hrdept@wyvern.hants.sch.uk)



## Letter from the Head teacher

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Dear Prospective Applicant,

Thank you for your interest in applying for the position of MFL teacher at Wyvern College. This post is equally suitable for a candidate who is looking to secure their first teaching post or an experienced teacher looking to develop their career in a new school.

We have only just had an Ofsted inspection (December 2023). Until the report is published, we cannot disclose the outcomes but suffice to say we are very pleased with these and found the inspection process to be extremely positive and affirming. The inspectors' findings confirmed the college's own assessment of the college, both in terms of strengths and areas for improvement. There were no surprises! This assessment includes rating MFL as a high performing department.

At the heart of the college are warm positive relationships between staff and students, between leaders and staff. It is a happy and welcoming school. Staff and students greet each other respectfully and work well together. Both see it as a community. The college motto of *Think, Grow Care* is not just a strap line but is lived and breathed by students and staff. It is a nurturing school – staff and students want to do well and feel encouraged to do so. Staff enjoy working here. Committed and passionate about what they do, they care about students and want the best for them.

This summer, the college achieved its best exam results in terms of progress scores. Attainment for grades 4+ and 5+ actually increased from 2022, bucking the national trend which was a strong decrease in outcomes. Our overall progress score places us in the top 10% of Hampshire schools. Progress in Maths, Science, Humanities & Science are in the top 20% nationally; outcomes for MFL are not far behind and above average.

Strong exam results are crucial for setting students up for high quality careers which give their lives meaning, purpose and fulfilment, but I want them to have fun and enjoy their school days too, and to live lives enriched by the arts, sport, charity, community and a deep sense of public service and social justice.

A high level of trust exists between the leadership group and staff – this is something I am very proud of. We are therefore seeking to appoint a person who can quickly earn the respect and trust of staff because of their expertise and ability to form positive relationships. At Wyvern leadership is about service not being served. Our job as leaders is to make sure that those working in the front line with students – our staff – have everything they need to do the best job they can and that includes us being there on the front line with them too. Above all else, Wyvern is a happy school and the successful candidate will be someone who will positively affect the ethos of the college through their actions and words.

I hope this booklet provides you with the information you need to decide whether this is the right role and the right school for you. Please do get in touch with me if you would like to ask any questions or discuss any aspects of the job or college: [b.rule@wyvern.hants.sch.uk](mailto:b.rule@wyvern.hants.sch.uk).

With best wishes,



# Key Information: The College

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## College Context

- With 1343 students on roll, Wyvern College is bigger than the average secondary school with a PAN of 270 for each year group. There is a trend of increased admission applications to the college: in 2018-19, student numbers were well below the PAN for years 9-11. The proportion of parents applying to Wyvern as their first choice preference has increased year on year from 78% in 2018 to 97% for 2024. These trends reflect the local community's increased confidence in the college.
- Wyvern is an academy converter, mixed comprehensive school. The proportion of disadvantaged students is 18% which is below the national average. There is a gender imbalance of 53% boys to 47% girls.
- Overall, 10% of students join us with low prior attainment, 49% middle and 41% high. Most students are white British: the proportion of students who speak English as an additional language is low at 3.7%. We have 172 students with an ethnicity that is not white British. The largest ethnic minority groups are: non-British white; Indian/Pakistani; Chinese; mixed background. 89% of the students with pupil premium are white British. The proportion receiving help for SEND is 16.5%; 48 students have an EHCP; 171 other students are on the SEND register. The largest SEND categories are SPLD (121), SEMH (102) and ASC (86). The college makes occasional use of alternative provision: 11 students currently in full time alternative provision at the Bridge Education Centre in Eastleigh.
- The college operates a three year key stage 4. The requirements of the National Curriculum are covered in the two years or year 7 and 8; students can go beyond exam specifications and exceed the National Curriculum at Key Stage 4. By devoting three years to Key Stage 4, students can specialise earlier in the subjects they care most about, develop a deeper understanding and knowledge of the subjects before they need to start learning exam content; they experience a broader curriculum and can continue to have PSHE lessons timetables with specialist teachers right up to the end of year 11; they can choose electives as timetabled enrichment experiences. In the past, these have involved gaining Sports Leader Award, undertaking work experience in our nursery, volunteering in community projects and experiencing creative and performing arts.

## Summary of the College's Strengths

- Student numbers are rising and the college is now oversubscribed, reflecting the high regard it is held in by the local community.
- Students throughout the college are making strong and increasing levels of progress in the majority of subjects – there's a strongly positive progress 8 score.
- Outcomes in Maths, Science, MFL, Geography, History, Music, Creative IMedia and Art are especially strong, with attainment and progress rates significantly above the national average.
- The gender gap between boys and girls has reduced significantly from being much greater than the national gap to much lower.
- Relationships between staff and students are positive and make a strong contribution to good behaviour. The vast majority demonstrate positive attitudes to learning.
- The achievement gaps for disadvantaged students have reduced and are reducing.
- The proportion of students persistently absent from college is significantly lower than county, regional and national averages.
- Suspension rates remain below the county, regional and national averages, even though our threshold for suspension is lower at Wyvern - we suspend for more things than other schools do.
- Parents and students recognise that pastoral care and safeguarding are real strengths of the college.
- They also recognise that extra-curricular activities are a strength too. Extra-curricular clubs include clubs linked to taught subjects; clubs set up by students to share personal interests; sports activities leading to competitions; performing arts opportunities in drama, dance, and music which lead to public performances. Large numbers of students complete the Duke of Edinburgh Award; there are opportunities for international travel in MFL, Geography and History.

- Students are proud to take on a range of responsibilities, as librarians, prefects, reading/numeracy ambassadors, sports leaders, team captains, anti-bullying ambassadors, vocal ambassadors, charity reps and tutor reps. They are proud of work they have done to support charities and the community.
- Groups of KS4 students organise citizenship campaigns to raise awareness of issues and to bring about change to address them; some are based within college; others extend to the local community.
- At Key Stage 3, the STRIVE programme features in the tutor time curriculum. Formally accredited and rewarded within the college, it develops personal qualities, with students setting themselves and working towards a series of personal challenges. This includes volunteering and involvement on enrichment events, either within or outside of college. The annual pastoral review day has enabled tutors to meet with parents and students to plan and track which activities students take part in inside and outside of schools to make sure that all students, particularly those with SEND or who are PP, have opportunities to enhance their life experiences. In 2022-23, 79% of year 8 students achieved the STRIVE silver award; 71% of SEND students and 71% of pupil premium students achieved it; in year 7, 85% achieved the bronze award, including 84% of students with SEND and 83% of pupil premium students.
- There is a very wide range of subjects for students to study at KS4: over twenty options, with a suite of recently introduced vocational courses: Business, Health and Social Care, Sport Studies, Music Technology, Creative iMedia and ICT.
- Staff morale is high and staff are proud to work at Wyvern; turnover is low. People who do leave tend to do so for retirement, relocation, promotion or maternity.
- Governors (Trustees) are dedicated and involved; they provide strong strategic leadership and support for staff.
- The college has secured strong improvements in SEND provision. Three years ago, attendance suspension and achievement data showed poor performance compared to country and national averages. All three are now above. In 2022, the proportion of SEND students gaining a grade 4+ in both English and Maths doubled; the average attainment 8 score increased by 150%.
- In September 2022, the college established a transition curriculum, to support students joining with reading ages well below age related expectations. This curriculum is successfully catching students up and transforming their life chances. We are really proud of the progress these students are making.
- Support groups exist for bereaved students, young carers, LGBTQ students and those living with an alcoholic parent. The school has active groups which raise awareness about LGBTQ issues. The student lifestyle survey shows that students are very accepting of difference.
- Careers' guidance is effective; students receive careers advice from year 7 to year 11; there are careers fairs, visits to universities and employers. Performance in Gatsby benchmarks is above local and national averages. Destination data shows that a very high proportion of students successfully move onto sixth form, college or training after year 11. For 2022 leavers: 94.3% of leavers went to RPA compliant settings, above the LA average of 92.3%. Of the non-RPA situations, 0% were NEET, compared to the LA average of 41%. 57% went on to study an academic curriculum (A-Levels), above the LA average of 51%.

### **Summary of the College's Improvement Priorities**

The College improvement plan is called "Meeting Needs, Closing Gaps" and is based around the need to close these gaps:

#### **1) Closing the attendance gaps: "more students in more lessons".**

##### The issues in July 2023:

- Although overall attendance in 2022-23 was significantly above the national average (92.2% compared to national average of 90.7%), it remained below pre-Covid levels.
- Although persistent absence (21% in 2022-23) was significantly below the national average (28%), it remained above pre-Covid levels.
- Although the attendance of students entitled to free school meals (83.6%) was higher than the county and regional averages (82.9%), it was significantly below national average (90.4%).
- Although the attendance of SEND support students (86.1%) had improved from significantly below the national average in 2021-22 to above in 2022-23, it varies between year groups.

In the summer term of 2023, the college encountered a new problem which it had not experienced before: in-school truancy: students who, whilst in school, did not attend every lesson.

#### The Priorities for academic year 2023-24

- To maintain attendance significantly above the national average.
- To reduce absence levels in year 10.
- To reduce the proportion of persistently absent students to below 20%.
- To maintain SEND K attendance above the national average for a second year.
- To minimise incidents of in-school truancy.
- To improve the attendance of Pupil Premium students

## **2) Closing the behaviour gaps: “PRIDe and RESPECT Everywhere.”**

#### The Issues in July 2023

- Although suspension rates have remained below county and national averages and although the annual increase in suspensions was lower than the borough and county averages, there was still an increase in suspensions from 2021-22 to 2022-23.
- Although isolation and suspension rates have increased in 2022-23, these have not been accompanied by appropriate restorative and reflective work to change the attitudes behind the behaviours.
- Although the proportion of sanctions which are issued to students with SEND has decreased, they remain over-represented in behaviour data.
- The proportion of sanctions issued to students in receipt of pupil premium remains above that of other students.
- Although our bi-annual surveys show that bullying rates are decreasing and are below the national average, bullying does still happen. Although the college has recently developed far more robust systems to prevent and respond to bullying, these need to be fully embedded, monitored and evaluated.
- The college sanctions systems have served Wyvern well in previous years but need reviewing to be more impactful: there needs to be more sanctions at C4 level – more impactful alternatives to isolation and suspension need to be developed: off site direction at a neighbouring school and twilight school as an form on on-site alternative provision. Specialist SEMH mentoring from a local special school needs to accompany some of these sanctions.
- Many parents have expressed, with some justification that the college can do more to incentivise good behaviour and better reward the majority of students who don't even get a single detention.

#### The Priorities for academic year 2023-24

- Induct students into the PRIDe and RESPECT behaviour expectations with a behaviour curriculum delivered in tutor time (to incorporate anti-bullying units of work).
- Reduce the proportion of suspensions, isolations and detentions issued to SEND and PP students.
- Working with wider staff in working parties, review the college behaviour management systems to ensure greater incentivisation of good behaviour and deterrence for bad behaviour and more effective restoration.
- Implement the new anti-bullying systems to secure further decrease in bullying incidents

## **3. Closing Curriculum Gaps: Knowing More, Remembering More**

#### The Issues in July 2023 and Priorities for the academic year 2023-24

- Although the progress made by high band students was stronger in 2023, the proportion of grades that were top grades fell.
- Although students' progress in English is above the county average, it is below the national average and below what Wyvern students achieve in their other Ebacc subjects.
- Although the transition curriculum for students at an early stage of reading secured strong progress in its first year, last year; these students are now entering year 8 and further work is needed to close the gaps in reading ages between them & their peers.
- Ensure greater consistency in curriculum implementation by focusing on checking understanding in lessons and greater engagement of reluctant and vulnerable learners.



## Key Information: The MFL Department

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The MFL department has a suite of 5 teaching rooms and a departmental office.

In addition to the curriculum leader role, there is one other TLR post within the department for a Deputy Curriculum Leader.

The department is fully staffed with subject specialists. There are 6 teachers in total. Recognising their responsibility as a high performing department, staff are committed to training the MFL teachers of the future and therefore keen to support trainees.

Teachers typically have their own, one classroom to teach in, with little movement across rooms. All classrooms have a visualiser and projector equipment.. The department is well organised with clear teaching routes, quality robust assessment programme, a programme that ensures that students work on long term retention of knowledge and that exam skills are improved.

The college timetable operates a two-week cycle of 50 one-hour lessons. In years 7 and 8, students have 2 hours of MFL per week. Half the year group are allocated French as their language and the other half, German. There is the option for students to choose Spanish as a second language in the options' process. The curriculum is carefully sequenced to ensure that students secure and expand their knowledge progressively. At key Stage 4 (years 9-11), students have 5 hours per fortnight studying MFL. A high proportion of students study a language at KS4 – currently 80% in years 9 and 10.

The MFL staff are friendly, dedicated and highly collaborative, working together to produce high quality resources to ensure strong and consistent implementation of curriculum plans.

Although highly successful, the department is not complacent; teachers are reflective practitioners and committed to continuous improvement. The department is modest about its achievements and open minded about how further successes can be achieved. The department is therefore well placed to secure further improvements and to welcome a new Curriculum Leader.



## Key Information: Job Description

<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.</li> <li>• To monitor and support the overall progress and development of students as a teacher and tutor.</li> <li>• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>• To contribute to raising standards of student attainment.</li> <li>• To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</li> </ul>
<b>Reporting to:</b>	Curriculum Leader
<b>Responsible for:</b>	The provision of a full learning experience and support for students.
<b>Liaising with:</b>	Headteacher, Deputy Headteacher (Teaching and Learning), teaching staff, relevant support staff, LEA representatives, external agencies and parents
<b>Working time:</b>	195 days per year. Full-time
<b>Salary/grade:</b>	Main Teachers' Pay Scale or Upper Pay Scale as appropriate
<b>MAIN (CORE) DUTIES</b>	
<b>Operational/ Strategic Planning</b>	<ul style="list-style-type: none"> <li>• To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.</li> <li>• To contribute to the Curriculum Area and department's development plan and its implementation.</li> <li>• To plan and prepare courses and lessons.</li> <li>• To contribute to the whole school's planning activities.</li> </ul>
<b>Curriculum Provision:</b>	To assist the Curriculum Leader, the Deputy Head Teaching & Learning, to ensure that the curriculum area provides a range of teaching which complements the school's current development plan priorities.
<b>Curriculum Development:</b>	To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's ethos and aims.
<b>Staffing</b>  <b>Staff Development:</b>  <b>Recruitment/ Deployment of Staff</b>	<ul style="list-style-type: none"> <li>• To take part in the school's staff development programme by participating in arrangements for further training and professional development.</li> <li>• To continue personal development in the relevant areas including subject knowledge and teaching methods.</li> <li>• To engage actively in the Performance Management Review process.</li> <li>• To ensure the effective/efficient deployment of classroom support.</li> <li>• To work as a member of a designated team and to contribute positively to effective working relations within the school.</li> </ul>

<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>• To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.</li> <li>• To review, from time to time, methods of teaching and programmes of work.</li> <li>• To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.</li> </ul>
<b>Management Information:</b>	<ul style="list-style-type: none"> <li>• To maintain appropriate records and to provide relevant accurate and up-to-date information for the SIMS management system.</li> <li>• To complete the relevant documentation to assist in the tracking of students.</li> <li>• To track student progress and use information to inform teaching and learning.</li> </ul>
<b>Communications:</b>	<ul style="list-style-type: none"> <li>• To communicate effectively with the parents of students as appropriate.</li> <li>• Where appropriate, to communicate and co-operate with persons or bodies outside the school.</li> <li>• To follow agreed policies for communications in the school.</li> </ul>
<b>Marketing and Liaison:</b>	<ul style="list-style-type: none"> <li>• To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner schools.</li> <li>• To contribute to the development of effective subject links with external agencies.</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>• To contribute to the process of the ordering and allocation of equipment and materials.</li> <li>• To assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.</li> <li>• To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.</li> </ul>