



PENNINE TRUST

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Mandarin Teacher

Application Pack

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Welcome Letter

Dear Applicant

I am delighted you have expressed an interest in the post of Mandarin Teacher across our schools. We are seeking to appoint, from 1 September 2022, an outstanding individual to introduce Mandarin Chinese across the PENNiNE Trust schools.

This is a full-time, permanent position and will involve teaching at three primary schools and one secondary school. The successful applicant must be able to teach Chinese to GCSE, although the majority of the teaching will initially be at the primary school level.

The successful candidate will be supported by the Manchester Swire Chinese Language Centre. Adopting innovative pedagogical approaches and the latest digital tools, we are looking for a talented, committed and enthusiastic teacher who is able to bring the Chinese alive to the young people of East Lancashire and embed Chinese in the curricula of our schools.

Alongside teaching duties, the successful candidate will also be expected to make a significant contribution to the vibrant co-curricular programme of the schools in the Trust. This will include planning life-changing trips to China for our older students and organising more locally based co-curricular activities which will allow our students to develop a passion for Chinese culture.

The successful candidate will be based at Park High School, but in the first year will spend most of the time teaching in the Trust's 3 primary schools. The schools are all within 5 miles of each other and travel between them during the day will be minimal. That said, a car is essential. The Trust is introducing Mandarin to all pupils in years 3 to 6 from September 2022.

In the first year of the post, one day each week will be spent at Park High School and teaching will include an introductory 7 session module of Mandarin to year 9 pupils. From September 2023, Mandarin will be introduced to the year 7 curriculum and will be offered as a GCSE option to pupils in year 10 (all of whom will have had an introduction to the language in year 9).

The post would suit an experienced teacher but would also be suitable to an early Career Teacher with the attributes and the passion to lead a significant development in the curriculum across the PENNiNE Trust.

The Pennine Trust

The Pennine Trust is a relatively new, vibrant, cross phase multi-academy trust which has been jointly established by three primary schools and one secondary school. The Trust has evolved from the successful collaboration between four schools with shared values.

Trust leaders are determined to improve the life chances of all the young people in their care. The mission is to develop them with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. The emphasis is on the total development of each person and an unswerving determination that no one in any of the schools will be left behind.

The Pennine Trust is committed to using and participating in educational research to develop a community of reflective practitioners as a driver for school improvement. The Pennine Teaching Alliance supports continuous professional development, retention and recruitment across the Trust.

The Trust is at an exciting stage of its development, with strong central systems and structures, sound finances and a number of opportunities for growth. It is a time of change. The geographical proximity of all current member schools means genuine collaboration is easily achievable.

We look forward to hearing from you.

John Tarbox
CEO of the Pennine Trust

Advert

Mandarin Teacher

Salary Range:	MPS/UPS (National Pay Scales)
Contract Type:	Full Time
Contract Term:	Permanent
Start Date:	1st September 2022
Closing Date:	12 noon on Tuesday 1st March 2022

We are seeking to appoint, from 1 September 2022, an outstanding individual to introduce Mandarin Chinese across the PENNiNE Trust. This is a full-time, permanent position and will involve teaching at three primary schools and one secondary school. The successful applicant must be able to teach Chinese to GCSE, although most of the teaching will initially be at the primary school level.

The successful candidate will be supported by the Manchester Swire Chinese Language Centre. Adopting innovative pedagogical approaches and the latest digital tools, we are looking for a talented, committed and enthusiastic teacher, whether experienced or newly qualified, who is able to bring the Chinese alive to the young people of East Lancashire and embed Chinese in the curricula of our schools.

Alongside teaching duties, the successful candidate will also be expected to make a significant contribution to the vibrant co-curricular programme of the schools in the Trust. This will include planning life-changing trips to China for our older students and organising more locally based co-curricular activities which will allow our students to develop a passion for Chinese culture.

The Pennine Trust is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance.



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Main Scale Teacher Job Description

The fundamental responsibilities applying to all classroom teachers are set down in the current Professional Standards for Teachers document which are summarised below.

All teaching staff will be responsible to the appropriate Curriculum Leader for their teaching role and a Director of House for their pastoral role.

For this post, the member of staff will also be responsible to the CEO for the development of the subject across the Trust.

"All teaching staff shall perform, in accordance with any direction which may reasonably be given by the Headteacher or CEO."

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of Music within the Creative and Performing Arts faculty, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.



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Selection Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • A good honours degree or equivalent in your specialist subject • Qualified teacher status • Successful experience teaching MFL 	<ul style="list-style-type: none"> • Evidence of further professional development
Knowledge & Understanding	<ul style="list-style-type: none"> • Pedagogy and the process of teaching & learning in MFL • Knowledge of current policies and procedures related to the welfare of students • A good knowledge and understanding of current curriculum developments in MFL • A knowledge of the GCSE and NC requirements in your specialism 	<ul style="list-style-type: none"> • Experience or knowledge of the requirements of a form tutor
Skills & Experience	<ul style="list-style-type: none"> • Excellent interpersonal and communication skills. • Ability to raise aspirations of students and inspire them to work towards shared goals • Ability to organise and prioritise workload effectively • Ability to analyse and use data to inform planning and match work to pupils' needs • Evidence of effective use of assessment to evaluate progress and plan next steps in teaching • Ability to plan, monitor, evaluate and review to support pupils' progress • Ability to provide a safe, stimulating, well-organised learning environment • Ability to learn from experience • Strong written and oral skills • Ability to promote and exemplify the Trust's values 	<ul style="list-style-type: none"> • Experience of teaching in both the primary and secondary phases
Qualities	<ul style="list-style-type: none"> • Ability to collaborate effectively as part of a team • Enthusiasm to keep up to date with developments in the subject matter. • Commitment to the safety and welfare of all people • Good attendance record • Commitment to extracurricular activities and the wider curriculum across the Trust • Approachable, committed and enthusiastic • Ability to motivate self and others • Well-organised • Good sense of humour 	

How to Apply

If you do decide to apply, and I do hope you will, I would be grateful if you would complete and return the application form, together with a letter of application, addressed to the CEO of the Pennine Trust. The letter should be no more than 2 sides of A4 in font Calibri (size 12).

In your letter of application please include:

- How your skills and experiences have prepared you for this post.
- Your philosophy for education and in particular teaching modern foreign languages.
- How you would teach and develop the Mandarin curriculum across the Trust schools.
- How you would contribute to the wider development of the Pennine Trust.

Closing date for applications is noon on 1st March 2022.

Please note we only accept electronic applications at applications@penninetrust.org

An automatic confirmation email will be sent once the application has arrived. Please be aware we cannot accept responsibility for mis-sent or late applications.

CVs will not be accepted. It is standard practice in the education sector to seek references for shortlisted candidates prior to interview.

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