



Candidate Pack
Lead Practitioner - MFL



Co-op Academy
Manchester

Welcome from the Principal

Thank you for your interest in applying for the role of Lead Practitioner - MFL, at Co-op Academy Manchester. We are seeking to appoint an outstanding, committed and dynamic teacher who is able to make a strong contribution to our department's very successful team of dedicated staff. The successful candidate must be able to teach Spanish.

We are looking for a Lead Practitioner who is passionate about their subject. They will be responsible for the highest quality teaching within their own classroom and support the development of teachers at all stages, across the academy. The post holder will be a role model within the classroom and deliver great lessons. The Lead Practitioner - MFL, will support the development of teaching across the academy by contributing to, and leading on, CPD, lesson visits and instructional coaching.

Deadline for applications: Friday 02 May 2025, 12.00pm

Interviews expected to be: TBC

To start: September 2025

About the academy

The academy, based in Higher Blackley in North Manchester, has over 1,620 students on roll and is part of Co-op Academies Trust.

Co-op Academy Manchester was recently judged 'Good' by Ofsted in March 2023. Ofsted said that:

"Leaders, trustees and governors strive for all pupils at Co-op Academy Manchester to be successful. Pupils are encouraged to demonstrate the 'ways of being Co-op' in all that they do."

"Teachers have strong subject knowledge. They use their expertise to help pupils to learn well in lessons. Teachers who are not specialists in a subject receive appropriate and effective subject-specific training. This enables these teachers to deliver the curriculum equally well."

"Leaders have thought carefully about the curriculum that they want all pupils to learn, including those with SEND. The curriculum is well organised. Subject leaders have thought deeply about the key knowledge that pupils should learn and the order in which this content should be taught."

Our Academy Development Plan has been written to take us from 'Good' to 'GREAT'. This includes three school priorities

- Keeping students safe, happy and well
- Achieving and Embedding Excellence in Education
- Showing We Care for our Students, Colleagues and Community

What makes us GREAT?

At Co-op Academy Manchester, *what* we do matters, but *the way that we do it* matters even more. We ask students and colleagues to be GREAT in everything we do.

The things that make us GREAT permeate through our daily habits to ensure *educational excellence* for our students through cooperation and *elevated aspirations*, creating *responsible citizens* who value and support their community.



Genuine - *Authentic care* is demonstrated in all interactions with students, colleagues and the community. We live '*deliberate botheredness*', *compassionate consistency* and *unconditional positive regard*.

Growth - We provide a range of '*pupil experiences*' for students, to support the acquisition and retention of knowledge whilst also *elevating aspirations through widening cultural experiences*.



Routines - We believe that *good habits and routines are the foundation for learning*, they provide *predictability and consistency* for our most vulnerable learners. Routines ensure that all *students are set up for success*.

Respect - Respect is *modelled by adults and expected of students*, including *respecting others' differences and celebrating diversity*. We *belong to Co-op Academies Trust* and are *bound together by our values and the Co-op Ways of Being*.



Experts - We believe that *expert teaching of a knowledge-rich curriculum* combined with '*ready to learn*' habits *leads to knowledge experts*.

Empathy - We *show and encourage empathy* whilst *building resilience* in students to *overcome barriers to learning*.



Achievement - We ensure that our *knowledge rich curriculum and expert teaching* enables students to *become knowledge experts*. This ensures that they have *elevated aspirations* for their future.

Adaptive - We ensure that *expert teaching* and our *knowledge rich curriculum* are *adapted appropriately to enable all students to become knowledge experts*. A *graduated support* offer for students, linking pastoral and SEND colleagues, ensures the *right support, at the right time*.



Tenacious - We are *tenacious as a community and build resilience in colleagues and students to overcome barriers to 'succeeding together'*. Students demonstrate that they are '*ready to learn*' in each lesson and colleagues give a *new day, a new start*.

Together - We share a common vision and we achieve more when we work as a team. We are part of our local community and have a sense of belonging.

All academies in our Trust are united by our Ways of Being Co-op.

These are:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

We are looking for colleagues who are up for a challenge; who want to make a real difference to the lives of the children they work with; who are committed to their own professional development and who want to be outstanding teachers, classroom assistants, administrators, leaders, and support workers across a wide range of roles in our academy.

We offer:

- Excellent facilities
- The opportunity to work in a highly successful academy with a growing reputation as a high-performing educational setting.
- Significant opportunities for professional development and growth within the academy and the Trust.
- The opportunity to work under the ethics and values of the Co-op.
- Co-op Academies Trust benefits package.

A note on safeguarding

- The academy is committed to the safeguarding and welfare of children and young people and expects all of its employees and volunteers to share this commitment. The post is exempt under the rehabilitation of the young offenders act 1974 and the amendments to the expectations order 1975, 2013 and 2020 and the successful applicant will be subject to an enhanced DBS check.
- All applications must be made through <https://co-opacademiestrust.face-ed.co.uk/Vacancies>. We cannot accept CVs.

Allan Glover
Principal

- Applications should be made via our recruitment website <https://co-opacademiestrust.face-ed.co.uk/Vacancies?establishment=00128.00029&filter=>
- Please get in touch via ruth.brice@coopacademies.co.uk if you would like to informally discuss the role or visit the academy.



Lead Practitioner - MFL

Salary / grade range	LP3-LP7
Location	Co-op Academy Manchester
Reports to	Vice Principal - Quality of Education

Purpose of role:

The post holder works closely with the Quality of Education team led by the Vice Principal Quality of Education. The post holder is responsible for the highest quality teaching within their own classroom and supports the development of teachers at all stages, across the academy. The post holder must be a role model within the classroom and deliver great lessons. The post holder will support the development of teaching across the academy by contributing to and leading on CPD, lesson visits and instructional coaching

Teaching

- To raise student attainment in the subject area at all levels, as evidenced by external examinations.
- Promote continuity and raising of standards between the Key Stages.
- Ensure individual student data is used to set appropriate standards of attainment for each cohort and target groups.
- To maintain an overview of progress and implement intervention to raise attainment.
- Provide coherence to the various students of raising expectations, including progress and the motivation of students establishing links between the work of other key holders.
- To establish and promote a safe learning environment where students enjoy and achieve.
- To be proactive in developing and supporting primary links.
- Design and implement intervention or development strategies to ensure all students work consistently and effectively to their personal best.
- Model best practice in term of assessment

Teacher Development

- To support the development of teaching across the academy in support of the Vice Principal (Quality of Education)
- To contribute to the whole school CPD calendar in order to develop teaching practice across the academy
- To support the Vice Principal for Quality of Education by instructional coaching identified cohorts of teaching staff in order to raise standards across the academy
- To support the Vice Principal of Education by completing lesson visits using the academy system to record and report feedback
- To support the Director of Learning Zone to develop teaching within the zone by leading CPD, instructional coaching colleagues and supporting with lesson visits
- To promote work with colleagues to monitor and evaluate student data and assessment records to inform target setting, monitoring of progress and the motivation of students.

Efficient and effective use of staff and resources

- Work with the Principal to recruit, develop and retain high quality staff.
- Support the Principal by contributing to the staffing structure each year to ensure that resources are effectively deployed.
- Manage delegated budgets with diligence ensuring value for money.

Teaching and Assessment

- Undertake an appropriate allocation of teaching.
- Effectively plan, mark and assess learning providing feedback that ensures children make excellent progress.
- Provide written and verbal updates on students' progress - both individually and collectively - to leaders, parents and carers.

Safeguarding

- As a senior teacher, be an example of excellence in safeguarding practice.
- Ensure that all safeguarding policies are adhered to and implemented effectively.
- Actively promote at all times the importance of keeping young people safe and be an advocate for their welfare and wellbeing.

Wider management of the Academy

- Attend and support all Academy events.
- As a senior teacher, take collective responsibility for the effective implementation of all policies and procedures.

Additional Responsibilities

- Undertake all other responsibilities and tasks as directed by the Principal.

Person Specification

Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I)
Qualifications <ul style="list-style-type: none"> Degree and teaching qualification. NPQLT or desire to complete Strong track record of further professional study in the last two years & evidence of impact. 		A,I
Experience <ul style="list-style-type: none"> Excellent subject teacher. Experience teaching Spanish. Evidence of clear impact on student outcomes Effective implementation of strategies and initiatives that have improved teacher development Recent evidence of whole-school impact. A rising three year trend in student performance or other metric linked to relevant area of accountability. Evidence of ability to manage change effectively. Evidence of being able to lead, motivate and challenge to deliver improvement. 		A,I A,I
Skills, Ability, Knowledge <ul style="list-style-type: none"> Forensic knowledge and understanding of educational thinking in relation to teacher development . Knowledge of the most effective approaches to create a culture where teacher development is excellent. Detailed working knowledge of the barriers to teacher development and how to overcome them. Understanding of optimal models of staff development. A comprehensive and forensic knowledge and understanding of the Ofsted framework and experience of using these to drive improvement. Knowledge and understanding of effective models of CPD. Experience of aspects of school operations and processes beyond current role. Knowledge of how to motivate and enthuse people of the need for change. 		A,I A I A,I A,I A,I

Personal Qualities <ul style="list-style-type: none"> ● An ability to deliver on strategic goals. ● Relentless work ethic and resilience. ● A highly analytical eye for detail. ● A willingness to make decisions. ● A commitment to safeguarding young people. 		A,I
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The job description best characterises the role at the time of its formulation. It is subject to review to align with the needs and requirements of the Academy, in agreement with the post-holder, and by final agreement with the Principal.

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.

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