



Drapers' Academy



Head of Spanish Application Pack

RESPECTFUL

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KIND

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PURPOSEFUL



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Principal's Welcome

Dear Applicant,

I am proud and privileged to be Principal of Drapers' Academy and am utterly committed to ensuring that we provide the best opportunities for all of our pupils, students and their families. Drapers' Academy is a Harold Hill school committed to serving our community and in our vision statement we make clear that our focus is both to maximise academic attainment and support our young people to lead fulfilling lives. At Drapers' Academy we have very high expectations of ourselves: staff, teachers and all of our pupils and students.

I am committed to continuing to build upon the successful school, that Ofsted recognised in their inspection in March 2025. We have a hugely experienced and committed staff who are focused on ensuring that all pupils and students succeed and enjoy coming to school. We achieved our best ever GCSE and A Level results last academic year and are confident that this upward trajectory will continue. At both GCSE and A Level the Academy has been recognised locally. Our progress at A Level is second highest in the local authority, and we are in the top 50 schools nationally for improved progress at GCSE. Our culture is based around our three core values. Our community know that at Drapers' we are Purposeful, Respectful and Kind.

What makes Drapers' Academy special?

- We are one of a decreasing number of schools that are determined to provide a diverse and engaging KS3 curriculum that includes art, music, drama, ICT and Design Technology including Food Technology along with the core subjects of maths, English, Science, the humanities, languages including French and Spanish and PE.
- All of our pupils have the opportunity to go on an amazing variety of trips and visits. We subsidise some of these so that all of our community can be involved. They include trips to France, Germany, theatre trips and a range of educational visits.
- Links with, and support for our pupils and students from, Queen Mary University and the Drapers' Company, our two sponsors.

As a school we are committed to the professional development of all staff. All teachers are part of our Instructional Coaching programme, our principal model for improving teaching which stands completely outside of the appraisal system. We work on the premise, not that we are not good enough, but that we can all be better.

Drapers' Academy remains, as ever, committed to supporting the children and families from our community. If you are passionate about education and its power to transform lives, if you are able to both challenge others and respond positively to challenge, I look forward to reading your application and finding out more about you.

Good luck and best wishes

Gillian Dineen
Principal





Benefits of Working at Drapers' Academy

We know our staff are key to our success. Whether you are a newly qualified teacher, a returnee to the workplace, support staff or an aspiring school leader, the Drapers' Multi-Academy Trust can support and develop your career. We believe in creating collaborative working environments where our staff can reach their full potential. Our schools are at the heart of our local community and work together to ensure staff feel valued, supported and are able to maintain a healthy work-life balance.

At Drapers' Academy we have a clear vision to deliver high standards of education, and staff are well supported by a committed and supportive Middle and Senior Leadership Team, as well as from our Sponsors, The Drapers' Company and Queen Mary University of London.

Employees of Drapers' Academy enjoy many benefits:

LIFESTYLE WELLBEING



Events: Opportunities for staff to attend celebratory events hosted by our sponsor The Drapers' Company, including events at Drapers' Hall in Central London.

Physical Fitness: As an employee of Drapers' Academy, you will have free access to our on site gym.

Location: Work at our state-of-the-art campus, surrounded by acres of countryside. We offer secure, free, onsite parking, as well as being a short bus journey away from Harold Wood Station (Elizabeth Line).

FINANCIAL WELLBEING



EAP Membership: Free access to the Employee Assistance Programme, provided by the Education Support Network, offering support, information and advice.

Eye-Care: We offer our staff a generous eye-care support scheme, with contributions towards eyesight tests and new spectacles.

Cycle to Work: We are proud to provide our staff with access to the Bike2Work Scheme, offering up to 42% savings on bikes and equipment.

Pension: Membership to either the Local Government Pension Scheme for support staff or the Teachers' Pension Scheme for teaching staff.

MENTAL WELLBEING



Wellbeing Committee: We have a staff-led team, with a budget dedicated to providing staff wellbeing initiatives throughout the year. The committee also organise regular social events away from work.

Small Class Sizes: Our class sizes average 25 pupils.

Work/Life Balance: No retrospective book marking.



Faculty Introduction: Modern Foreign Languages

The Modern Languages Faculty at Drapers' Academy consists of a small, friendly team of enthusiastic and dedicated teachers; we have our own suite of rooms which are bright and well-stocked. The Faculty has access to a set of iPads, as well as online interactive textbooks. We subscribe to a range of online resources which are well-used by our learners. Pupils entering year 7 will learn either French or Spanish and will continue with this language throughout Key Stage 3 before being encouraged to study for a GCSE in Key Stage 4. Drapers' Academy has a large and thriving sixth form, and our Senior Leadership Team is supportive of our ambitions to expand our offer to include 'A' Level French and Spanish.

Pupils entering Year 7 follow bespoke courses designed to provide optimum preparation for the Edexcel GCSE courses, which are delivered over two years. We are keen to ensure that every pupil has the chance to take part in a trip to Europe at least once during their time with us. These trips have proved very popular with our pupils and are usually over-subscribed. In addition, we organise visits to the school by MFL theatre companies such as Onatti Productions and trips into London to the French Institute and the Goethe Institute for exhibitions and film showings. The Languages Faculty aims to open pupils' minds and help them to become fearless and open-minded learners who are respectful of, and curious about, other cultures, languages and traditions.

If you would like to be part of a Languages Faculty that is highly-valued, growing and developing fast, we look forward to making your acquaintance!

Drapers' Academy Key Information

Pupil Numbers

1207

Year 7 - 11: **1019**
Sixth Form: **188**

Pupil Premium

45%

SEND

12%

EHCP: **3%**
SEND Support: **9%**

First Languages

English: **75%**
Lithuanian: **4%**
Romanian: **4%** Polish: **2%**
Other Languages: **15%**

Ofsted 2025

Drapers' Academy was assessed as Good in all areas of inspection by Ofsted, in March 2025. Below are a selection of observations Ofsted made of our school. The full report can be found on our website.

- "Pupils are safe here and their individual needs are well understood. They are fully included and happily welcomed to the school community."
- "The school is highly ambitious for their pupils."
- "Teachers are experts in their subjects and present information clearly."
- "Pupils learn what it means to be a pupil of Drapers' and to embody the school's values of kindness, respect and purpose."
- "The school provides relentless support for attendance."
- "Staff enjoy working at the school. They feel well supported and appreciate the steps taken to reduce their workload. Staff at all levels value their opportunities for professional development."



Job Description

Job Title : **Head of Spanish**

Reports To :	Head of Faculty (Modern Foreign Languages)
Location :	Drapers' Academy, Harold Hill RM3 9XR
Hours :	Full Time, 52 Weeks
Contract Type :	Permanent
Salary :	MPS / UPS +TLR 2C £3,391
Staff Line Managed :	None

Head of Spanish

In addition to your main role as a teacher you will have the following responsibilities:

- To work with the Head of Faculty to use subject expertise to develop schemes of work and centralised resources that allow consistent delivery of high quality teaching of Spanish, including the introduction in September 2025 of Spanish as a GCSE.
- To ensure high quality CPD to support staff to teach well including the development of the new Spanish GCSE course.
- To be the expert in Spanish pedagogy and classroom practice within the Faculty; including carrying out joint learning walks with SLT and HOF.
- To support ECTs and trainee teachers within the Spanish team and engage in professional development to build leadership capacity within the team.
- To design Spanish assessments at Key Stage 4 to allow effective assessment of the pupils' progress.
- Monitoring of the students and developing and implementing appropriate supporting interventions.
- Lead the enrichment and trips offer in the Faculty; including day trips and residential trips to France and potentially Spain
- Ability to offer French to Key Stage 3 is desirable.

Teacher

Key Responsibilities:

- To plan, resource and deliver lessons and sequences of lessons to the highest standard, thereby ensuring meaningful learning takes place and pupils make rapid and sustained progress.
- To develop one's own teaching practice to a level of advanced proficiency through the Academy's Instructional Coaching model.
- To fully implement all Academy routines and techniques for creating a culture of high expectations within and outside of the classroom.
- Work collaboratively with both school and network colleagues as a committed team member, building successful, high performing teams.
- To contribute to the enrichment and extra-curricular programmes.
- To provide daily pastoral tutoring to a cohort of pupils.
- To contribute to the effective daily working of the Academy.



Teaching and Learning:

- With direction from the Head of Faculty and within the context of the Academy's curriculum and schemes of work, to plan and prepare effective teaching schemes and lessons.
- To teach engaging and effective lessons that motivate, inspire and improve pupil attainment.
- Plan and teach well-structured, adapted lessons that are aligned to the agreed curriculum and cultivate every pupil's intellectual curiosity.
- To assess pupils progress and use the faculty and Academy's whole school assessment policy.
- To produce/contribute to oral and written assessments, reports and references relating to individual and groups of pupils in line with the school monitoring and evaluation framework.
- To ensure that all pupils achieve at least expected progress and the majority of pupils make more than expected progress.
- To identify underperforming pupils and groups of pupils, and implement effective and timely learning interventions in respect of underperforming pupils.
- To maintain regular and productive communication with pupils, parents and carers, to report on progress, sanctions and rewards and all other communications.
- To direct and supervise support staff assigned to lessons.
- To implement and adhere to the Academy's behaviour management policy, ensuring the health and wellbeing of pupils is maintained at all times.
- To participate in preparing pupils for external examinations.
- To fully participate in the Academy's quality assurance (QA) and performance management processes.
- To promote the spiritual, moral, social and cultural development of all pupils.

Academy Culture:

- To support the Academy's values and ethos by contributing to the development and implementation of policies, practices and procedures.
- To help create a strong Academy community including the Academy House system, characterised by consistent, orderly behaviour and caring, respectful relationships.
- To help develop a school/Faculty culture and ethos that is utterly committed to achievement, good discipline and respect.
- To be alert and active on issues relating to pupil welfare, safeguarding and child protection.
- To support with break duties as part of pastoral responsibilities.
- To support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required.

The above duties are neither exclusive nor exhaustive and the post holder may be required to carry out such other appropriate duties as may be required by the Principal within the grading level of the post, the competence of the post holder and the context of the duties of the post holder.

This job description is subject to annual review.

Drapers' Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are subject to enhanced DBS clearance, an online check, and other relevant employment checks.



Person Specification

Qualification Criteria

- Qualified to teach in the UK
- Degree in Languages with high levels of proficiency in Spanish
- Experience of delivering Spanish at GCSE level.

Knowledge, Skills and Experience

- Demonstrable commitment to raising the attainment of all pupils
- Experience of designing, implementing and evaluating effective, imaginative and stimulating schemes of work and of leading successful enrichment programmes
- Experience of improving the quality of teaching and learning
- Experience leading a team and working to support the significant success of others, including professional development and effective management of underperformance
- Experience of interpreting pupil data to support lesson planning and pupil progress
- Mastery of, and enthusiasm for, the subject (you will be the leader and expert with the highest level of Spanish proficiency)
- Effective and systematic behaviour management
- Knowledge of the national secondary education system, examinations and curriculum

Behaviours

- Genuine passion for, and a belief in, the potential of every young person
- A robust awareness of keeping children safe, noticing safeguarding and welfare concerns, and understanding how and when to take appropriate action
- Deep commitment to Drapers' mission of providing an excellent education to every pupil, regardless of background
- Excellent interpersonal, planning and organisation skills
- Resilience, motivation and commitment to the team achieving excellence
- Reflective and proactive in seeking feedback to constantly improve practice
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice
- Commitment to, and understanding of, professionalism in line with the National Teaching Standards

Other

- Right to work in the UK
- Commitment to equality of opportunity and the safeguarding and welfare of all students
- Willingness to undertake training
- This post is subject to an enhanced DBS check



Drapers' Multi-Academy Trust

Vision

Drapers' Multi-Academy Trust strives for educational excellence, community engagement, and holistic development across its schools, ensuring that every child has the opportunity to succeed and flourish.

Mission

Empowering excellence, embracing diversity

Our mission at Drapers' Multi-Academy Trust is to provide a transformative educational experience that empowers pupils to reach their full potential. Through collaboration, innovation, and a commitment to inclusivity, we strive to create a nurturing environment where every individual is valued and supported. By leveraging the rich heritage of the Drapers' Company and the academic expertise of Queen Mary University London, our schools cultivate dynamic learning environments that inspire every pupil to achieve their goals. Our overall ambition is to nurture resilient, compassionate, and globally-minded citizens who will thrive in an ever-changing world.

Values

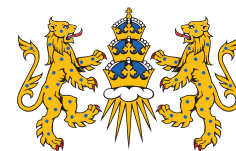
We are an inclusive and ambitious Trust, benefitting from the support of our Sponsors. Through a culture of respect and collaboration, we aim to enhance the educational outcomes and life chances of our pupils and increase the number of learners benefitting from the Trust's resources and expertise.

Sponsors

Our sponsors are highly experienced and passionate about education.

The Drapers' Company

www.thedrapers.co.uk



Drapers' Multi-Academy
Trust

The Drapers' Company have been involved in education for over 500 years. They support a range of extra-curricular activities and link the Academy to a wider community across London. A mentoring programme allows pupils to have greater access to employment opportunities and provides informal coaching and support.

Queen Mary University of London

www.qmul.co.uk

Queen Mary, University of London, is one of the country's leading higher education institutions and is a member of the Russell Group of top universities. The university provides support and expertise to both staff and pupils, particularly in the Academy's specialist areas of science and maths. Student ambassadors from the university regularly visit the Academy providing support to pupils and an insight into higher education. There are regular visits to their main campus based on the Mile End Road for pupils to experience life at university. As a co-sponsor, Queen Mary, University of London guarantees a place to all Academy Sixth Form students who achieve the required entry grades.



Drapers' Academy

Total Capacity

1,250 Children

Building Floor Size

10,000 sq metres
(2½ acres)

Year 7 - 11

1050 Pupils

Sixth Form

200 Students

Grounds

23 Acres

Sports Pitches

3 Grass Pitches
All weather Astroturf
Netball and Hard Courts

Indoor Climbing Wall

Exercise Suite and Gymnasium

Theatre and Dance Studio

Year 7 Dedicated Area

Exclusive Sixth Form Area

Transport

The local train stations are Harold Wood and Romford. These trains are run by Greater Anglia.

There are several local bus routes with a stop at the top of Settle Road. These are the 174 and the 496.

Drapers' Academy

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Chair of Governors

Mr Oliver Everett

Principal

Ms Gillian Dineen

