

Job Description

Job Title:	Head of Modern Foreign Languages	Reporting to:	Assistant Principal
Grade and Range:	MPS/UPS plus TLR2C	Number of staff Managed:	2
Line Management Responsibility:		Job Titles:	Teachers of MFL

Purpose and context:	To be accountable for the Leadership and Management of Modern Foreign Languages (French and Spanish) within the Academy. The development and implementation of subject policies, plans, targets and practices within the context of the Academy's objectives and policies. To be accountable for the highest standards of pupil attainment within the department, monitoring and evaluating achievement.
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Accountabilities	<ul style="list-style-type: none"> To support student progress against challenging targets, to make a measurable contribution to whole Academy targets. To write, implement and lead the departmental development plan and strategy. To lead a team of MFL teachers effectively resulting in an impact on students learning and attainment. To write and deliver an interesting and engaging MFL curriculum to inspire and engage Key stage 3 and Key stage 4 students. To review the department in accordance with the Academy review policy. To monitor and evaluate student progress. To provide regular updates on the progress of the department to the Senior Leadership team. To effectively manage the departments budgets and resources.
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Main Duties	<p>All teaching staff within St Augustine Academy are expected to maintain the relevant standards as set out in the "Professional Standards for Teachers" document (TDA) and to uphold the professional code of the Department for Education.</p> <p>The Academy acknowledges the strong relationship between the quality of school leadership and the outcomes for pupils, the Standards for School Leadership recognise the key role school leader's play in providing professional leadership and management in order to improve outcomes for all pupils.</p> <p>1. Lead, manage and develop the subject area</p> <ul style="list-style-type: none"> To balance the holistic whole – academy view with the specific needs of the department To share and communicate Academy objectives to support effective departmental planning and development To motivate, develop and support high quality teaching throughout the department, contributing to the planning and delivery of continuous professional development and training To innovate new teaching and learning approaches by maintaining knowledge of subject developments and applying these within the Academy, whilst also
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supporting and leading engagement with Academy-wide initiatives and cross-curricular development

- To review and assess the curriculum offered at all levels by the department ensuring that schemes of work are in place and appropriate to teaching and learning / curriculum requirements – broad / balanced / relevant
- To prepare and minute regular departmental meetings.
- To represent the department at curriculum board.
- To lead the process of quality assurance of teaching and learning within the department
- To monitor and evaluate all pupil progress at KS3 / 4 in the department against agreed teaching and learning targets

2. Impact on the educational progress of pupils

- To contribute to setting and monitoring of Academy targets and set and monitor department targets within these to raise the attainment of all KS3 / 4 pupils, leading and coordinating interventions where appropriate
- To maintain a departmental overview of all pupil assessment data and achievement against agreed targets
- To contribute to the Academy Improvement Plan, collaborating with the department to identify improvement priorities and required actions that will positively impact on the quality of pupil outcomes
- To monitor pupil behaviour and ensure that staff are supported and encouraged to apply behaviour policies and procedures
- To ensure that the department contributes to raising the profile of the Academy through organisation and participation in events, raising achievement programmes including additional study opportunities outside the hours of the Academy day
- To proactively lead and support the creation of a learning culture that encourages enthusiasm for learning, liaising with stakeholders regarding wellbeing and behaviour, introducing interventions where appropriate

3. Leading, developing and enhancing the teaching practice of other staff

- To develop and maintain the Academy ethos and approach, establishing common standards of practice across the department and identifying opportunities to develop teaching and learning inclusive of TEEP.
- To inspire and model good practice approaches for teaching staff within the department – effective planning / preparation / record keeping / marking / teaching progress / homework / assessment
- To lead, coordinate and monitor department improvement actions
- To undertake formal and informal lesson observations and provide feedback to support development and improvement
- To use departmental meetings as a forum to share good practice, moderate and cascade new learning
- To provide mentoring and coaching support to colleagues to encourage personal and professional development

4. Line management and performance management

- To lead and implement performance management within the department
 - To complete staff appraisals in accordance with the performance management cycle in place
 - To support staff in identifying training and development requirements, identifying delivery options to support CPD needs
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- To support the Principal and SLT in the overall management and development of the Academy
- To manage the departmental financial, human and physical resources effectively
- To oversee the effective induction of new staff within the Department to ensure knowledge of procedures and policy is timely and effectively shared
- To delegate, collaborate and distribute responsibilities and ownership to key staff within the department

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.

This job description will be kept under review and may be amended via consultation with the individual, Academy Council and/or Senior Leadership Team as required. Trade union representation will be welcomed in any such discussions.

Additional expectations – all staff are expected to:

- Contribute to the whole professional life of the academy with teaching and learning as its core purpose and contribute to the commitment for each pupil to gain meaningful and enriching experiences;
- Promote the Woodard Christian ethos that embraces all faiths and none;
- Take responsibility for their own professional development and support that of colleagues where appropriate;
- Engage in the Academy appraisal process and support colleagues in achieving their own objectives where appropriate;
- Follow Trust policy and procedures in relation to keeping children safe in education;
- Observe health and safety requirements and play their part in ensuring a safe working environment.

All staff have an entitlement to high-quality induction and continuing support and development. All staff will have opportunities to discuss their professional needs, both through performance management and through other professional dialogues.

Safeguarding Statement

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake an Enhanced DBS check and/or a Barred List check. Management posts will be subject to a Section 128 clearance.

Equal Opportunities

The Trust is committed to equality of opportunity. We positively welcome applications from all sections of the community.

Signed **Date**

Principal

Person Specification

Head of Modern Foreign Languages

Qualifications

Essential

- Qualified teacher status with a degree in French and/or Spanish, or a closely related area.
- Experience of teaching in a secondary school position.

Experience and Knowledge

Essential

- Recent experience as an exemplary classroom practitioner.
- High level of subject knowledge and understanding of the MFL curriculum.
- Experience of supporting students from differing abilities and backgrounds.
- Evidence of the effective use of data and assessment for learning in engaging learners
- Interest in developing others.
- To be able to teach Spanish and French to GCSE

Skills and Abilities

Essential

- Excellent interpersonal skills and able to communicate effectively with pupils, staff and parents.
- Teamwork and collaboration
- Commitment to ensuring all students achieve their best and strive to reach challenging targets
- Ability to contribute to the development of literacy, numeracy and communication skills of all our students.

Motivation

Essential

- Committed to own professional development
- Committed to raising the achievement for all students across the ability range.

Personal Qualities

Essential

- Adaptable
- Resilient, able to work under pressure and to deadlines