



HEAD OF MODERN FOREIGN  
LANGUAGES  
VALLEY PARK SCHOOL



JOB DESCRIPTION	
Job Title	Head of MFL
Grade	MPS/UPS, TLR 2:3 (£5,352)
School / Department	Valley Park School / MFL
Base	Valley Park School
Hours	Full time 32.5 hours a week
Reports to	Assistant Headteacher
Accountable to	Assistant Headteacher

## Job Summary

The role of Head of MFL is for a committed and motivated professional who would like to work in a school that provides a wealth of opportunities for both its pupils and staff, along with wanting to be part of a family friendly, team-based workforce.

This post would be suitable for an experienced teacher looking for leadership responsibilities across the school, or a newly qualified teacher. We are looking for talented teachers.

We would like an enthusiastic, dedicated and ambitious team player to join us, who has a passion for MFL. At Valley Park students are taught French within the MFL department.

## Key Working Relationships

- Make sure that departmental CPD is appropriately planned and delivered.
- Undertake lesson observations, appraisals and performance management processes, as appropriate, to support the professional development of members of the department.
- Communicate with parents, carers and other stakeholders about pupil progress in MFL.
- Collaborate with other department heads and administrators to develop school-wide initiatives and policies related to MFL education.

## Key Responsibilities

### Strategic direction

- Develop and implement policies for MFL in line with our school's commitment to high-quality teaching and learning which bring about positive outcomes for all learners.
- Promote the subject, its importance, and the value that it brings across the school.
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement.
- Use this understanding to feed into the school development plan and produce an action plan for the subject.
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values in the teaching of the subject.
- Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, visions and aims.
- Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND).
- Promote careers education through the subject and ensure that teaching and learning illustrates how the subject might lead to career opportunities.
- Use additional staff in the subject area to ensure there is a framework for deployments and that teaching assistants are deployed effectively.

- Liaise with our feeder primary schools on the transition of the subject to secondary school to ensure that progression is built into the curriculum.

### **Leading the curriculum**

- Develop and review regularly the vision, aims and purpose for the subject area.
- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress.
- Ensure the planned curriculum is effectively and consistently implemented across the school.
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning.
- Have an overarching responsibility for pupils' achievement and standards in the subject area.

### **Leading and managing staff**

- Establish an effective team and hold regular meetings on the subject to keep staff informed on any developments or changes.
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area.
- Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school.
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area.
- Coach and model team teaching.
- Liaise effectively with exam boards to ensure that teachers understand and are familiar with the syllabuses that are being delivered.
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises.
- Take responsibility for performance management for your team, appraising staff in line with the school's appraisal policy.
- Contribute to timetabling and manage setting pupils into attainment groups.

### **Efficient and effective deployment of resources**

- Provide support with textbooks and library books in your subject area.
- Create a safe, welcoming environment and take care of the classroom accommodation, ensuring classroom displays are stimulating, of high quality, and inspire curiosity in pupils.
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs.
- Manage the subject budget effectively to ensure it is spent on resources that add value and enhance the learning experience.
- Prepare appropriate resources for remote learning to ensure the curriculum can be delivered to pupils learning from home if necessary.

## **Safeguarding**

As a VIAT employee you will commit to safeguarding and promoting the welfare of children and young people.

## **Equality and diversity**

The Trust expects every employee to take responsibility for promoting a culture that values and respects difference.

## **Statement**

The list of duties in this job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job, and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

## PERSON SPECIFICATION

AREA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<p>A good honours degree in French or a related subject.</p> <p>Qualified Teacher Status.</p>	<ul style="list-style-type: none"> <li>Evidence of further study in French or a related subject.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of teaching French in a secondary school setting to GCSE/level 2.</li> <li>Experience of successful outcomes at GCSE/Level 2.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of teaching French, with successful outcomes, in a secondary school setting to KS5.</li> <li>Experience of curriculum leadership in a secondary school setting.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>A good up to date working knowledge and an understanding of a range of pedagogical and behaviour management strategies.</li> <li>An understanding of the French curriculum and range of approaches that can be used for assessment.</li> <li>An understanding of how to personalize provision to meet the learning needs of the full range of pupils.</li> <li>An awareness of current legal requirements regarding the safeguarding of children.</li> <li>An understanding of how data can be used to improve outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Familiarity with OCR GCSE and A Level French.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Be able to plan and teach challenging and well-organised lessons;</li> <li>Be able to use a range of teaching strategies and resources;</li> <li>An ability to provide constructive feedback to pupils on how to improve their attainment;</li> <li>The ability to implement a clear framework for classroom discipline;</li> <li>The desire to work as a team member.</li> </ul>	
<b>Attributes</b>	<ul style="list-style-type: none"> <li>High expectations of pupils and a commitment to ensure they can achieve their full potential;</li> <li>Positive values, attributes and high standards of professional behaviour;</li> </ul>	

	<ul style="list-style-type: none"><li>• Up to date knowledge and understanding of the professional duties of teachers;</li><li>• The ability to communicate effectively with children, young people, colleagues, parents and carers;</li><li>• A commitment to improving practice through appropriate professional development;</li><li>• The desire to act upon advice and feedback and be open to coaching and mentoring.</li></ul>	
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