

## Job Description

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| Job Title:       | Subject Lead of Modern Foreign Languages         |
| Reference:       |  |
| Reports to:      | Director of English and Modern Foreign Languages |
| Responsible for: | MFL Teachers                                     |
| Salary range:    | MPS/UPS + TLR                                    |
| Contract:        | Full-time, Teachers T&C                          |

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| Main purpose of the role: |   |
| Main duties:              | <ol style="list-style-type: none"> <li>1. To plan, develop and deliver high quality lessons using a variety of approaches, to continually enhance teaching and learning.</li> <li>2. To monitor student progress, keeping student records that include assessment outcomes and targets set at regular intervals in line with Academy policy, to enable all students to achieve their full potential.</li> <li>3. To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.</li> <li>4. Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the Every Child Matters agenda and Area Child Protection Procedures.</li> <li>5. Undertake any other duties, which from time to time may be required and be relevant and commensurate with the role, as deemed necessary by the Principal.</li> <li>6. Every subject teacher will be expected to have pastoral responsibilities.</li> </ol> |
| Teaching and Learning     | <p>The post holder will be expected to:</p> <ol style="list-style-type: none"> <li>7. Manage student learning through effective teaching in accordance with the Department's schemes of work and policies.</li> <li>8. Ensure continuity, progression and cohesiveness in all teaching.</li> <li>9. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of student needs, and ensure equal opportunity for all students.</li> <li>10. Set homework regularly, (in accordance with the Academy homework policy), to consolidate and extend learning and encourage students to take responsibility for their own learning.</li> <li>11. Work with EAL/SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.</li> <li>12. Support individual learning, including students on the subject gifted</li> </ol>                          |

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|  | <p>and talented register, by planning work with appropriate challenge and monitoring and reviewing student outcomes regularly.</p> <p>13. Work within the Assessment for Learning Strategy, using clear and precise learning objectives and defining criteria for success for each lesson.</p> <p>14. Work effectively as a member of the Department team to improve the quality of teaching and learning, by contributing to the Department Improvement Plan and implementing and monitoring change.</p> <p>15. Implement new initiatives, Academy, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.</p> <p>16. Set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.</p> <p>17. Use positive management of behaviour in an environment of mutual respect that allows students to feel safe and secure and promotes their self-esteem.</p>                                  |
| <p>Monitoring, Assessment, Recording, Reporting and Accountability</p> | <p>The post holder will be expected to:</p> <p>18. Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.</p> <p>19. Track student progress, monitoring achievement against targets set, and take appropriate action on student outcomes.</p> <p>20. Assess students' work systematically and use the results to inform future planning, teaching and curricular development.</p> <p>21. Contribute towards the implementation of IEPs as detailed in the current SEN Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.</p> <p>22. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.</p> <p>23. Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the Academy policy.</p> |
| <p>Subject Knowledge and Understanding</p>                             | <p>The post holder will be expected to:</p> <p>24. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses and, where appropriate, Curriculum programme for Post 16.</p> <p>25. Keep up-to-date with research and developments in pedagogy in the subject area.</p> <p>26. Contribute to the effective use of subject resources, including</p>  |

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|  | <p>evaluation of new materials and equipment.</p> <p>27. Keep up-to-date with technological change and the use of technology to enhance delivery, and student access, to the subject.</p>   |
| Professional Standards and Development | <p>The post holder will be expected to:</p> <p>28. Be a role model to students through personal presentation and professional conduct.</p> <p>29. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.</p> <p>30. Cover for absent colleagues as is reasonable, fair and equitable.</p> <p>31. Be familiar with the Academy and Department handbooks and Departmental Portfolio contents and support all the Academy's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.</p> <p>32. Establish effective working relationships with professional colleagues and associate staff.</p> <p>33. Be involved in enrichment activities, after school clubs and visits.</p> <p>34. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including 'Every Child Matters' to implement the Children Act 2004, and the role of the education service in protecting children.</p> <p>35. Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.</p> <p>36. Be aware of the role of the Governing Body of the Academy and support it in performing its duties.</p> <p>37. Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.</p> <p>38. Consider the needs of all students within lessons (and implement specialist advice) especially those who have SEN; are gifted and talented; are not yet fluent in English (EAL students).</p> |
| Health & Safety                        | <p>The post holder will be expected to:</p> <p>40. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.</p> <p>41. Co-operate with the employer on all issues to do with Health, Safety &amp; Welfare.</p> <p>42. Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities.</p>   |
| Continuing Professional Development    | <p>The post holder will be expected to:</p> <p>43. In conjunction with the line manager, take responsibility for personal</p>   |

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|               | <p>professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the Academy Curriculum, which may lead to improvements in teaching and learning.</p> <p>44. Undertake any necessary professional development as identified in the Academy Improvement Plan taking full advantage of any relevant training and development available.</p> <p>45. Implement and develop pedagogic procedures introduced through the Academy, local or government initiatives.</p> <p>46. Implement the use of new technologies that enhance teaching and learning.</p> <p>47. Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.</p> <p>48. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.</p> <p>49. Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional student support or any activity directed by the Principal.</p> <p>50. Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.</p> <p>51. Contribute to the professional development of colleagues, especially NQTs and ITTs.</p> <p>52. Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.</p> |  |
|               | <b>Essential</b>  | <b>Desirable</b>   |
| Qualification | <ul style="list-style-type: none"> <li>• Hold a good honours degree or equivalent and a recognised teaching qualification (e.g. PGCE);</li> <li>• Evidence of Continuing Professional Development relevant to the role.</li> </ul>  | <ul style="list-style-type: none"> <li>• QTS/QTLS</li> </ul>   |
| Experience    | <ul style="list-style-type: none"> <li>• Ability and commitment to lead the Academy's drive to secure a transformational change in aspiration and standards.</li> </ul>   | <ul style="list-style-type: none"> <li>• Have successfully used strategies to improve pupil/student achievement.</li> <li>• A proven knowledge of the</li> </ul> |

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|           | <ul style="list-style-type: none"> <li>• Experience of supporting pupils/students of differing abilities and backgrounds.</li> <li>• A strong awareness of whole school and wider educational issues and current developments.</li> </ul>  | <p>current national curriculum agenda and a strong understanding of the curriculum offering and personalised approaches to learning.</p> |
| Skills    | <ul style="list-style-type: none"> <li>• Demonstrable ability to build effective working relationships with a range of colleagues and stakeholders, including parents/carers, teachers and external professionals.</li> <li>• Demonstrable ability to communicate effectively in both oral and written form - for writing learning and support plans, reports on pupil/student progress, and training and guidance for staff.</li> <li>• Creative and innovative.</li> <li>• Excellent facilitation and presentation skills suitable up to and including senior managers.</li> <li>• Data and IT literate with good IT skills.</li> <li>• Excellent organisation and time-management skills - needed for prioritising and balancing a busy and varied workload.</li> <li>• Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils/students and parents.</li> <li>• Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions.</li> </ul> |  |
| Qualities | <ul style="list-style-type: none"> <li>• Able to confidently liaise with senior colleagues including in formal settings.</li> <li>• Confident in operating flexibly and pragmatically in the face of shifting expectations and pressures.</li> <li>• Personal and professional authority and resilience.</li> <li>• Able to credibly challenge established assumptions and ways of working and make a valuable contribution to influencing organisational culture.</li> <li>• Empathetic, tactful and diplomatic.</li> <li>• Solution focused, working collaboratively and collegially with colleagues and stakeholders.</li> <li>• Excellent inter-personal skills.</li> <li>• A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments.</li> </ul>  |  |