

St Cuthbert Mayne

Joint Catholic and Church of England School

Head of Modern Foreign Languages MPS/UPS + TLR2B



Information for Applicants

Head of Modern Foreign Languages

Thank you for your interest in the advertised post of Head of Modern Foreign Languages Department at St Cuthbert Mayne School. This is a permanent, full time contract. Please find enclosed your Application Form and Information Pack issued by the Governors.

The School

St Cuthbert Mayne School is a successful school serving the Christian community over a wide area of South Devon. The current number of students on roll is 964, including 144 students in the Sixth Form. We are a Joint Catholic and Church of England School with approximately half of our students being Catholic, and the remainder either Church of England or another Christian denomination. However a considerable number of students do not practise their faith outside school.

The teaching accommodation is of mixed age but well-resourced and maintained. A new classroom block was opened in November 2012, along with landscaping and paving of circulation areas.

The latest Ofsted Inspection in November 2016 graded the school to be good, in every category. The statutory inspection of Anglican/Catholic Schools also conducted in November, graded the school to be good in all areas. Both reports can be found on the website.

The Modern Foreign Languages Department

The Modern Foreign Languages currently consists of two teachers – the Head of Department and one teacher of MFL. French is offered at Key Stages 3 & 4 and Spanish is offered at Key Stage 4 only. As a relatively small subject presently, there is clear room for growth and to increase popularity for the subject at both GCSE and A Level in the future. From September 2018, French will be offered to Years 7 and 8 only, with Key Stage 4/GCSE starting in Year 9. The department is well resourced for the new GCSE specifications with textbooks and an online subscription to Kerboodle. Extra curricular trips have occurred in the past, such as overnight stays in Roscoff. Now is an exciting time to consider leading the Modern Foreign Languages Department at St Cuthbert Mayne School. Decisions are ready to be taken on which languages are offered at GCSE and in Key Stage 3 in the future.

Head of Modern Foreign Languages

Salary: MPS/UPS + TLR 2B Easter or September 2018

May I remind you of the following dates:

Closing Date for Applications	26 January, 10am
Proposed Interview dates	w/b 5 February

We look forward to receiving your application for this important appointment.

APPLICATION PROCESS

You are asked to complete and include the following:

1. Application Form
2. Letter of Application

Please do not send your CV.

Completed applications should be returned to Mrs Webb, Headteacher's P.A/Personnel c/o the school by **26 January 2018, 10am.**

Electronic/e-mailed applications will be accepted. However, should you be invited to interview please be aware that you will be asked to confirm the details on your application by hand signing it.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment. A DBS disclosure is required for this post.

MISSION STATEMENT

“Christ is our Cornerstone”

To be a learning Community, rooted in the teaching of Christ. To reflect and share the love of God in our Service and Worship.

“Learning is our focus”

Our educational vision is to provide an inspirational Christian education which engages, challenges and nurtures our students so that they may live life to the full, now and in the future.

Core Values:

To have integrity and be courageous, compassionate and creative.

These core values underpin how we work as a School Community and the values we look to develop in all members of the Community.

Courageous: Being confident, to embrace challenge.

Compassionate: Reflect the love of God. A care for others, to be peace makers who understand the importance of forgiveness and reconciliation.

Creative: To be inventive, resourceful and visionary.

Supporting Statement:

We believe that the essential nature of a Joint Church School is one of a Christian community. We believe that Christ is our cornerstone and this is at the heart of what we do. It is within this conviction that we hold the responsibility to develop in each individual an awareness of the principal teachings of the Christian faith.

Within our Christian family we strive to achieve the highest standards by creating a school that enables us to:

- Recognise worship as the centre of our life as a church school
- Nurture Gospel values of faith, hope, love, forgiveness, justice and peace
- Appreciate and respect each individual as a person
- Support reconciliation between our two churches and between each other
- Educate the whole person in terms of the spiritual, academic, social, cultural and physical
- Identify and develop each person’s potential and personal qualities
- Celebrate the gifts of every individual
- Serve the school community by participation, support and contribution to the common good
- Nurture the relationship between home, school and the church community
- Encourage respect and responsibility for both the immediate and the wider world



Head of Modern Foreign Languages

Responsible to: The Governors, Headteacher and SLT Link

Salary: MPS/UPS + TLR 2B

Responsible to: Headteacher / SLT Link

Overall Responsibility

- To provide clear, cohesive leadership and direction in teaching and learning in the subject area, manage and motivate teaching and support colleagues in developing innovative teaching strategies to enhance the quality of teaching, learning and achievement.
- To build and develop a subject specialist team, working to enhance the teaching skills of others through ensuring continued professional growth and career development for staff.
- To contribute to the strategic development of the school by implementing whole school new initiatives, monitoring and reporting on key outcomes, in order to ensure that the department meets academic targets as well as meeting the requirements of *Every Child Matters*.
- To take responsibility and be accountable for student attainment and achievement, by tracking student progress and supporting individual students' learning needs.
- Help create a commitment to a clear vision for an effective school with a distinctive Christian ethos, helping to drive the school's core values.
- To take responsibility for the quality of the delivery of the department curriculum across other subjects.
- To develop the school's on-line learning platform and use of digital technologies.

SECTION 1 – General Management Duties

Leadership

1. Contribute to the overall strategic direction and delivery of the school's aims and objectives by providing advice, challenge, insight and experience that will be beneficial to the activity and development of the organisation.
2. To champion best practice in this area, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.
3. Scrutinise and monitor the performance and efficiency of the Department ensuring the school's aims and objectives are delivered effectively.
4. Play a major role in the School's middle management structure, assisting the Headteacher in creating a vision, sense of purpose and pride about the Department and its work.
5. Contribute to the School Evaluation Form and ensure the Department contributes to the setting of targets and works towards achieving them.
6. Demonstrate strong leadership as a middle manager, through strategic and analytical capabilities, in the development of all aspects of the School, including its policies and their implementation
7. Proactively devise and implement departmental rules and procedures within relevant school policies.
8. Co-ordinate the production and maintenance of the Department handbook, and implement, monitor and evaluate all of its policies and documentation.

9. Lead, manage and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across the department. Effective action is clearly evident and the impact of these measures are evaluated.
10. Be responsible for maintaining discipline in the Department, ensuring behaviour management strategies are in place, including supporting staff during lessons when appropriate.
11. Keep a high profile around school, taking command of areas at change of lessons and being visible and active during non-structured time.
12. Develop and maintain effective methods of communication with the Headteacher, Senior Leadership Team, other staff, students, parents, governors, external agencies and the wider community (including business and industry), etc.
13. Identify and applaud areas of success for individual teachers and the Department.
14. Help create an effective team by promoting collective approaches to problem-solving and curricular/department development, e.g. consult when writing the improvement plan and produce resources as a team.
15. Chair and produce the agenda for effective department meetings. Ensure agreed actions are recorded using the appropriate Pro-forma, kept secure and others informed as appropriate.
16. Implement school assessment and target-setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of students in the subject. A portfolio of exemplar work moderated against grade descriptors should be maintained.
17. Initiate and/or maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.
18. Deploy all Department staff effectively in order to give department members a good Work/Life balance.
19. Liaise with other staff on the effective deployment of any support staff e.g. Learning Mentors or Curriculum Technicians.
20. Use Leadership and Management (LM) time effectively for these purposes.

Curricular/Departmental Development

1. Oversee and drive forward the Department Improvement Plan and the part it plays in the whole school development.
2. Develop comprehensive schemes of work in line with national changes and that include a range of teaching and learning styles providing a rich experience for students, and incorporate a variety of assessment methods at key points to enable accurate judgements on student progress.
3. Develop departmental systems to allow teaching staff to access student data to inform their planning and teaching.
4. Using whole school progress data to inform planning and teaching, take the initiative in identifying strategies to support consistency of practice, collaboration, reflection and be a lead practitioner in the team.
5. Develop departmental strategies for the students' spiritual, moral, social and cultural development, including citizenship and work related learning.
6. Develop departmental strategies and procedures (using national and school guidelines) for teaching and learning for students with special educational needs.
7. Work with the SENCO to ensure Education Health Care Plans (EHCP) are used to set subject-specific targets, and match curricular materials and approaches to student needs.
8. Identify and support the subject cohort of Most Able students by developing teaching strategies to meet their needs, sharing good practice, tracking student progress and setting specific departmental targets for this group.
9. Ensure that the department supports the School's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEND, Equal Opportunities, Child Protection, Every Child Matters, Pupil Premium (disadvantaged students).
10. Create a culture and environment that is conducive to success through innovation, engagement and enthusiastic delivery of vision and through guiding and supporting members of staff and students by offering leadership and advice.

Stock/Resources/Budget

1. Have oversight of the management of the Department stock, teaching resources and finances - obtaining best value for money.
2. Ensure timetable provision is effectively resourced and roomed to enable maximum benefit to staff and students.
3. Plan and budget the financial activities of the running of the department, oversee ordering of resources, and use support services to monitor the maintenance of an inventory of all department stock items and authorise the annual stock audit.
4. Authorise stock disposal in accordance with department and school policies.
5. Devise systems for storing resources in such a way as to enable quick and easy access by all staff (teaching and support) (and students where appropriate).
6. Ensure resources are adapted to suit the needs of all students to enable inclusive learning opportunities for all students.

Liaison/Communication

1. Communicate daily with department team members, making positive and constructive comments in order to support student progress.
2. Meet regularly and work with the 'SLT link' for professional support and develop effective departmental management.
3. Work closely with the Senior Leadership Team to promote the successful image of the school in the community.
4. Oversee and monitor the accuracy of exam entries and dates and work effectively with the exam officer.
5. Act as the initial person for others to contact regarding all issues relating to the subject.
6. Liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between schools and phases for all students.
7. Liaise with other Heads of Department in order to develop integrated schemes of work, e.g. Numeracy, Literacy, SEND, Science and Citizenship.
8. Manage the provision of information to parent/carers and other staff about curricular choices and choice of teaching groups for individual students and groups of students where only your subject is involved.
9. Develop constructive relationships with key members of the school and community and provide helpful and accurate responses to parent/carer enquiries.
10. Work with external staff, subject advisors and strategy managers to support and influence the work of all in the department.

Health and Safety

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the employer on all issues to do with Health, Safety & Welfare including this as a standing item on departmental agendas.
3. Ensure regular risk assessments are carried out as per school policy and refer to relevant parties.

Continuing Professional Development - Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with the national agenda, research and developments in teaching pedagogy and changes in the School Curriculum which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan.
3. Develop skills and knowledge for mentoring and coaching colleagues where appropriate.

4. Maintain a professional learning log and portfolio of evidence to support the Appraisal process - evaluating and improving own practice.

Continuing Professional Development - Staff

1. Contribute to, and take a leading role in, the provision of high quality professional development through an effective Performance Management programme, making use of, where appropriate, other sources of expertise, e.g. Local Authority personnel, examination boards, subject association or other outside training agencies, etc.
2. Consider the expectations and needs of other members of staff, and in particular ensure that trainees and NQTs are appropriately monitored, supported and assessed in relation to QTS and Induction standards and those of the School, e.g. by the incorporation of targets related to leadership, professional development and students' attainment.
3. Carry out appraisal of certain teachers and teacher assistants as required by the Appraisal system and use the process to develop the personal and professional effectiveness of each member of staff to engage all employees.
4. Assist the Headteacher, by providing relevant evidence as requested, in assessing staff for Threshold and beyond.
5. Using the School Improvement Plan and Appraisal system, establish the professional development focus for the coming year for each member of the department.
6. Manage a range of learning styles and pace of learning within the department and provide colleagues with differentiated learning opportunities and techniques and support as appropriate.
7. Assist staff to be reflective practitioners.
8. Work with other teachers to develop practice by a range of the following:
 - Leading professional development activities, focusing on subjects that use MFL as a medium for teaching and learning.
 - Assisting colleagues in the use and development of the school learning platform via the use of digital technologies.
 - Assisting colleagues in matching teaching approaches to learning styles;
 - Encourage the sharing of good practice between department members and across the departments.
 - Establishing a professional dialogue with colleagues to ensure that staff feel confident to improve their skills.
 - acting as consultant to teams that develop strategies for students experiencing difficulties;
 - Supporting staff in their professional development by being a critical friend, providing constructive criticism and further opportunities to develop teaching skills;
 - Auditing staff skills and experiences against requirements for change in practice to meet the demands of new initiatives and any requirements leading to successful implementation;
 - Trialing teaching procedures, reporting back on successes and areas for further development and be open to colleagues' contributions and judgments;
 - Network with professionals at other / similar / feeder schools to enhance learning opportunities for staff;
 - Mentor and coach members of the team to support and improve practice
 - Supporting government and local initiatives.
9. Lead in the use of 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; taking the lead in collaborative planning sessions; provide additional student support or any activity directed by the Headteacher.
10. Maintain a professional portfolio of evidence and departmental learning log to support the Appraisal process.

SECTION 2 – Subject Specific Duties

1. Developing, producing and maintaining the following:
 - Aims and Objectives for MFL.
 - Curriculum (including cross-curricular links.

- Student entitlement of access.
 - To coordinate the production of Schemes of Work with department members.
 - Learning Styles.
 - Marking, feedback and reflection.
 - Meeting The Diverse Needs of Students, e.g. those with special educational needs (including Most Able and Pupil Premium/Disadvantaged).
 - Differentiation.
 - Use of digital learning and new technologies.
 - Assessment, Recording & Reporting in the department.
 - Resources.
 - Technical Assistance – where necessary.
 - Health and Safety.
2. Maintain and regularly update the following within the department:
 - Departmental data, to include public examination and KS3 outcomes, departmental targets, comparative data with similar and national results and historical trends.
 - Lesson observation records and monitoring and evaluation outcomes.
 - Departmental Improvement Plan.
 - Teaching and learning that has links to other subject areas where appropriate.
 - Exemplar work and evidence of good and excellent practice.
 3. Consider opportunities to develop extra-curricular activities and oversee this provision.
 4. Manage the Department's contribution to the *School Prospectus*, magazine/routine publication, online presence and website, including articles of current department issues.

SECTION 3 – Head of Modern Foreign Languages

Responsible to: Deputy Headteacher

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document, and also by the latest 'Job Description – Class Teacher'. It may be modified by the head teacher to reflect or anticipate changes in the job, commensurate with the salary and job title. Both the job description and professional standards will be used in assessing 'totality of performance' through performance management.

Core purpose

To provide professional leadership and management of the MFL department in order to secure high quality teaching, effective use of resources and improved standards of learning and attainment for all pupils.

Strategic direction and development of MFL

- Contribute to regular self-evaluation of MFL.
- Evaluate subject assessments and exam results data within MFL and report on progress and areas for development to the line manager. Prepare appropriate action plans and targeted support to address these areas for development.
- Develop and implement policies and practices for MFL.
- Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.
- Use information on pupils, including data to identify pupils who are underachieving in MFL and put intervention in place.
- Assist with strategies to develop the performance of the department.

- Contribute to whole school development and improvement.

Leading and managing staff

- Contribute to the department development planning process.
- Work closely with any member of the department whose performance is shown to be of concern so that they are aided to make the improvements seen to be needed.
- Lead professional development of subject staff.
- Lead the department in sharing good practice.
- Monitor standards of teaching and learning within MFL and report to the line manager.
- Contribute to department Meetings as required by the line manager.
- Lead staff to achieve constructive working relationships with pupils.
- Establish clear expectations and constructive working relationships among staff.
- Work with the SENCO and any other staff with special educational needs expertise, to ensure that relevant targets in individual education plans are reinforced by subject teachers.

Teaching and Learning

- To lead on target setting within MFL.
- Track progress of individual pupils within MFL. Ensure that all pupils are aware of their current progress and the next steps for their continued development.
- Implement raising achievement protocols within MFL.
- Lead and manage intervention programmes within the MFL to address issues of pupil performance.
- Evaluate the quality of teaching and learning of the subject within the MFL and use data to make effective comparisons.
- Lead on developing enrichment activities in the MFL.
- Monitor pupil behaviour and liaise within the MFL department.
- Establish and implement clear policies and practices for assessing, recording and reporting pupil attainment.
- Maintain department schemes of work within MFL.
- Contribute to department training on teaching and learning.
- Contribute to the department in implementing cross-curricular themes.
- Monitor the quality of reporting to parents within MFL.

Deployment of resources

- Ensure the effective and efficient management and organisation of learning resources within MFL.

Additional Tasks

- Any other reasonable tasks at the discretion of the Deputy Headteacher/Headteacher.

Review: This job description will be reviewed annually and incorporates the responsibilities implicit in the professional standards for teachers at core or post threshold, according to the post holder’s status. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder’s professional responsibilities and duties. Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

Signed:.....Headteacher

Date:.....

I agree to the terms and conditions outlined above

Signed:.....

Print:.....

Date:.....



Person Specification

Essential Training & Qualifications:	Desirable Training & Qualifications:
<ol style="list-style-type: none">1. Qualified Teacher Status2. First Degree	<ol style="list-style-type: none">1. Recent participation in a range of relevant in-service training/initial training programmes
Essential Knowledge & Understanding:	Desirable Knowledge & Understanding:
<ol style="list-style-type: none">1. Effective teaching and learning strategies2. Effective behaviour management strategies3. Good IT skills4. Excellent subject knowledge	<ol style="list-style-type: none">1. Good understanding of progress data and its use
Essential Experience Teaching:	Desirable Experience Teaching:
<ol style="list-style-type: none">1. Experience of Teaching Key Stage 32. Experience of Teaching Key Stage 43. Experience of Teaching Key Stage 5	<ol style="list-style-type: none">1. Experience in a comprehensive school2. Experience of teaching in a church school



Essential Skills, Effectiveness & Qualities:	Desirable Skills, Effectiveness & Qualities:
<ol style="list-style-type: none"> 1. Excellent written and oral communication skills 2. Well-developed inert personal skills 3. Empathy with others, especially young people 4. Stamina and resilience 5. Sense of humour 6. Strong commitment to team working and partnership 7. Initiative and drive 8. Good attendance and punctuality record 9. Good organisation skills 	

Essential Faith Commitment:	Desirable Faith Commitment:
<ol style="list-style-type: none"> 1. Ability to support the Christian ethos of the school 	<ol style="list-style-type: none"> 1. Worshipping Christian 2. understanding of the distinctive nature of a Joint Anglican and Roman Catholic school

<p><u>Essential – Other requirements of the job role</u></p> <ul style="list-style-type: none"> • Demonstrates a commitment to safeguard and promote the welfare of children and young people • Ability to carry out the physical requirements of the role (i.e. manual handling) <p>Ability to travel efficiently around Torbay/South West/UK in order to carry out duties and attend relevant training</p>
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