

Assistant Curriculum Leader of Modern Foreign Languages

**Modern Foreign Languages at Wardle Academy**

Submitted by our current Curriculum Leader of MFL

**Introduction**

From September 2018 we require an exceptional Assistant Curriculum Leader to lead our Key Stage 3 provision across the department. This post would suit an honours graduate with an extensive knowledge of Modern Foreign Languages and a passion for delivering challenging and engaging lessons to students of all ages and abilities.

We are the lead school within a multi-academy trust with opportunities to support partner schools at both a primary and secondary school level. GCSE results are above national averages. The school is oversubscribed and located in new building accommodation.

Wardle Academy is an 11-16 school serving the Pennine communities of Wardle, Smithy Bridge, Littleborough. Located 10 minutes from junction 21 (Milnrow) of the M62 and a few minutes walk from the train station at Smithy Bridge, the school is well located at the foot of the Pennines but within easy reach of Greater Manchester and West Yorkshire.

**The Post**

We are looking to employ an experienced classroom practitioner with an excellent track record and exam results who will be dedicated and committed to moving the faculty forward to become outstanding. We are seeking a candidate with clear vision on how to improve learning in the classroom, improve student engagement and significantly increase uptake at Key Stage four as the Ebacc becomes of greater significance under Progress 8 attainment measures.

**Modern Foreign Languages Provision at Key Stage 3 and 4**

From September 2018, Y7 and Y8 students will be taught Spanish and Year 9 will be taught French for two lessons per week (2 x 60 minute lessons) in differentiated ability groups across all 3 year groups. A small number of pupils are disapplied from MFL due to specific learning criteria. Such are current standards that the most able linguists in Year 7 are achieving at GCSE Grade 2 demonstrating the expectations and achievements of the department and their continuing high expectation for future achievement at GCSE. At Key Stage 4 pupils undertake a two year course with 3 hours of lessons per week.

We are currently reviewing and developing a range of detailed Schemes of work and have a policy of sharing both good practice and resources. In Key Stage 3 we follow the Studio and Viva courses. For both languages at KS4, we use the EDEXCEL ActiveTeach course for Studio and Viva; as a supplement to our own self-created resources. Each room has a Smart Board as well as a write-on white board and we work collaboratively as a department to ensure consistency of standards, challenge and a good range of interesting lessons.

We work collaboratively with other local schools and have regularly organised high-profile events; such as a Y7 Spelling Bee and a Y10 trip to Manchester University for taster sessions. We have run some extremely successful parental engagement sessions and look to build upon these links in the near future. The MFL team is very creative, hard-working and committed to providing the best possible learning experience for their students.



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|  | **JOB DESCRIPTION** |
| **Academy:** | Wardle Academy |
| **Section:** | Teaching |
| **Location:** | Birch Road, Wardle, Rochdale, OL12 9RD |
| **Job Title:** | Assistant Curriculum Leader of MFL |
| **Scale:** | MPS/UPS + TLR2b |
| **Accountable to:** | Headteacher  Assistant Curriculum Leader |
| **Accountable for:** | N/A |
| **Special Conditions of Service:** | All posts require enhanced DBS clearance prior to appointment |

Wardle 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.

**Organisational Chart:**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Headteacher** | | | | | | | |
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|  | | **Curriculum Leader** | | | |  | |
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|  | **Assistant Curriculum Leader** | | | | | |  |
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**PURPOSE AND OBJECTIVES OF THE ROLE**

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Lead, manage and develop teaching and learning strategies that enhance the learning of students, in accordance with the school and departmental improvement plans.

c) Provide professional guidance in the area of teaching and learning and enhance the teaching of others.

d) Support the overall progress of students in their learning, using these strategies.

Basic Responsibilities and Duties as detailed in Conditions of Service including undertaking an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

**Control of Resources**

**Personnel**

If appropriate, any staff as directed by the Headteacher.

**Financial**

N/A

**Equipment/Materials**

To be responsible for the safe use of equipment/materials used by self, colleagues and students accountable to the post holder.

**Health/Safety/Welfare**

Responsibility for the safety and welfare of self, colleagues and students in accordance with the Health and Safety Policies of Wardle Academy Trust.

**Equality and Diversity**

To work in accordance with Wardle Academy Trust’s Policy relating to the promotion of Equality and Diversity.

**Training and Development**

The post holder will be responsible for assisting in the identification and undertaking of his/her own training and development requirements in accordance with Wardle Academy Trust’s Appraisal Framework.

**Relationships (not exhaustive)**

Headteacher

Senior Leadership Team

Colleagues

Associate Staff

Students

Parents

Visitors

External Agencies

**Values and Behaviours**

**A**CCOUNTABILITY - Aiming for excellence, taking responsibility and being answerable for actions.

**S**TRENGTH – Having the courage to take risks, be innovative and embrace change.

**P**ASSION – Enjoying an enthusiasm for learning and living.

**I**NTEGRITY – Knowing and doing what is right regardless of influence.

**R**ESPECT – Valuing and caring for the environment, self and others.

**E**NDURANCE – Maintaining efforts in order to maximise success.

Wardle Academy Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

**TEACHING AND LEARNING**

Review and develop the department policy with regard to Teaching and Learning Strategies and be responsible for overseeing its day to day provision within the curriculum area.

Ensure that the objectives of this policy are reflected in the departmental improvement plan.

Ensure that effective systems are in place to identify and meet the needs of the students and that they are co-ordinated, monitored, evaluated and reviewed.

Set standards and provide examples of best practice for other teachers and support staff in these strategies.

Monitor actively the impact of the strategies on student progress.

Analyse and interpret relevant data, research and inspection evidence to inform the strategies.

Manage the planning function of the curriculum area to ensure that these reflect the needs of the students and the aims and objectives of the school.

Advise the Head of Department and Directors of Learning on student progress and the effectiveness of the provision of the strategies.

**CURRICULUM**

To promote teaching and learning styles which stimulate student interest and involvement in learning.

To take a lead in enhancing the good practice that already exists with regard to teaching and learning and to lead the development of new strategies under the direction of the Assistant Headteacher (Supporting the Learning).

Identify and disseminate the most effective teaching approaches for implementing the strategies within the curriculum area.

Monitor the effectiveness of appropriate teaching and learning activities.

Identify and develop study skills to support students in their ability to work independently and learn more effectively.

To develop systems to facilitate progression and continuity in terms of cross-curricular work. To work with other staff with curriculum responsibility.

To lead departmental initiatives to support students with additional needs.

To establish and make explicit the aims and objectives of the departmental Enrichment & Gifted and Talented programmes, which reflects the aims of the school and policies.

To develop, plan, monitor and evaluate the Enrichment & Gifted and Talented programmes for the department.

Manage the development of resources including the maintenance and expansion of existing supplementary activities as part of the school’s gifted and talented and enrichment plans

To promote and monitor equal opportunities issues, ensuring equality of access to the curriculum regardless of race, religion, or disability.

To support the Head of Department to develop, and implement, cross-curricular themes and dimensions – eg Information Technology across the Curriculum, Equal Opportunities, Citizenship and Enterprise.

To communicate the work of the Department by the use of display in the Department and in designated places within the school.

**STAFF (Teachers, Support Assistants and other Curriculum Assistants)**

Advise, contribute to and, where appropriate, co-ordinate the professional development of departmental staff to increase their effectiveness in developing the strategies.

Support departmental staff in their understanding the learning needs of students and the importance of raising their achievement.

Provide support and training to departmental trainee and newly qualified staff.

Support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, with respect to the strategies.

Promote teamwork and motivate staff to ensure constructive working relationships.

Engage actively in the performance management review and appraisal process and act as a reviewer.

Take responsibility for own professional development.

Overview the planning of those departmental colleagues who support the teaching of Maths.

To promote the professional development of associate Maths staff.

**GENERAL**

To ensure the delivery of quality advice and guidance for pupils.

Help to monitor student attendance together with students’ progress and performance in relation to targets set for each individual in relation to the strategy, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.

Act as a Form Tutor and carry out the duties associated with the role as outlined in the generic job description.

Assist in the implementation of the behaviour management policy so that effective learning can take place.

Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.

Support the school in meeting its legal requirements for worship.

Promote actively the school’s corporate policies.

Comply with the school's health and safety policy and undertake risk assessments as appropriate.

I The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

II This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out.

III This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the holder of the post.

**QUALITY ASSURANCE**

Help to implement school quality procedures and to adhere to those.

Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed academy procedures, including evaluation against quality standards and performance criteria. Seek/implement modification and improvement where required.

Review from time to time methods of teaching and programmes of work.

Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

**MANAGEMENT INFORMATION**

Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.

Complete the relevant documentation to assist in the tracking of students.

Track student progress and use information to inform teaching and learning.

Participate in the school’s VIVO rewards programme.

**COMMUNICATIONS & LIAISON**

Communicate effectively with the parents of students as appropriate.

Where appropriate, communicate and co-operate with persons or bodies of external agencies.

Follow agreed policies for communications in the academy.

Take part in liaison activities such as parent’s evenings, review days and liaison events with partner academy’s.

Contribute to the development of effective subject links with external agencies.

**MANAGEMENT OF RESOURCES**

Contribute to the process of the ordering and allocation of equipment and materials.

Assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.

Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students.

**ACADEMY ETHOS**

Play a full part in the life of the academy community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.

Support the academy in meeting its legal requirements for worship.

Promote actively the academy’s corporate policies.

Comply with the academy’s health and safety policy and undertake risk assessments as appropriate

Job Description Prepared by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_March 2018\_\_

Postholder Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Wardle Academy Trust**

**Person Specification**

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| --- | --- | --- | --- |
| **Academy :** | **Wardle Academy** | **Post:** | **Assistant Leader of MFL** |
| **Section :** | **Teaching** | **Scale:** | **MPS/UPS + TLR2b** |

**Note to Applicants:**

***Essential Criteria*** **(E)** are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.

There are a range of methods by which this information can be obtained. The ‘*How Identified’* column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You can include examples from either paid, or voluntary work. Please do not leave gaps in any employment history.

**Wardle Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment.**

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|  | **Criteria** | **Essential (E) or**  **Desirable (D)** | **How Identified:**  **AF Application Form**  **I Interview**  **A Assessment**  **C Certificate check** |
|  | **Qualifications** |  |  |
| 1 | Qualified Teacher Status | **E** | **AF, C** |
| 2 | Appropriate honour degree | **E** | **AF, C** |
|  | **Knowledge** |  |  |
| 1 | Good knowledge of subject | **E** | **AF, I** |
| 2 | Ability to teach subject at level 3 and up to GCSE | **E** | **AF, I** |
| 3 | Good knowledge of intervention strategies designed to raise attainment levels | **E** | **AF, I** |
| 4 | Good knowledge of strategies designed to increase pupils’ motivation to learn | **E** | **AF, I** |
| 5 | Ability to lead, develop and enhance the teaching practice of others | **E** | **AF, I** |
|  | **Experience** |  |  |
| 1 | Ability to use ICT both as a classroom resource and a management tool | **E** | **AF, I** |
| 2 | Ability to establish good classroom management and discipline | **E** | **AF, I** |
| 3 | Identifiable record of raising standards of pupil attainment in your subject | **E** | **AF, I** |
| 4 | Experience of working successfully with pupils with additional needs including gifted and talented pupils | **E** | **AF, I** |
| 5 | Experience of working with groups of teachers to raise student attainment levels | **D** | **AF, I** |
|  | **Personal qualities/skills** |  |  |
| 1 | Ability to communicate effectively with staff and students | **E** | **AF, I** |
| 2 | Commitment to team work and the sharing of good practice | **E** | **AF, I** |
| 3 | Good inter-personal skills | **E** | **AF, I** |
| 4 | Appropriate appearance and presence | **E** | **AF, I** |
| 5 | Sound administrator | **E** | **AF, I** |
| 6 | Ability to Motivate, counsel and develop both students and staff | **E** | **AF, I** |
| 7 | Enthusiasm and enjoyment of teaching | **E** | **AF, I** |
| 8 | Good health | **E** | **AF, I** |
|  | **Values and Behaviours** |  |  |
| 1 | Approach the job at all times using the values and behaviours of the ASPIRE ethos:  **A**CCOUNTABILITY - Aiming for excellence, taking responsibility and being answerable for actions.  **S**TRENGTH – Having the courage to take risks, be innovative and embrace change.  **P**ASSION – Enjoying an enthusiasm for learning and living.  **I**NTEGRITY – Knowing and doing what is right regardless of influence.  **R**ESPECT – Valuing and caring for the environment, self and others.  **E**NDURANCE – Maintaining efforts in order to maximise success.  Please confirm you are willing to adhere to these values and behaviours. | **E** | **AF/I** |
|  | **Special Working Conditions** |  |  |
| 1 | Enhanced DBS clearance | **E** |  |