**Person Specification**

**SUBJECT LEADER OF FRENCH – TLR 2b**

In due course we would expect all the qualities and attributes listed below to be acquired by the successful candidate. Those marked ‘Essential’ must be demonstrable at the point of interview.

|  |  |  |
| --- | --- | --- |
| **Qualities and Attributes** | **Essential** | **Desirable** |
| **Qualifications** | | |
| Good quality Honours degree | ✓ |  |
| PGCE, or equivalent, in Secondary Education | ✓ |  |
| Qualified Teacher Status | ✓ |  |
| **Experience** | | |
| Proven success in teaching French at KS3 | ✓ |  |
| Proven success in teaching French at KS4 | ✓ |  |
| Proven success in teaching French at A level |  | ✓ |
| **Knowledge / Skills** | | |
| Strong subject knowledge | ✓ |  |
| An understanding of what constitutes high quality teaching and learning and the ability to produce this on a daily basis. | ✓ |  |
| Well-developed behaviour management skills | ✓ |  |
| An ability to forge good working relationships with staff and students | ✓ |  |
| Efficient organisational skills | ✓ |  |
| Knowledge and understanding of current curriculum developments in PRE (RS) and Citizenship. |  | ✓ |
| An understanding of the qualities of a good Scheme of Work | ✓ |  |
| Knowledge of how to analyse and interpret data in order to monitor pupil progress and inform curriculum planning. |  | ✓ |
| An understanding of effective intervention strategies at KS3, KS4, KS5 |  | ✓ |
| Ability to support colleagues and monitor the quality of teaching and learning | ✓ |  |
| Ensure that whole school policies are implemented consistently | ✓ |  |
| **Personal** | | |
| Ability to work hard under pressure (particularly given the number of classes taught) | ✓ |  |
| Ability to prioritise and meet deadlines | ✓ |  |
| Commitment to continued personal development | ✓ |  |
| Commitment to contribute to extra-curricular activities and educational visits |  | ✓ |
| **General** | | |
| Good attendance and punctuality record | ✓ |  |
| Professional dress | ✓ |  |



JOB DESCRIPTION

FACULTY: MODERN FOREIGN LANGUAGES

JOB TITLE: Subject Leader for French

LINE MANAGER: Head of Faculty

**THE DEPARTMENT**

MFL is one of nine faculties within the school. French, German and Spanish are popular options at GCSE. French and German are also popular subjects at A level. Take up is high because students enjoy high quality teaching and learning throughout the school and are inspired by their teachers.

There are five full time and two part time teachers within the faculty.

Teaching takes place in six classrooms, all located close to each other. Each room has a projector, interactive whiteboard and internet access. The faculty also has access to a bookable suite of 30 computers. All staff are supplied with their own laptop by the school.

The faculty welcomes trainees from the local SCITT and GTP schemes for either their ‘A’ or ‘B’ placements.

The faculty makes a significant contribution to whole school initiatives through participation in teaching and learning forums and piloting new ideas in the classroom.

**CURRRICULUM**

**Key Stage 3 French**

**Year 7 - We use the Allez 1 textbook which covers: Personal information, physical appearance, favourite objects, personality, family, school subjects, friends, home, pets, food, local area, lifestyle, holidays, sport and leisure, daily life and issued in francophone countries.**

**Year 8 - We use the Allez 2 textbook which covers: France and other countries, entertainment and advertising, technology, issues for teenagers, a balanced diet, parties and festivals, transport and holidays, home, jobs and ambitions.**

**Year 9 – We start the AQA Foundation course which covers: me, my family and friends, home, town, neighbourhoods and region, my studies, free-time activities, customs and festivals in French-speaking countries/communities**

**Key Stage 4 French / German / Spanish**

**Year 10 – We continue with the AQA Foundation course and introduce the Higher course, which covers: life at school/college, travel and tourism, education post-16, social issues, marriage/partnership, technology in everyday life.**

**Year 11 – global issues, social issues, career choices and ambitions.**

**Key Stage 5 French**

**Students follow the AQA AS and A2 syllabus.**

**ATTAINMENT**

**GCSE MFL**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | 2015 | 2016 | 2017 |
| A\*-C | 73% | 85% | 84% |
| A\* - A | 8% | 15% | 12% |

**GCSE FRENCH**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | 2015 | 2016 | 2017 |
| A\*-C | 74% | 57% | 87% |
| A\* - A | 8% | 2% | 15% |

**A LEVEL MFL**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | 2015 | 2016 | 2017 |
| A\*-E | 100% | 100% | 100% |
| A\* - B | 40% | 50% | 100% |

**A LEVEL FRENCH**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | 2015 | 2016 | 2017 |
| A\*-E | 100% | N/A | 100% |
| A\* - B | 0% | N/A | 100% |

**THE POST**

The post commences from September 2018. An enthusiastic, well qualified teacher is required to join the faculty. The successful candidate will be expected to teach up to and including A level. The TLR responsibility is for the attainment and progress of students in years 7-13.

**SUBJECT LEADERS WILL BE RESPONSIBLE FOR:**

* Implementing school policies relevant to all year groups within the subject area, including those relating to teaching and learning, behaviour, homework, assessment/marking, literacy, numeracy, ICT, SMSC and British Values.
* Ensuring that all students’ can (and do) make exceptional progress within the agreed subject area.
* Ensuring that effective tracking of students’ progress is in place throughout the subject you are responsible for; through accurate identification, any underperformance is supported by effective intervention programmes whose impact is closely monitored.
* Ensuring that the core values of the school (Enjoy, Enrich, Achieve) are fully expressed by the subject and/or department.
* Creating and developing appropriate schemes of learning and lesson plans taking into account the need for differentiation and the inclusion of engagement, progression, ICT, literacy, numeracy, SMSC. These ensure that the provision of the curriculum meets the needs required by the changes to terminal examinations.
* Assessing students’ progress according to school policy and leading regular standardisation and moderation activities to ensure that assessment is consistent and accurate.
* Keeping up-to-date with curriculum change and providing examination courses that both engage and meet the needs of all learners at KS4 & KS5.
* The monitoring of provision within the subject area, including learning walks and book checks, and ensuring that high quality and meaningful home learning takes place.

* Setting and moderation of internal examinations.
* Moderation of written and spoken examinations

**French SUBJECT LEADER WILL BE ACCOUNTABLE FOR:**

* The outcomes (this includes the attainment outcomes, and progress outcomes) reached by all students throughout the subject area, including those who are G&T and ‘disadvantaged’.
* Ensuring a consistent high quality of teaching is delivered throughout the subject. No teaching is less than ‘Good’.
* Producing Subject Improvement Plans and Subject Self-Evaluations.
* The professional development of staff within the subject area.

**French SUBJECT LEADER WILL ASSIST THE HEAD OF FACULTY IN:**

* The appraisal of staff, as agreed by the Head of Faculty, and the evaluation of the quality of teaching and learning.
* Developing the quality of teaching and learning within their subject by creating links with external bodies/schools and opportunities for good practice to be shared and supporting staff whose practice is not consistently ‘good’.
* The provision of appropriate training.
* Carrying out, following consultation, any other reasonable task determined by the HOF, including deputising in the event of absence if required and representing the Faculty on relevant school working groups e.g. the Teaching and Learning Community.
* Where required the Subject Leader will be responsible to oversee specific areas within the faculty. As such, the Subject Leader will then also follow the duties outlined for Raising Achievement & Progress Leaders (HAP & LAP).

**ALL STAFF AT MOULSHAM HIGH SCHOOL ARE EXPECTED TO:**

* Participate in the performance management and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager.
* Comply with individual responsibilities, in accordance with the role, for health and safety in the workplace.
* Ensure that all duties and services provided are in accordance with the school’s Equal Opportunities Policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**This job description is not necessarily a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the postholder.**