

Job Description

**Assistant Subject Leader for MFL**

**(Spanish)**

All aspects of a teacher's professional responsibility at St Nicholas Catholic High School take place within the context of the School Mission Statement, and are subject to the current conditions of employment contained in the School Teacher's Pay and Conditions Document, the 1995 School Standards and Framework Act, the required standards for Qualified Teacher Status and other legislation

**Our Mission Statement**

***We aspire to embrace the Gospel and its values,***

***Celebrating uniqueness and diversity.***

***Our learning, within an enterprise culture, is based upon trust and respect***

***Which define our relationship within the world family.***

***Everyone Matters.***

*Please note: this job description must be read in conjunction with the current School Teachers’ Pay and Conditions Document, particularly Part XII – ‘Conditions of Employment of Teachers other than Head Teachers’, which itemises the general conditions of employment governing this post.*

|  |  |
| --- | --- |
| **Role** | **Assistant Subject Leader for MFL** |
| **Purpose** | **To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum at KS4 and KS5**  **Supporting and deputising for the Subject Leader for MFL**  **To carry out the duties of a School Teacher as set out in the current Schoolteachers’ Pay and Conditions Document**  **Any additional duties that the Headteacher might reasonably request for the effective leadership and management of the school** |
| **Reporting To** | * MFL Subject Leader |
| **Responsible For** | * Student Progress at KS3, 4 and 5 in MFL - including appropriate interventions to maximise student potential * Schemes of Work, Assessment, Work Scrutiny * Appraisal procedures for members of the Department |
| **Salary/Grade** | * TLR 2a (£2667) |
| **Disclosure** | * Enhanced |
| **MAIN DUTIES** | |
| **Catholic Ethos** | * To actively support the Catholic Christian Ethos of our school * To be a witness to the vision of secondary education within the context of the mission of St Nicholas and the Diocese of Shrewsbury as a Catholic School |
| **Strategic Planning/Operational** | * To help with the development and implementation of the departmental development plan * To assist the Subject Leader in departmental self evaluation and the writing of the departmental SEF as appropriate * To attend and deliver relevant INSET and training |
| **Learning & Teaching** | The Assistant Subject Leader for MFL will specifically work to ensure that     * Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage students’ behaviour highly effectively with clear rules that are consistently enforced. * Teachers provide adequate time for practice to embed the students’ knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of students. Teachers identify and support any student who is falling behind, and enable almost all to catch up. * Teachers check students’ understanding systematically and effectively in lessons, offering clearly directed and timely support. * Teachers provide students with incisive feedback, in line with the school’s assessment policy, about what students can do to improve their knowledge, understanding and skills. The students use this feedback effectively. * Teachers set challenging homework, in line with the school’s policy and as appropriate for the age and stage of students, that consolidates learning, deepens understanding and prepares students very well for work to come. * Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all students with the necessary skills to make progress. * Teachers are determined that students achieve well. They encourage students to try hard, recognise their efforts and ensure that students take pride in all aspects of their work. Teachers have consistently high expectations of all students’ attitudes to learning. * Students love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. * Students are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. * Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve. * Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of students’ experiences and provide students, with a comprehensive |
| **Achievement of Students** | The Assistant Subject Leader for MFL will specifically work to ensure that   * Throughout each year group and across the curriculum, current students make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. The progress across the curriculum of disadvantaged students and students who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other students, with the same starting points. * Students are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults. * For students generally, and specifically for disadvantaged students and students who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas. * The attainment of almost all groups of students is broadly in line with national averages, if below these, it is improving rapidly**.** |
| **Leadership & Management** | * To be fully responsible for student progress to include: * Evaluating schemes of work. * Assessment and tracking of student progression. * The development, implementation and review of intervention strategies. * Ensuring that there are appropriate resources for the key stage. * To deputise for the Subject Leader in their absence * To attend relevant meetings * The monitoring of student reports * To help in the setting of cover for absent colleagues * To undertake appraisal reviews of colleagues |
| **Performance & Standards** | * Monitor and evaluate the impact of CPDF, Department & Pastoral Development Planning, KS4 Options |
| ***General Duties*** | * To participate in the school’s self evaluation cycle. * To undertake the duties as a form tutor * To liaise with other departments, parents and agencies to meet the individual needs of students * To attend departmental, form tutor or any other meetings as required * To carry out a share of the supervisory duties in accordance with published rotas * Contribute to the future development of the department, its resources and its teaching materials * To attend parents evening and other specific events * To make a positive contribution to the wider aspects of the school * To assist in the promotion of the good name of the school within the community * To undertake any other duty as specified by STPCD not mentioned in the above * To comply with the requirements of Health and Safety Legislation and School Policy taking appropriate action where necessary |
| *Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.*  *This job description details duties and responsibilities but does not indicate the amount of time to be spent carrying them out. No part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time in accordance with the school’s policy as published in the Staff Handbook and having regard to the School Teachers’ Pay and Conditions Document.*  *This job description is current at the date shown, but, in consultation with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.*  *January 2018* | |