



# TEESDALE SCHOOL AND SIXTH FORM CENTRE TEACHER OF FRENCH

## Vision, values and ethos

At Teesdale School and Sixth Form, our vision is simple and shared by all schools across the North East Learning Trust family. It is that every child experiences excellence every day.

## We are committed to:

- the pursuit of excellence in all that we do;
- providing a broad education designed to enable every young person to achieve their full potential and make the most of their talents;
- providing a calm, purposeful atmosphere where young people are cared for and able to learn with confidence;
- creating a healthy, happy, disciplined and supportive environment which promotes an independent work ethic and a love of learning;
- engendering respect for individuality and difference so that all will feel secure and equally valued;
- nurturing a sense of social responsibility and spiritual and personal development;
- fostering integrity, confidence, resilience, creativity, good manners and sensitivity to the needs of others.

Our primary aim is for each young person to be both courageous and caring, resilient and determined as they strive for excellence, an active and well-rounded citizen with deep integrity and one who respects others and contributes positively to society.

## JOB DESCRIPTION

<b>Purpose:</b>	<ul style="list-style-type: none"> <li>To teach French to students across the age and ability range within Teesdale School (GCSE and A Level)</li> <li>To be a committed and enthusiastic member of the MFL Department</li> <li>To develop and foster positive working relationships with students, teaching staff, other professionals and parents/carers</li> </ul>
<b>Supported by:</b>	Head of Department and the Leadership Link
<b>Liaising with:</b>	Other subject staff and pastoral staff as appropriate
<b>Degree of contact with students:</b>	High
<b>Salary:</b>	Main Pay Scale
<b>Working Time:</b>	Full time or Part time (minimum 0.6 of a timetable)

## MAIN (CORE) DUTIES

<b>Operational/Strategic Planning</b>	<ul style="list-style-type: none"> <li>To report regularly to the Head of Department on the progress of individual students</li> <li>To participate in staff meetings as required</li> <li>To plan, prepare, evaluate and modify personal teaching methods and materials in accordance with department and school policies</li> <li>To control and manage the classroom effectively</li> <li>To praise and manage student behavior as appropriate</li> <li>To plan to meet the varied and special educational needs of students</li> <li>To set homework in accordance with the school and department policy and to ensure that students complete school planners</li> </ul>
<b>Enhancing own knowledge, skills and understanding</b>	<ul style="list-style-type: none"> <li>To become proficient in a range of teaching and learning strategies for supporting the development and progression of individual students</li> <li>To keep up-to-date with developments and initiatives in the subject area.</li> </ul>
<b>Professional development and raising awareness</b>	<ul style="list-style-type: none"> <li>To be an active member of the school's MFL Department</li> <li>To work with relevant staff to identify and address the needs of students</li> <li>To plan differentiated material to support all students at Key Stages 3, 4 and 5</li> <li>To participate fully in professional development initiatives</li> </ul>
<b>Curriculum and Extra-curricular Provision</b>	<ul style="list-style-type: none"> <li>To support the department in developing/reviewing/revising schemes of work</li> <li>To assist in the planning and organisation of extra-curricular activities to promote the subject and enhance students' learning</li> </ul>
<b>Sharing information</b>	<ul style="list-style-type: none"> <li>To ensure the efficient exchange of information regarding students both within the school and with other institutions/external agencies, as necessary</li> </ul>
<b>Support and monitoring</b>	<ul style="list-style-type: none"> <li>To mark and record students' work in line with departmental and school policies, particularly homework tasks</li> <li>To assess in line with departmental and school policies the ability of individual students; transfer that assessment to school records and to reports for parents; to communicate assessment details and data to tutors in preparation for parents' progress evenings</li> <li>To prepare and conduct assessments of students' learning as and when required, and submit data regarding students' progress into the school management information system.</li> </ul>

	<ul style="list-style-type: none"> <li>• To liaise with others involved in supporting students' learning</li> <li>• To develop and maintain links with subject and pastoral staff to support, monitor, assess and evaluate the progress of individuals</li> <li>• To support students' social and emotional needs.</li> <li>• To foster good relationships and liaison with parents/carers</li> </ul>
<b>Management of Information</b>	<ul style="list-style-type: none"> <li>• To ensure the maintenance of accurate and up-to-date information concerning students' learning and progress.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• To ensure effective communication/consultation as appropriate with the parents/carers of students</li> </ul>
<b>Additional Duties</b>	<ul style="list-style-type: none"> <li>• To carry out duties as appropriate to the position of a MFL teacher</li> <li>• To carry out duties as appropriate to the position of a pastoral tutor</li> <li>• Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description.</li> </ul>
<p>This job description is current at the date shown but, in consultation with you, may be changed by the Executive Headteacher / Headteacher / Deputy Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.</p>	

## Information about the position

**This is a temporary post in the first instance.**

**A Teacher of French is required for the Autumn Term, from 1<sup>st</sup> September in the first instance. This post has the potential to become full time and permanent for the right candidate.**

Teesdale School are seeking to appoint an enthusiastic and dedicated professional who will join a forward looking team. The department is continually improving and is enjoying working with teams across the trust in their pursuit of excellence.

The successful candidate will find our students enthusiastic and eager to learn. Support from established and experienced colleagues is readily given and therefore the post is suitable for a newly qualified teacher or a more experienced teacher wishing to gain further experience.

## Safer Recruitment

Safeguarding Statement: Teesdale School is committed to safeguarding and promoting the welfare of our pupils and expects all staff, governors and volunteers to share this commitment. All appointments are subject to an enhanced DBS check.

In accordance with regulations, the School will carry out a check with the Disclosure and Barring Service as to the existence and content of a criminal record of persons appointed to posts giving substantial opportunity for access to children. Any information will be treated in the strictest confidence and will be considered only where it is felt to be relevant to a particular job or situation. Your permission will be sought to carry out the disclosure procedure following an offer of appointment but you should note that refusal to give permission could prevent confirmation of your appointment.

You will need to attend school soon after the offer of appointment with some or all of the following documents:

Passport / Driving Licence / Utility Bill / Birth Certificate / Marriage Certificate / NI Evidence / Copies of Qualifications.

The appointment is also subject to obtaining satisfactory references.

Teesdale Academy is an Equal Opportunity Employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community.

Applications from candidates with disabilities will be granted an interview if the essential job criteria are met.



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### PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE	ASSESSMENT
Relevant Experience	<ul style="list-style-type: none"><li>• Experience of working with children within a learning environment (individuals/groups)</li><li>• Evidence of recent professional development/training in the teaching and support of French.</li></ul>		<ul style="list-style-type: none"><li>• Application letter</li><li>• Interview</li><li>• Lesson observation</li></ul>
Qualifications and Training	<ul style="list-style-type: none"><li>• French specialism</li><li>• Relevant degree – QTS</li><li>• Good French qualifications</li></ul>		<ul style="list-style-type: none"><li>• Application letter</li><li>• Evidence of qualifications (eg. certificates)</li></ul>
Skills, Knowledge and Aptitudes	<ul style="list-style-type: none"><li>• Ability to work flexibly as part of a team</li><li>• Excellent communication skills</li><li>• Excellent organisational skills</li><li>• Willingness to take responsibility</li><li>• Ability to use own initiative</li><li>• Resilient, mature approach</li><li>• An appreciation of the value of learning</li><li>• A desire to encourage all young people to succeed</li></ul>	<ul style="list-style-type: none"><li>• Ability to initiate French activities to enhance provision</li><li>• Willingness to keep up-to-date with local, county and national initiatives</li></ul>	<ul style="list-style-type: none"><li>• References</li><li>• Interview process</li><li>• Lesson observation</li></ul>
Additional Factors	<ul style="list-style-type: none"><li>• Supportive manner</li><li>• Enthusiasm</li><li>• Sensitivity to students' needs /self-esteem</li><li>• Willingness to further develop professional skills</li><li>• Significant contribution to extra-curricular activity</li></ul>	<ul style="list-style-type: none"><li>• Experience of working with young people aged between 11-18</li></ul>	<ul style="list-style-type: none"><li>• Application letter</li><li>• References</li><li>• Interview</li></ul>