**Job Description**

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| Introduction | |
| **Name of post holder** |  |
| **Post Title** | Head of Modern Foreign Languages |
| **Post Purpose** | To ensure high standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress. To be accountable for leading, managing and developing the curriculum area including the members of the team. |
| **Why this post is important** | You are in a unique position in that you have a key role in shaping the vision for teaching and learning within the school, while at the same time you have a direct responsibility for the implementation of that vision through the day-to-day management of your curriculum area. Ensuring that all students fulfil their potential. |
| **Line Manager** | Deputy Head (Learning and Achievement) and Link SLT |
| **Salary Grade** | Classroom Teachers’ Pay Scale + TLR Scale 2c |

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| Leading Learning | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Leading the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the curriculum area. | Coach a colleague from another subject area who is new to the role of Head of Faculty or Head of Department. |
| Working with the team to develop coherent aims, objectives and strategic plans which meet student needs and reflect the strategic plans of the school. Ensuring that all members of the team are familiar with these plans. | Lead training for Heads of Faculty/Department in which you model your good practice in this area. |
| Taking responsibility for the deployment and management of staff and acting as a positive role model, promoting teamwork and motivating staff to ensure effective working relations | Develop team relations by encouraging activities which build team spirit and fosters a spirit of cooperation e.g. establishing peer coaching within the team. |
| What sort of support can you expect? Your SLT link and the Deputy Head (Learning and Achievement) can coach you through the process of leading learning in your curriculum area. | |

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| Leading Teaching | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Being responsible for the day-to-day management, control and operation of course provision within the curriculum area, including effective deployment of staff and physical resources. | Create systems which are sufficiently robust that they allow you to delegate elements of this responsibility to members of your team who would benefit from professional development in this area. |
| Ensuring the delivery of an appropriate, comprehensive, high quality and cost effective curriculum programme which complements the School Improvement Plan. Maintaining accreditation with the relevant examination and validating bodies. | Create systems which are sufficiently robust that they allow you to delegate elements of this responsibility to members of your team who would benefit from professional development in this area. |
| Managing the development of learning initiatives and strategies within the curriculum area including ICT, Literacy, Numeracy and Key Skills. Participating in the school’s ITT programme. | Model good practice to your team in these areas. |
| What sort of support can you expect? The various managers of initiatives within the school such as Literacy and Numeracy can provide guidance and training opportunities. The Examinations Officer can give guidance on accreditation. | |

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| Development | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Taking responsibility for your professional development. Keeping up to date with national developments in your subject area and in teaching practice, initiatives and methodology. | Contribute to professional journals and participate in research into the effective teaching of your subject. |
| Leading the ongoing development of your curriculum area. Taking responsibility for the professional development of your team members, knowing their strengths and their areas for development and leading them through the performance management process | Use questionnaires and structured activities to develop your understanding of the team members’ perceived needs. Foster a team spirit which encourages confident informal discussion of strengths and areas for development. |
| Ensuring your curriculum area makes an effective contribution to the School Development Plan and managing the Departmental Development Plans of the subjects in your curriculum area. | Take an active role in the process of shaping the School Development Plan. Make your planning materials available to other departments. |
| What sort of support can you expect? The SLT will take the lead in the School Development Planning process. | |

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| Improving Standards | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Ensuring that the students in your curriculum area make good progress and taking action when their progress is below expectations. | Take the lead in mentoring small groups of underachieving students. Manage the creation of mentoring resources. |
| Establishing the common standards within the department, including in the development of effective teaching and learning styles. Setting targets to develop these standards and working towards their achievement. | Create an atmosphere in your team where lesson observation is seen as a positive tool for improvement and use the process to develop and monitor departmental standards. |
| Monitoring lessons and contributing to the school’s procedures for lesson observations. Ensuring that the department’s monitoring and standards meet the requirements of self evaluation and the school’s strategic plans. | Develop innovative ways to monitor the department’s standards including involving students. Modelling this good practice to other departments. |
| What sort of support can you expect? The School has a range of proformas which will assist in the process of lesson observations. Your SLT link should also be available to support this process. The Assistant Headteacher (Training School) can provide guidance on student progress. | |

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| Managing Information | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Ensuring the maintenance of accurate and up-to-date information concerning the department on SIMS. Managing the department’s collection of data. | Create systems which reduce the administrative burden on your time by making use of support staff. |
| Analysing and evaluating performance data. Identifying and taking appropriate action on issues arising from this analysis, setting deadlines for improvement and reviewing progress on the actions taken. Producing reports on examination data including using value added measures | Coach a new or inexperienced Head of Faculty or Head of Department through the process of evaluating exam results. |
| Providing the Governing Body with relevant information relating to the Departmental performance and development. | Create a glossary of subject specialist terms which clarifies the information in your report. |
| What sort of support can you expect? The Assistant Head (Sixth Form) can provide you with detailed information on the students in your curriculum area and suggest training opportunities to develop your skills at managing information. | |

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| Communication | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Ensuring effective communication with the parents/carers of students taught in your curriculum area. | Involve the parents/carers in some aspect of the team’s work including making use of their views as part of the self-evaluation process. |
| Liaising with relevant external bodies including partner schools, higher education, examination boards. Contributing actively to the development of effective links with partner schools. Promoting your department in school, to partner schools and to the wider community. | Coach a Head of Faculty/Department in a partner school: sharing effective resources and good practice. |
| Monitoring and supporting the progress and development of students and working with the pastoral system to contribute to the academic monitoring by tutors. | Develop packs of subject materials which can support the pastoral system’s academic monitoring process. |
| What sort of support can you expect? The Heads of House have primary responsibility for the overall academic monitoring of students and should be able to give you clear guidance as to what they require to help their tutors in this process. | |

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| Managing Resources | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Managing the staff within your curriculum area including teachers, and support staff. Making appropriate arrangements when members of staff are absent, liaising with the cover supervisor to ensure appropriate work is set. | Create a bank of model lesson plans which can be used by cover supervisors and other staff. |
| Managing the available resources of space, finance and equipment within the guidelines and procedures of the school: including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock and keeping appropriate records. | Develop processes which reduce the administrative burden of these tasks. Create innovative measures which reduce departmental expenditure. |
| Working with the Assistant Headteacher (Sixth Form) to ensure that the Department’s teaching commitments are effectively roomed and timetabled. Participating in the recruitment of teaching staff where necessary and ensuring an effective induction for new staff. | Develop and refine the subject specific aspects of job descriptions and adverts. Create a bank of effective interview questions which can be used by other Heads of Faculty/Department. |
| What sort of support can you expect? The Cover Administrator will make arrangements for staff to cover absences. The Assistant Headteacher (Sixth Form) has responsibility for timetabling. | |

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| Ethos | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Ensuring that there is good behaviour management in your curriculum area including high standards of classroom management and effective implementation of the school’s discipline system. Acting as Duty and Receiving Teacher as required and organising sanctions such as detentions. | Create a video of a model lesson which demonstrates effective classroom management in action. Organise peer coaching to develop this area within your department. |
| Ensuring that the curriculum area reflects the school’s Christian mission and ethos and contributing to Values In Practice. | Develop model lesson plans which include fully integrated Values activities. |
| Implementing school policies and procedures on Equal Opportunities, COSHH, Accommodation Strategy etc. Carrying out risk assessments, ensuring that Health and Safety practices are in line with national requirements. | Create IT systems which reduce the administrative burden of these tasks. |
| What sort of support can you expect? The Deputy Headteacher (Operations) and the Behaviour Managers can help you with discipline issues. The Assistant Head (Community) can offer guidance on the school’s Christian ethos. The Assistant Headteacher (Training School) can also offer advice and suggest training opportunities. | |

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| Negotiated Additional Responsibilities | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| A willingness to lead, develop and organise language trips.  To act as either/or ITT/FLA mentor. | Establish annual language trips/visits that provide students with a worthwhile experience and enhance their understanding of modern foreign languages. |
| What sort of support can you expect? MFL administrator will support with organisation and paperwork for trips/visits, SLT link can offer guidance.  Professional Tutor will offer support and training when appropriate | |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and you may be asked to carry out additional responsibilities by your Line Manager or SLT.

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| Signatures | |
| The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.  This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade. | |
| Signed………………………………………  (Teacher)  Dated ……………………………………………… | Signed………………………………………  (Headteacher)  Dated ……………………………………………... |