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Information for the post of Head of MFL

**Head of Modern Foreign Languages**

**(September 2017)**

**Modern Foreign Languages at Wardle Academy**

**Introduction**

The Modern Foreign Languages Department is a rapidly improving department which has seen a significant increase in passes at GCSE grades A\*-C (100% in French and 73.4% in Spanish). Maintaining a high quality of teaching and learning are central to the departmental ethos. The MFL team consists of a Head of Department (to be appointed) and three MFL teachers. The team work extremely well together. The department has been recognised by Ofsted as being innovative and forward-thinking in its outlook, especially in its usage of Interactive Whiteboards across all key stages. French and Spanish exam results for this year are predicted to be good and the number of students who take a language at GCSE level is above the national average. We currently have 2 GCSE French groups and 2 GCSE Spanish groups in Year 10 and 1 GCSE French groups and 2 GCSE Spanish groups in Year 11.

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

Currently, students in Year 7 study French for three lessons per week (2 x 60 minute lessons) in mixed ability groups. At the end of Year 7, pupils are placed into sets. The KS3 Framework for MFL is well established and embedded in all teaching groups.

In year 8 half the year group study French and half the year group study Spanish. The plan from next year is to alternate French and Spanish so that one year all take Spanish, continuing with this language until they make their option choices in year 9. Students have 3 hours of language learning per week in Years 10 and 11.

Students begin the GCSE course in Year 10 and take the exam at the end of year 11. We have detailed cchemes of work and have a policy of sharing our digital whiteboard resources. We don’t follow a particular textbook as we make most of our own resources but in KS3 we have access to Studio, Viva and Mira and in KS4 as well as Edexcel Viva and Studio. Each room has a Smart Board as well as a write-on white board and we work closely together to plan interesting and engaging lessons.

The MFL team is creative, hard-working and committed to providing the best possible learning experience for their students.



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| **Academy:** | Wardle |
| **Section:** | Teaching |
| **Location:** | Birch Road, Wardle, Rochdale OL12 9RD |
| **Job Title:** | Head of MFL (Spanish specialist with French) |
| **Hours:** | As per STP&C |
| **Grade/Salary:** | MPS/UPS + TLR 1B |
| **Accountable to:** | Headteacher |
| **Accountable for:** | Staff as allocated |
| **Special Conditions of Service:** | All posts require enhanced DBS clearance prior to appointment.  Requirement to undertake First Aid Training and provide first aid cover as necessary. |

Wardle 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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|  | | **Head of MFL** | | | |  | |
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|  | MFL Staff | | | | | |  |
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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).

Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.

Monitor and support the overall progress and development of students as a teacher/ Form Tutor

Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

Contribute to raising standards of student attainment.

Share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth.

**Control of Resources**

**Personnel**

If appropriate, any staff as directed by the Headteacher.

**Safeguarding**

Fulfill responsibilities and obligations in relation to the safeguarding of children.

**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 Trust.

**Equality and Diversity**

To work in accordance with Wardle 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 Trust’s Appraisal Framework.

**Relationships (not exhaustive)**

Headteacher, Senior Leadership Team, Colleagues, Associate Staff, Students, Parents,

Visitors, Contractors.

**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 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.

**The Head of MFL is expected to:**

* Impact upon educational progress beyond the post holders assigned students
* Lead, develop and enhance the practice of other teachers within MFL
* Have accountability for leading, managing and developing the MFL curriculum area resulting in raised standards of attainment
* Have line management responsibility for others in the MFL department
* Work with primary school partners to support MFL teaching within key stage 2
* Encourage student participation towards achieving the EBacc
* Work to a professional standard commensurate with that of a MPS/UPS teacher
* Be able to evidence teaching skills that are at least ‘good’.

**Specific sustained responsibilities related to the above post:**

**CURRICULUM**

Develop MFL curriculum aims which reflect the aims of the school and are within our Academy and DfE parameters.

Plan, introduce, develop, monitor and evaluate MFL courses to meet MFL objectives.

Produce syllabi and schemes of work which set out objectives, state content and define the concepts, skills and techniques to be taught and developed.

Ensure the appropriate differentiation of curriculum and variety of teaching materials to meet the needs of students of all abilities (inclusive of Disadvantaged/SEND/EAL/HA and other school groups). Select appropriate courses for external certification.

Ensure effective systems of work scrutiny within the department that support and recognise the need to demonstrate good progress in terms of student learning across all team members.

Use data systems effectively.

Advise and support primary school partners with MFL programmes.

Be aware of the special needs of students and liaise with colleagues who have roles relating to Special Educational Needs and Language Development support.

Promote teaching and learning styles with stimulate student interest and involvement in learning. Take a lead in enhancing the good practice that already exists with regards to teaching and learning.

Model at least ’good’ MFL teaching.

Measure and analyse the impact of departmental practice with regards to raising standards of student attainment across KS3 – 4 (particularly in raising the attainment of vulnerable groups eg Disadvantaged and SEN students).

Be aware of the latest curriculum developments in the MFL area via inset, meetings, publications, etc. and to advise SLT as to the value of their implementation.

Produce and annual evaluative and planning report to contribute to the School Development Plan and School Self-Evaluation Form.

Provide group lists and any other information as requested by SLT.

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

Produce departmental homework timetables.

Set Departmental targets in consultation with SLT.

Co-ordinate and lead in the provision of additional language experiences through school exchanges/visits with a language dimension/virtual ‘live’ experiences.

**GENERAL**

Assist the school, meet its aims and objectives as laid out in School Policies and the School Development Plan.

Regularly update personal skills and participate in the school’s professional development programme.

Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person (as named in the policy concerned).

**ASSESSMENT AND EXAMINATIONS**

Formulate the MFL policy and procedures for assessing students’ work and attainment within the school’s policy.

Ensure that accurate assessment of students’ attainment and progress is taking place across all courses.

Monitor the production of MFL progress reports in accordance with published due dates and in line with statutory criteria.

Oversee all moderation procedures regarding the MFL curriculum.

Liaise with the Examinations Officer in relation to entry procedures.

Communicate information regarding examination entry to candidates.

Record and analyse examination results and other forms of accreditation.

Set targets for individual students in line with the school assessment and self-evaluation policies.

**TEACHING STAFF**

Assist in the recruitment and appointment of staff.

Provide an induction programme for newly appointed staff in accordance with the schools’ induction policy.

Promote the professional development of all teachers involved in the teaching of MFL courses.

Identify needs for in-service training and encourage participation in school-based and external inset.

Lead on the professional development of team members to ensure that no MFL teaching is less than good.

Support Performance Management and participate in any appropriate training.

Ensure that the curriculum area’s inset budget is managed effectively with reference to the School Development Plan.

Provide a lead in methodology and use of resources and provide up-to-date information on curriculum matters.

Ensure that colleagues are covering the schemes of work, eg by monitoring record books, observing lessons and reviewing students’ work.

Ensure that colleagues are adhering to whole school policies.

Ensure that department self-evaluation processes are working effectively to inform and improve the quality of teaching and learning within the department.

**ASSOCIATE MFL STAFF**

Plan, monitor and evaluate the work of the teaching assistants and other staff supporting the teaching of MFL.

**STUDENTS**

Ensure the delivery of quality advice and guidance for students.

Effectively manage behaviour for learning within the team, supporting team members to manage classroom issues related to behaviour for learning.

Establish within the MFL area appropriately high levels of expectation and good standards of behaviour and achievement including careful presentation of work and the care of books and equipment.

Construct within the school policy effective sanctions and remedial measures for poor work and underachievement ensuring that outstanding achievement and work of high quality earns appropriate recognition and reward.

Monitor the production of students’ progress reports and profiles in accordance with published due dates.

**RESOURCES/ACCOMMODATION**

Establish and maintain through forward planning, appropriate resources for the MFL programme.

Monitor the efficient use of resources and annually audit all MFL stock and assets.

Establish standards of proper care of accommodation, furniture and equipment.

Enhance the learning environment through managing the effective display of students’ work and other materials.

Liaise with the financial and resources staff re fabric and care of the building issues.

Ensure that the department is aware of all communications related to Health & Safety, uses Risk Assessment forms where necessary, and follows Health & Safety procedures.

**LIAISON AND COMMUNICATION**

Provide information for use in publications outside of the school and for the website.

To convene, chair and record curriculum area meetings and publish agenda and minutes for teachers, Head and SLT.

Establish an effective structure for consultation, working parties and information bulletins as appropriate.

Ensure effective dialogue with parents through individual interviews, parents’ evenings and open evenings in accordance with school policy.

Provide information for external agencies and employees as appropriate.

Communicate the work of the Department by the use of display in the Department and designated areas within the school.

**TEACHING**

Teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.

Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.

Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.

Ensure that ICT, Literacy, Numeracy and Social, Moral, Spiritual and Cultural dimensions are reflected in the teaching/learning experience of students.

Undertake a designated programme of teaching.

Ensure a high quality learning experience for students which meets internal and external quality standards.

Prepare and update subject materials.

Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.

Maintain discipline in accordance with the academy’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.

Undertake assessment of students as requested by external examination bodies, departmental and academy procedures.

Mark, grade and give written/verbal and diagnostic feedback as required.

**STRATEGIC AND OPERATIONAL PLANNING**

Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.

Contribute to the curriculum area and department’s development plan and its implementation.

Plan and prepare courses and lessons.

Contribute to the whole academy’s planning activities.

**CURRICULUM PROVISION & DEVELOPMENT**

Ensure that the curriculum area provides a range of teaching which complements the school’s strategic objectives.

Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the academy’s mission and strategic objectives.

**STAFFING**

Take part in the academy’s staff development programme by participating in arrangements for further training and professional development.

Continue own professional development in the relevant areas including subject knowledge and teaching methods.

Engage actively in the appraisal review process.

Ensure the effective/efficient deployment of classroom support.

Work as a member of a designated team and to contribute positively to effective working relations within the academy.

**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 PRIDE 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.

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.

**PASTORAL**

Be a Form Tutor to an assigned group of students.

Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.

Liaise with a Pastoral Leader to ensure the implementation of the academy’s pastoral system.

Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.

Evaluate and monitor the progress of students and keep up-to-date student records as may be required.

Contribute to the preparation of action plans and progress files and other reports.

Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.

Communicate as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff.

Contribute to PSHCE and citizenship and enterprise according to academy policy.

Apply the behaviour management systems so that effective learning can take place.

**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.

**Secondary Duties**

1. To attend and participate in meetings as required

2. To participate in programmes of training as a trainee and when required as a trainer facilitator.

3. To undertake training to provide First Aid cover as required.

1. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. Complete annual Hays online Safeguarding training.

5. To undertake such other duties and responsibilities of an equivalent nature as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).

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

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

*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 post holder.*

**Wardle Trust**

**Person Specification**

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| **Academy :** | **Wardle Academy** | **Post:** | **Head of MFL** |
| **Section :** | **Teaching** | **Scale:** | **MPS/UPS +TLR 1b** |

**Note to Applicants:**

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

The *How Identified* column shows how the Trust will obtain the necessary information about you.

If the *How Identified* column says the **Application Form (AF)** next to an *Essential Criteria* you MUST include in your application enough information to show **how** you meet this criteria. You must include examples from your paid or voluntary work.

**Wardle 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 honours degree | **E** | **AF, C** |
|  | **Knowledge** |  |  |
| 1 | Excellent 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 as a management tool | **E** | **AF, I** |
| 2 | Ability to establish good classroom management and discipline | **E** | **AF, I** |
| 3 | Experience of working with groups of teachers to raise student attainment levels | **E** | **AF, I** |
| 4 | Experience of working successfully with pupils with additional needs including gifted and talented pupils | **E** | **AF, I** |
| 5 | Identifiable record of raising standards of pupil attainment in your subject | **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 | Sound administrator | **E** | **AF, I** |
| 5 | Ability to motivate, counsel and develop both students and staff | **E** | **AF, I** |
| 6 | Enthusiasm and enjoyment of teaching | **E** | **AF, I** |
| 7 | Good health | **E** | **AF, I** |
| 8 | Appropriate appearance and presence | **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** |  |