

**JOB DESCRIPTION**

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| **Job Title** | **TEACHER OF MFL (French and Spanish)** |
| **Status** | **Permanent**  |
| **Pay Range** | **Teachers’ Pay scale** |
| **Primary Purpose of the Job**  | * To fulfil the Teachers’ Standards, in the context of being a teacher of MFL as part of a Subject team and as a Form Tutor as part of a Year team
* To believe that all students can achieve things they never thought they could and prepare and deliver lessons as part of a broad and balanced curriculum to meet all students’ needs so they realise this belief
* To be a reflective practitioner who acts on feedback to improve their practice and is able and willing to share best practice with their colleagues
* To monitor and support the overall progress and development of students as a teacher and as a Form Tutor
* To facilitate and encourage a learning experience and environment which provides students with the opportunity to achieve things they never thought they could
* To contribute to raising standards of student progress and attainment
* To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth
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| **Responsible to** | Leader of MFL |
| **Principal Responsibilities** | **To meet all requirements as appropriate of the Teachers’ standards in line with Career Stage Expectations** |
| Teaching & Learning: * To provide a personalised and responsive teaching approach that takes into account the needs of all students
* To set and mark differentiated work carried out by the student in school and elsewhere
* To use a variety of delivery methods and pedagogical activities which will stimulate learning appropriate to student needs and demands of the syllabus
* To monitor the impact of pedagogical activities on students’ learning
* To grade and give written/verbal and diagnostic feedback that helps students’ make progress as required
* To undertake assessment of students, underpinned by the principles and practice of AfL and as requested by external examination bodies, department and school procedures
* To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
* To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
* To ensure that RWCM are reflected in the teaching/learning experience of students
* To ensure a high quality learning experience for students which meets internal and external quality standards
* To maintain discipline in accordance with the school’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and independent study

Operational / Strategic planning & Quality Assurance: * To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area
* To co-operate with other staff to ensure a sharing and effective use of resources to the benefit of the School, department and the students
* To contribute to the department’s development plan and implementation
* To plan and prepare courses and lessons
* To contribute to educational enhancement activities
* To contribute to the whole school’s planning activities
* To help to implement school quality assurance procedures and to adhere to those
* To contribute to the process of monitoring and evaluation of the subject area in line with school procedures
* To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Curriculum Provision and Development: * To assist the Subject Leader to ensure that the curriculum area provides a range of teaching which complements the school’s strategic objectives
* To assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining/awarding bodies our purpose and values and school priorities

Staff Development, Recruitment & Wellbeing: * To take part in the school’s CPD programme
* To continue personal development including subject knowledge and teaching methods
* To engage actively in the Appraisal process
* To ensure the effective/efficient deployment of classroom support
* To work as a member of a designated team and to contribute positively to effective working relations within the school

Communications: * To communicate effectively with the parents/carers of students as appropriate
* Where appropriate, to communicate and co-operate with bodies outside the school
* To follow agreed policies for communications in the school
* To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings and liaison events with partner schools
* To contribute to the development of effective subject links with external agencies

Care Guidance and Support: * To be a Form Tutor to an assigned group of students and to contribute to tutor time and other tutor based curriculum activities
* To promote the general progress and well-being of individual students and of the tutor group
* To liaise with Year Leaders and other key staff to ensure implementation of the Pastoral System
* To evaluate and monitor the progress of students and keep up-to-date student records
* To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
* To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
* To communicate with the parents/carers of students and with bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
* To apply the Respect Charter, Perfect Climate and other Behaviour for Learning systems so that effective learning can take place

General Duties: * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
* To promote actively the school’s corporate policies and to comply with the school’s health and safety policy and undertake risk assessments as appropriate
* You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers’ Pay and Conditions Document currently in operation, or any subsequent legislation
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| **This job description may be amended at any time following discussions between the Principal and the post holder and will be reviewed annually as part of the school self-review programme** |

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| **Date Job Description prepared/updated** | March 2019 |
| **Job Description prepared by** | Mr D Mckeon |



**PERSON SPECIFICATION**

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| **Job Title** | **TEACHER OF MFL (French and Spanish)** |

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| **MINIMUM ESSENTIAL REQUIREMENTS** | **METHOD OF ASSESSMENT** |
| **1. Skills, Competency and Knowledge** |
| 1.1 | To have a detailed knowledge of the requirements of the new MFL curriculum | Application form/Interview |
| 1.2 | Conversant with the planning and delivery of KS3 & KS4 French and Spanish with a view to improving progress and attainment. Taking a lead on KS3 assessment | Application form/Interview |
| 1.3 | The ability to accurately assess the quality of the work of pupils against national standards | Application form/Interview |
| 1.4 | Proven organisational skills | Application form/Interview |
| 1.5 | Ability to teach up to GCSE standard | Lesson observation/Interview |
| 1.6 | High level teaching skills | Lesson observation/Interview |
| 1.7 | Set high expectations for student behaviour and establish a clear framework for classroom discipline promoting self-control and independence whilst managing students’ behaviour constructively | Lesson observation/Interview |
| 1.8 | Good communication skills | Application form/Interview |
| 1.9 | Work effectively as part of a team developing positive relationships with colleagues, students, parents/carers and other agencies, as appropriate | Application form/Interview |
| 1.10 | The ability to promote the social, moral, spiritual and cultural development of pupils through teaching MFL | Lesson observation/Application for/Interview |
| 1.11 | The ability to promote RWCM through MFL | Lesson observation/Application form/Interview |
| 1.12 | **Valuing Diversity** - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage | Application Form/Interview |
| 1.13 | **Caring for Customers** - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users | Application Form/Interview |
| 1.14 | **Developing Self and Others** - Ability to question, and request appropriate training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. To support colleagues in their learning and share learning with others | Application Form/Interview |
| 1.15 | **Health and Safety -** The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk | Interview |
| 1.16 | **Confidentiality -** To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information | Interview |
| 1.17 | **Energy Efficiency -** To be aware of the energy efficiency issues in own area of work and throughout the organisation | Interview |

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| **2. Experience/Qualifications/Training etc.** |
| 2.1 | To hold an Honours Degree or equivalent in French or French and Spanish | Application form/Certificates |
| 2.2 | To be a competent French speaker as well as Spanish, with a view to developing their Spanish knowledge | Application form/Interview |
| 2.3 | DfE Qualified Teacher Status | Application form |
| 2.4 | Post qualification professional development | Application form/Interview |
| 2.5 | Successful teaching experience to, at least, GCSE level French with at least KS3 Spanish teaching experience  | Application form/Interview |

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| **3. Personal Qualities** |
| 3.1 | Clear dedication to teaching as a career | Application form/Interview |
| 3.2 | Energy and enthusiasm and a liking for work with young people | Application form/Interview |
| 3.3 | Flexibility and an ability to respond creatively to changing circumstances | Application form/Interview |
| 3.4 | Ability to relate well with colleagues and pupils | Interview and interaction with others whilst visiting school |
| 3.5 | Constant and consistent expectations of high standards | Interview |
| 3.6 | Commitment to involving parents/carers as partners in the education process | Interview |
| 3.7 | Appropriate professional dress and appearance | Interview |
| 3.8 | Sense of humour | Interview |
| 3.9 | Commitment to extra-curricular activities | Application Form/Interview |

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| **ESSENTIAL REQUIREMENTS** |
| A secure knowledge of Francophone culture | Application form/Interview |
| Proven enthusiasm for the subject | Application form/Interview |
| Knowledge and experience of teaching the 1-9 MFL curriculum | Application form/Interview |

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| Note to Applicants**: Please try to show in your application form and supporting letter, how best you meet these requirements** |
| **Date Person Specification prepared/updated** | March 2019 |
| **Person Specification prepared by** | Mr D Mckeon |