

## Leader of Learning – Modern Foreign Languages

<b>Job title:</b>	Leader of Learning - Modern Foreign Languages (Spanish & French)
<b>Reporting to:</b>	Senior Leadership Team link and responsible to the Faculty Leader/Director of Learning
<b>Salary</b>	The level to which the Leader of Learning's TLR will be remunerated is determined by the relative responsibilities of the post against all TLR posts that exist within the Teachers' Staffing Structure.
<b>Core purpose:</b>	<p>To carry out the duties of a Teacher in accordance with the School Teachers' Pay and Conditions Document and other relevant statutory provisions.</p> <p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum to designated students, incorporating National Curriculum requirements and in line with curriculum policy.</p> <p>To work towards and promote the vision and the aims outlined in the School / Academy Improvement Plan.</p>

### Purpose:

The principal purposes of the Leader of Learning within the Staffing Structure are:

- To carry out the duties of a Teacher in accordance with the School Teachers' Pay and Conditions Document and other relevant statutory provisions.
- To undertake the responsibilities commensurate with a TLR post-holder.

### Key Functions of the role - Responsibility for the KS3 Curriculum and Learners:

- To undertake sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality of teaching and learning and for which the post-holder is accountable.
- To undertake significant responsibilities that are not required of other classroom teachers that are focused on teaching and learning.
- To undertake significant professional duties that require the exercise of a teacher's professional skills and judgement.
- To lead, manage and develop a curriculum area/subject offered on the school's curriculum and to oversee and coordinate the work of other subjects within the faculty; holding individual subject leaders to account.
- To impact favourably on the educational progress of all students studying all subjects within the faculty.
- To lead, develop and enhance the teaching practice of other staff.
- To deputise for the faculty leader in his/her absence.
- To lead and manage a subject within the faculty.
- To undertake any reasonable duties commensurate with the role.

- Support the development of Teaching and Learning across the whole school.
- Lead Teaching and Learning developments within their Faculty.

### Responsible for:

Leaders of Learning will be responsible for supporting the work of the Faculty Leader/Director of Learning in overseeing the work of the subjects within their faculty. They will be accountable to the nominated SLT link. Whilst their work may encompass an involvement in some of key elements of the role of the faculty leader they will specifically be responsible for:

1. Leading developments in Teaching, Learning and Cross-Curricular Competencies.
2. Responsibility for monitoring and managing student assessment data across faculty subjects.
3. Progression-related information, advice and guidance for students associated with all subjects within the faculty.
4. Co-ordinating support to students identified as requiring intervention and implementing intervention strategies.

Against the above, Leaders of Learning will be measured by and have a shared responsibility for:

- The standard of teaching in their subject, measured through the prevailing management arrangements, e.g. work scrutiny and lesson observations; Carrying out appraisals
- The rate of student learning and student progress in their subject, set against expectations judged by moderated termly assessments relative to each learner, actual assessments against estimated assessment levels; and
- Student attainment and achievement against expectations linked to baseline student data, i.e. summative outcomes against estimates.

### Notes:

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.

This document does not form part of the contract of employment.

This post will have contact with children and as such a satisfactory disclosure from the Disclosure and Barring Service (DBS) is required as a condition of employment.

### Core Values:

Respect for individuals:	We work together to create a culture based on trust, respect and dignity.
Integrity:	We are open, honest and direct in our dealings.
Collaboration:	We know that there is strength in working together, communicating, sharing ideas and best practice and finding more efficient and effective ways to deliver our objectives.
Continual improvement:	We are a learning organisation that strives always to 'make our best better'.
Accountability:	We hold ourselves accountable and take ownership.

## PERSON SPECIFICATION – Leader of Learning – Modern Foreign Languages

Role: Leader of Learning – Modern Foreign Languages		E/D	A	I
<b>Qualifications and Training</b>				
1	Qualified Teacher Status or completion of training programme.	E	✓	
2	Degree in a relevant subject.	D	✓	
3	Evidence of continuing professional development.	E	✓	
<b>Experience/Leadership/Management</b>				
4	Relevant teaching experience in secondary education, either through a training programme or current post.	E	✓	✓
5	Has the drive and ability to hold others to account for their performance.	D	✓	✓
6	Can show how, in his/her current role, s/he has successfully set challenging targets and raised standards at the school.	D	✓	✓
7	Experience of using data to inform planning, target setting and to secure improvements.	E	✓	✓
8	Experience of successfully implementing successful teaching and learning strategies.	E	✓	✓
<b>Knowledge and understanding</b>				
9	Excellent subject knowledge with a passion for the subject area.	E	✓	✓
10	Knowledge of the National Curriculum including latest developments, initiatives and current issues.	E	✓	✓
11	Knows how to lead a Curriculum Area	D	✓	✓
12	Has an understanding of, and ability to develop and implement policy across curriculum areas in a coherent and structured way.	D	✓	✓
13	Knows how to add value to the learning and progress of students identified as being vulnerable or having special educational needs.	D	✓	✓
14	Knowledge of effective assessment strategies.	E	✓	✓
15	Clear understanding of successful strategies for raising achievement.	E	✓	✓
16	Good knowledge of pedagogy, how students learn and teaching styles.	E	✓	✓
17	Understanding and commitment to social inclusion.	E	✓	✓
<b>Skills and abilities</b>				
18	Ability to communicate effectively with students' and parents.	E		✓
19	Flexible and imaginative with the ability to solve problems creatively.	E		✓
20	Good IT skills with the confidence to exploit new technology.	E	✓	✓
21	Ability to effectively manage behaviour.	E	✓	✓
22	Ability to motivate and inspire students to achieve.	E	✓	✓
<b>Personal attributes</b>				
23	Tenacity and resilience.	E		✓
24	A strong and supportive team player.	E		✓
25	Personal presence and confidence; warmth & sensitivity.	E		✓
26	Enthusiastic and determined.	E		✓
22	Courteous and tactful. Relates well to young people	E		✓
23	Able to work on own initiative and manage diverse work pressures	E		✓
<b>Other</b>				
24	A commitment to uphold and promote equality of opportunity	E	✓	✓
25	Demonstrates an understanding of Safeguarding issues relevant to the post	E	✓	✓

KEY: ✓

E	Essential
D	Desirable
A	Assessed by Application Form
I	Assessed by Interview

Date: May 2017