



Northern Ambition Academies Trust
Ambition • Bravery • Respect

Job Description & Person Specification Teacher of MFL



Northern Ambition
Academies Trust

Ambition • Bravery • Respect

northernambition.org.uk

Our Values

Our mission is for every child to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this, we keep the following values at the heart of everything we do:



Ambition

- We aim high and don't put limits on ourselves or other people.
- We are relentless in assessing our performance and seeking to continuously improve.
- We make the most of the opportunities offered to us to help us achieve our goals.



Bravery

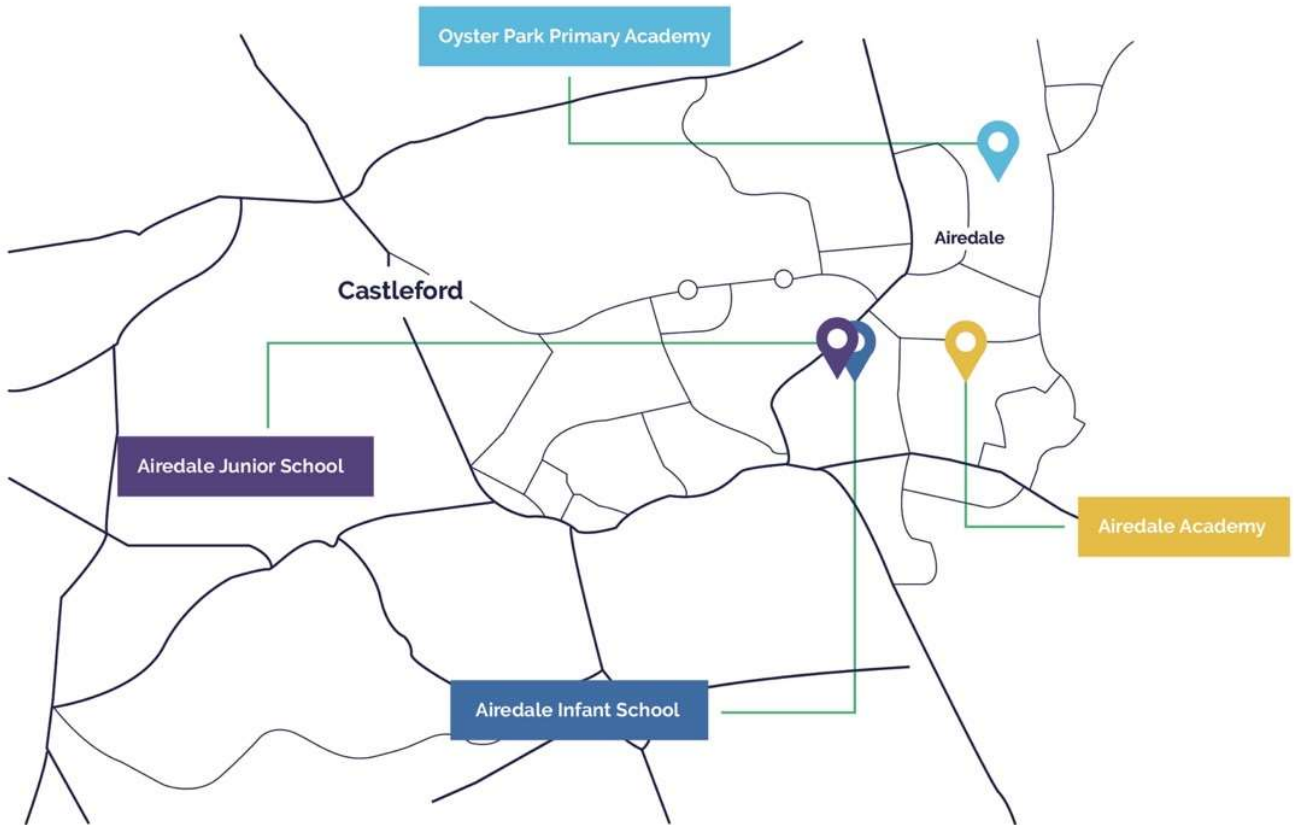
- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



Respect

- We think about the impact of our actions on others in the choices we make.
- We value what makes us different and believe everyone has something to contribute.
- We encourage honest, open debate and listen to constructive feedback about how to make things better.

Our Academies



Who's Who?

Executive Team

CEO

Liz Fairhurst

Chief Financial Officer

David Walton

Headteachers

Kirsten McKechnie - Primary Executive Headteacher
Airedale Infant & Airedale Junior Schools

Jodie Chapman-Kemp - Headteacher
Oyster Park Primary Academy

Daniel Neal - Interim Principal
Airedale Academy

School Improvement Team

Katie Robinson (Primary)
Paul Greenough (Secondary)

Head of Human Resources

Nikky York

Members

Mike Dixon
Richard Sloan
Andy Clark
Alex Nicholson

Board of Trustees

Chair

Rob Hall

Vice Chair

Elizabeth Hayden

Alison Latham
Simon Fox
Stephen Groves
Kevin Guy
Nina Wrightson
Bruce McDowell

Governance Professional

Karen Wood-Stones

Teacher of MFL

Purpose Of The Post

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/form tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- Promote the achievement of high standards through effective teaching and learning, preparation, evaluation and action planning.
- To contribute to raising standards of student attainment.
- To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth; understanding how the progress and rate of development and well-being of students are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- To act within the statutory frameworks, which set out the professional duties and responsibilities in line with STPC and Teacher's Standards
- To take responsibility for promoting and safeguarding the welfare of children and young people within the school

Responsible For

The provision of a full learning experience and support for students.

Liaising with

Principal, senior leaders, teaching/support staff, local authority representatives, external agencies and parents.

Requirements of the Post

The ability to attend meetings as required by the Principal/Line Manager.

Employees are encouraged to participate in training activities in order to enhance their own personal development.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

The employment checks are required:

- Evidence of entitlement to work in the U.K.
- Evidence of essential qualifications – see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

- Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS.

Main (Core) Duties

Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- To contribute to the curriculum area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- Take into account and review prior attainment when planning and teaching lessons.
- To contribute to planning activities across the Academy.
- Being accountable and responsible for effective classroom management and student progression
- To set homework in line with school policy.

Curriculum Development

- To assist in the process of curriculum development and change to ensure its continued relevance to the needs of students, examining and awarding bodies, and the Academy's Mission and Strategic Objectives.

Curriculum Provision

- To assist the Head of Department and senior leaders in ensuring that the curriculum area provides a range of teaching that complements the Academy's strategic objectives.

Main (Core) Duties

Professional Development

- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management process.

Quality Assurance

- To help to implement Academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review, from time to time, methods of teaching and programmes of work.
- 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.

Management of Resources

- To contribute to the ordering and allocation of equipment and materials.
- To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure effective usage of resources to the benefit of the Academy, department and the students.
- To comply with the financial, health & safety, and HR processes and procedures of the Academy.

Main (Core) Duties

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To keep appropriate records of student's progress and attainment for use in planning and reporting accordingly to parents. To use this information to inform teaching and learning.

Communications

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.
- To follow agreed policies for communications.
- Provide students with regular, sharp, diagnostic marking and feedback.

Working with other Staff

- 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.
- To work in conjunction with the line manager and Principal to ensure best possible potential outcome for each individual student

Liaison

- To take part in activities such as open evenings, parent's evenings, review days, transition days and liaison events with partner schools.
- To contribute to the development of effective links with external agencies.

Main (Core) Duties

Pastoral Responsibilities

- To be a form tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the form tutor group as a whole.
- To liaise with the relevant Progress Leader to ensure the implementation of the Academy's pastoral and progress tracking system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in Academy life.
- To be part of a duty team during allotted break/lunch times.
- To evaluate and monitor the progress of students and keep up to date student records as may be required.
- Maintain teacher planner/SIF file up to date.
- To contribute to the preparation of Action Plans, progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To 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.
- To contribute to PSHE, citizenship and enterprise according to Academy policy.
- To apply the behaviour management systems so that effective learning can take place

Teaching & Learning

- To manage student's learning through effective teaching in accordance with the Faculty's schemes of work and policies.
- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To ensure curriculum coverage, continuity and progression in the subject for all students, including more able students, with special educational needs and students with English as an additional language.
- To make sure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students.
- To ensure effective development of students' individual and collaborative study skills.
- To work with staff to establish a partnership with parents/carers to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- To develop effective links with the local community, including businesses and industry, in order to extend the curriculum, enhance teaching and to develop students' wider understanding.

Additional Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example.

Other Specific Duties

- To continue personal development.
- To engage actively in the performance review process.
- To lead the extra-curricular programme of the Faculty.
- To facilitate weekly subject knowledge workshops for ECTs and non-specialists

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified. Employees will be expected to comply with any reasonable request from the Principal/CEO to undertake work of a similar level that is not specified in this job description.

The post will be based within one of the Trust's academies, but you may be required to work at any of Northern Ambition Academies Trust's schools as directed by the Principal/Chief Executive Officer.

The Trust 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.

The job description is current at the date shown, but in consultation with you, may be changed by the Principal/The Trust to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

Teacher of MFL

Essential Criteria

Education & Qualifications

- Educated to Degree Standard
- Qualified Teacher Status

Essential Criteria

Experience

- Successful experience of teaching in a Secondary school
- Experience of teaching the National Curriculum in your subject to Key Stage 3 & 4
- An experienced classroom Practitioner
- Outstanding relationships with students and staff members which promotes excellent

Essential Criteria

Professional Knowledge & Understanding

- Familiarity with current educational initiatives and developments
- An understanding of the strategies required to promote learning across the ability range
- Knowledge of current issues facing subject departments
- An understanding of the processes and techniques required to assess, record and report students' learning effectively
- An ability to work as a member of a team to promote coherent and agreed policies and practices
- Understanding of how to use data to inform planning and improve students' performance
- Understanding of a range of assessment for learning approaches, including grades where appropriate
- Able to make appropriate use of ICT for learning
- To be able to develop intervention strategies that bring about rapid improvement

Person Specification

Essential Criteria

Skills & Personal Attributes

- Sets high expectations
- Rigorous behaviour and classroom management skills
- Ability to ask for support and advice where necessary and act to improve own performance and that of others
- Team-working skills, reliability and integrity
- A high level of personal organisation
- Excellent interpersonal skills with students, colleagues, parents/carers and outside agencies.
- Able to give good quality and effective feedback to students and teachers
- Able to develop positive and meaningful relationships with students and teachers
- A sense of humour
- Resilient and able to work under pressure and meet deadlines

Desirable Criteria

Education & Qualifications

- Evidence of further professional development

Desirable Criteria

Skills & Personal Qualities

- Participation/development of extra-curricular activities
- An awareness of whole school issues/initiatives and involvement in these
- Strategic planning and coaching skills
- Participation/development of extra-curricular activities

Essential Criteria

Professional Knowledge & Understanding

Participation/development of extra-curricular activities

An awareness of whole school issues/initiatives and involvement in these

Able to develop best practice through a wide range of imaginative approaches

Recruitment Process

1

Advert posted with job description and person specification.

2

Candidates invited to look around if desired.

3

Shortlisting process.

4

Candidates invited to interview, and references requested.

Interview days may include a task or teaching example depending on the role.

5

Offer made to successful candidate(s).

6

Pre-employment checks completed.

7

Start date and induction period.



Northern Ambition Academies Trust

Ambition • Bravery • Respect

01977 664555

information@northernambition.org.uk

northernambition.org.uk