



	Head of MFL & EAL - CRITERIA	Essential / Desirable
Work related circumstances – professional values and practices of the Bishop Fraser Trust	High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	E
	Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	E
	Commitment to the Trust's Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work	E
	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	E
	Able to liaise sensitively and effectively with parents and carers recognising their role in student learning	E
	Able to improve their own practice through observations, evaluations and discussion with colleagues.	E
	Flexible with an ability to be able to embrace and generate change	E
Personal Qualities	Strongly self-motivated and personally resilient	E
	Recognition of leadership potential	E
	Exceptional levels of personal integrity, discretion, honesty, reliability and self-awareness	E
	Presence, dynamism, good sense of humour and approachability	E
	Strong intellect underpinned by a clear moral compass, instinct and intuition	E
	Conscientious and diligent work ethic	E
	High standard of professional personal presentation with an excellent attendance and time-keeping record	E
Role Specific Professional Dispositions	Patience, kindness and understanding	E
	Evidence that the candidate perceives that the role of the teacher is to provide effectively for all of their learners through identifying individual needs and providing appropriate teaching	E
	Ability to coach and motivate colleagues, individually and within groups, to achieve individual and collective targets.	E
	Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.	E
	Ability to hold others to account and have difficult conversations if required	E
	As a tutor, the ability to guide students' academic, personal and professional development, in accordance with the academy's guidelines and procedures	E
	The ability to work in collaboration with other members of staff to develop and manage cross curricular projects.	E
	The ability to direct the work of non-teaching staff allocated to support the learning of students in the classroom	E
	Evidence of learning beyond the workplace	D

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Qualifications	Honours degree	E
	Qualified Teacher Status or equivalent in specialist area	E
	Recognised qualification in EAL teaching such as CELTA, TEFL, ESOL	D
	Further study – higher or professional qualification	D
Experience	Proven recognition of successfully teaching GCSE French across the whole ability range (minimum of two years' teaching experience)	E
	To be an acknowledged good to outstanding practitioner	E
	Experience of successfully teaching students with challenging behaviour	E
	Experience of teaching either EAL or MFL in a communicative way	E
	Experience of teaching A level French	D
	Experience of teaching outside of specialism	D
	Experience of teaching a second language	D
Curriculum	Clear evidence of current knowledge and views in subject and curriculum development	E
	Ability to plan for progression and implement developments effectively	E
	Ability to review, evaluate and implement schemes of work and syllabus	E
	Understanding of the importance of links with KS2	E
	A good working knowledge of assessment for learning processes and practices	E
Other abilities, skills and knowledge	To clearly demonstrate a clear understanding of the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement of all students	E
	Ability to understand and interpret complex data to identify appropriate intervention strategies to maximise student progress	E
	Evidence of effective tracking and monitoring of intervention strategies that positively impact on student achievement	E
	Knowledge of current EAL practice and policies	D
	A sound understanding of the principles of EAL teaching methodology	D
	A good understanding of external examination requirements	E
	Ability to swiftly adapt to and utilise new systems and software	E
	Ability to plan, organise and prioritise effectively	E
	Ability to use technology and appropriate software to enhance learning	E
	Ability to use Management Information Systems (e.g. SIMs)	E
	Confident communicator, communicating effectively and concisely both in written and verbal form to a variety of audiences	E

March 2019