

Subject Leader French - Person Specification

Qualifications
Honours degree level qualification.
QTS.
Evidence of recent relevant CPD.
Experience
Experience of teaching the subject across the age range, including GCSE and A Level.
Experience of high quality curriculum development in the subject area to maximise participation and strengthen progress and achievement for all students.
Experience of working with others to develop teaching skills.
Experience of writing department documents such as development plans, data analysis, target setting, monitoring, evaluation and review.
Experience of delivering remote learning live lessons and incorporating effective feedback and assessment.
Knowledge and understanding
Extensive knowledge of subject area curriculum at KS 3/examination syllabi at KS4 and KS5.
Extensive knowledge of (and ability in) specialist language and offer a second language at a high standard.
Have high expectations for pupils, setting realistic but challenging targets engendering students who are enthusiastic about the subject and highly motivated to continue with their studies.
Demonstrate a good knowledge and understanding of current educational issues relating to the specialist subject areas - including policy, legal frameworks, wider development in curriculum and assessment.
Apply good practice to and from other subjects and areas.
Qualities
Be an excellent classroom practitioner and have a commitment to improving classroom practice.
Seek advice and support when necessary.
Be willing to inspire, challenge, motivate and empower a team of teachers to believe in a vision of excellence.
Strong personal commitment to supporting the aims of the Trust.
Excellent communicator, capable of inspiring and engaging all stakeholder groups including pupils, parents/carers, staff, governors and other local groups.
Be eager to collaborate and network with other professionals within and beyond the school.
Be able to use reflection to learn from experiences.
Be able to use humour and empathy appropriately.
Maintain a positive, supportive approach even when under pressure.
Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
Take responsibility for and show a willingness towards furthering their own professional development, including participation in school INSET.