Rochdale sixth form college

WELCOME

JOB DESCRIPTION & PERSON SPECIFICATION:

# Teacher of Spanish




Ofsted Outstanding College 2012|2013

**OFFICIALLY OUTSTANDING**

**Job Description**

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|---|---|---|---|
| **Job Title:** | Teacher of Spanish | | |
| **Reports to:** | Subject Leader | | |
| **Staff Responsibility for:** | N/A | **Salary** | Scale: £24,098 - £39,329. |
| **Additional:** | As assigned | **Term**<br><br>**Start Date** | Permanent - Full Time<br><br>1st April 2020 |

# Teacher of Spanish

## Key Focus: Maximise Students' Achievements

All staff are fully expected to contribute to the shared objective of maximising students' achievements and to the achievement of the *RSFC Primary Purpose*:

*Our central purpose is to help our students realise their academic potential. We believe every young person has the potential to succeed and devote ourselves to improving student achievement, through an unceasing focus upon learning and teaching and student support.*

*Our young people are challenged to achieve through high expectations within a "you can do it culture". We aim at all times to build aspiration, inspire and motivate our students so they have the opportunity for greater choice in life.*

# Main Elements of the Role

## A. Planning, Teaching and the Promotion of Learning

Teach allocated students by planning teaching to achieve progression of learning in accordance with RSFC policies. Subject teachers are required to:

- Be in sympathy with the RSFC ethos that has high expectations with powerful support – compassionate rigour is the theme!
- Ensure lessons are differentiated for the individual needs of students in terms of ability, personal learning and thinking styles.
- Use a variety of teaching strategies, which involve planned formative assessment and active learning strategies. Seek to ensure the interests of students are engaged and sustained through provision of clear structure for lessons, maintaining pace, motivation and challenges.
- Encourage students to think and talk about their learning, develop self-control and independence, concentrate, persevere and listen attentively.
- Work actively to create an ethos that promotes equality, celebrates cultural and academic diversity and ensures the inclusion of students of all abilities, including those with special educational needs.
- Plan and work in accordance with subject area schemes of work and examination specifications.
- Display sound knowledge and understanding of their subject area.
- Establish good relationships that promote the achievement of learning, whilst maintaining a purposeful and positive atmosphere in the classroom through the clear communication of Rochdale Sixth Form College expectations.
- Set the learning in the context of what has gone before and make it clear what it is intended to achieve.
- Monitor and intervene when teaching to ensure effective learning and maintain a safe environment in which students feel confident.
- Self-evaluate teaching critically to improve effectiveness.
- Keep full attendance records sending electronic class attendance data promptly.

## B. Monitoring, Assessment and Reporting Student Progress and Achievement

- Assess academic performance in the light of previous achievement to enhance the value added results of all students.
- Assess how well learning outcomes have been achieved and use them to improve specific aspects of learning and teaching.
- Assess students' work in accordance with RSFC assessment policy and awarding body assessment objectives and mark criteria.
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the grade/level at which the student is achieving.

- Undertake regular formalised reviews of student progress, in line with the RSFC academic monitoring process (central to the College ethos, involving one-to-one termly student/subject teacher interviews).
- Set sufficient work for formal assessment such that students' understanding can be regularly checked and so that students can be fully prepared for the demands of public examinations and/or coursework.
- Mark, monitor and return work within a reasonable and agreed time span providing constructive oral and or written feedback that clearly indicates strategies for improvement – as such that students are very clear as to how to move specifically to the next grade/level.
- Complete formal reports on students according to the College reporting systems and the reporting calendar.
- Attend parents' evenings according to the College calendar to keep students' families and/or their carers informed about their progress.

## C. Contribution to the Overall Management of RSFC

Subject teachers are required to:

- Operate at all times within the stated policies and practices of the College and promote them actively.
- To play a full part in the life of RSFC, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To adhere to the staff code of conduct.
- Accept the shared responsibility of all colleagues for student discipline through collective oversight of the College during the College day. Maintain a harmonious environment, with good order and discipline among students, and safeguarding their health and safety, both when they are on the College premises and when they are in authorised College activities elsewhere.
- Work co-operatively with staff throughout the College to implement the College Development Plan and achieve its mission.
- Maintain effective working relationships and set a good example through their presentation and personal and professional conduct.
- Attend and contribute to curriculum/subject, learning & teaching group and staff meetings.
- Participate in appropriate in-service training opportunities both internal and external to update professional practice, reflecting individual, curriculum area or whole College development goals. For newly qualified teachers, and teachers new to the College, this will include attendance in any sessions organised as part of formal induction programmes.
- Participate in arrangements made in accordance with regulations for the appraisal of performance in the context of the College Performance Management Policy.
- Participate in arrangements for further training and professional development as a teacher, including undertaking training and professional development which aim to meet needs identified in performance management objectives or in performance management statements.
- Be familiar with the College Health and Safety Policy and Child Protection procedures and implement them as appropriate.

- Contribute to College provision for enrichment activities and study centre supervision as consistent with individual timetables.
- Participate in RSFC activities aimed at the recruitment, enrolment and induction of students, including attendance at Open Days/Evenings/Mornings, supporting liaison activities, consultative discussions at enrolment and the interviewing of new students where there is consistence with individual experience and workloads.
- Participate in College quality assurance and self-assessment systems, including the use of student focus groups, lesson observation, peer observation, learning walks, work scrutiny, internal inspections and the College line management system.
- Play a co-operative and supportive role within curriculum areas and the College as a whole through the sharing of good practice and mentoring/coaching activities for less experienced staff where this is appropriate.
- Undertake such other duties as reasonably required by the Principal.

## Person Specification

| | | Assessed by: | | | | |
|---|---|---|---|---|---|---|
| **No.** | **CATEGORIES** | **App Form/ Letter** | **Interview** | **Teaching Exercise** | **Refs** | **Results Sheet** |
| **ESSENTIAL CRITERIA** | | | | | | |
| 1. | A good relevant degree | √ | | | | |
| 2. | PGCE with QTS/ QTLS and membership with DfE or IfL or willingness to work towards | √ | | | | |
| 3. | A passion for teaching the subject | √ | √ | √ | √ | |
| 4. | A fluent speaker of Spanish | √ | | √ | | |
| 5. | Ability to engage with students, inspiring learning & promoting success | √ | √ | | √ | |
| 6. | Very good classroom practitioner | √ | √ | √ | √ | |
| 7. | Ability to devise new resources for learning | √ | √ | √ | √ | |
| 8. | Knowledge of active learning and teaching styles | √ | √ | √ | √ | |
| 9. | Evidence of dynamic and innovative practice | √ | √ | | √ | |
| 10. | Either – successful teaching placement (*applicants currently in training) OR* successful record of teaching including very good exam results in one or more of KS4 & KS5 | √ | | | √ | √ |

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| 11. | Commitment to learning and teaching as first priority | √ | √ | | √ | |
| 12. | Competence in the use of ICT | √ | √ | | √ | |
| 13. | Ability to contribute positively to teams, share ideas & develop resources co-operatively | √ | | | √ | |
| 14. | Ability to be adaptable & flexible | √ | √ | | √ | |
| 15. | Effective inter-personal & communication skills | √ | √ | √ | √ | |
| 16. | Commitment to valuing the individual and boosting their self-belief and worth – *an unconditional positive regard for young people* | | √ | | | |
| 17. | Commitment to high standards & expectations – no accepting of second best in students and staff | √ | √ | | √ | |
| 18. | Commitment to professional learning & institutional improvement | √ | √ | | √ | |
| 19. | Commitment to high professional & personal standards of work & conduct | √ | √ | | √ | |
| 20. | Determination to promote equality of opportunity | | √ | | | |
| 21. | Ability to offer enrichment & contribute to wider college life | √ | √ | | √ | |
| 22. | Commitment to professionalism, sharing, teamwork & collaboration | √ | √ | | √ | |
| 23. | Commitment to enjoying work! | | √ | | | |
| **DESIRABLE CRITERIA** | | | | | | |
| 24. | Able to use interactive ICT systems for learning and teaching | √ | √ | | √ | |
| 25. | Ability to teach year 1 and year 2 linear in the subject | √ | | | √ | |
| 26. | Experience of examining subject | √ | | | | |
| 27. | The ability to speak a third language (in addition to English and Spanish) | √ | | | | |
| 28. | Experience of liaison with partner schools. | √ | √ | | | |