

Post Title and Grade	Lead Practitioner - Modern Foreign Languages (French with Spanish) Lead Practitioner Scale from LP1 (commensurate with experience) Full-Time / Part-Time candidates at 0.8
Reporting to	Director of Learning - MFL
Liaising with	Senior Leadership, MFL Faculty members, Lead Teacher Educator, Lead Practitioners, Heads of Year, Parents and Carers, Teaching and Associate Staff
Job Purpose	
<ul style="list-style-type: none"> ● To support the Director of Learning for MFL in providing leadership and direction for Teaching and Learning priorities within the faculty and ensure that it is managed and organised to meet the aims and objectives of the school. ● To be responsible for securing high standards of teaching and learning through curriculum development and continual pedagogical innovation, resulting in student performance matching or exceeding school expectations. ● To keep up to date with national developments in the subject areas including teaching methodologies. ● To ensure that all young people make at least expected progress and that ambitious targets for student performance are met. ● To play a role in the implementation of school policy and practice and to be responsible, like all other staff, for safeguarding and promoting the welfare of students. 	
Teacher Education	
<ul style="list-style-type: none"> ● To play a key role in supporting the Director of Learning in MFL in implementing the Faculty WalkThru Clusters based around literacy, the principles of cognitive science, climate for learning and high expectations for all. ● To support teachers to develop pedagogical knowledge and skills, including via lesson observation and feedback, team teaching and collaborative planning. ● To contribute to the development of Instructional Coaching as part of a wider team of Teacher Educators and Lead Practitioners across the school to inspire and coach colleagues, while modelling best practice. ● To contribute to the design and delivery of whole school professional development. ● To play a role in delivering our in-school professional learning programme to support teachers. ● To support the development of professional learning communities across a range of educational aspects. ● To support in Quality Assurance activities gathering evidence for effective self-evaluation. ● To keep abreast of national changes in curriculum policy and national developments within teaching methodologies. 	
Curriculum Management	
<ul style="list-style-type: none"> ● Ensure effective curriculum coverage, sequencing, continuity and progression in the subject areas for all students by all members of the faculty. ● Ensure that teachers are clear about the end points of teaching modules and how lesson sequencing will support knowledge acquisition. ● Ensure that teachers are clear about the learning objectives of lessons and through the provision of resources, providing guidance on appropriate teaching and learning methods when appropriate. ● When necessary, adapt the curriculum in response to assessments so that it meets the needs of students and support staff in its effective implementation. 	

- Follow faculty policies for assessing, recording and reporting on student achievement in designated year groups using feedback to set targets for further improvement within the faculty.
- Establish high expectations and ensure that clear targets are set for student achievement including for those with special educational needs, pupil premium status and the most able.
- Establish a partnership with parents to involve them in their child's learning and develop links with the local community and relevant organisations to support the faculty's curriculum intent and implementation.
- Instigate, monitor and evaluate intervention strategies where appropriate.
- Develop and manage high quality, effective transitions between key stages including between KS2 and KS3.
- Identify and nurture opportunities for students to engage beyond the taught curriculum through extra-curricular activities and educational visits.

People Management and Communication

- To work proactively with the Director of Learning for MFL, and the Lead Teacher Educator to create open, valuable working relationships that thrive on using the knowledge and expertise of individuals and groups to produce optimal outcomes.
- Help to identify and respond to the professional learning needs of staff and provide coaching and support to colleagues who require it.
- Provide training and support for new staff and trainee teachers
- Help staff to achieve constructive working relationships with students and colleagues based on clear expectations.
- Encourage staff to discuss developing ideas in their subject and foster an atmosphere of discovery to enhance their perception of the subject.
- Communicate effectively with members of the faculty through formal and informal meetings and briefings.
- Communicate with parents and carers as appropriate.

Developing and maintaining strong community links

- To develop initiatives to outreach to the community.
- To assist the Director of Learning to create and implement ways of actively involving parents and carers in the learning process.
- To network with secondary schools in the Trust and wider with a view to share best practice.
- To facilitate a broad range of activities in conjunction with staff, students and the wider community so as to deepen and broaden learners' experiences in MFL.

Accountability Key Performance Indicators

- To ensure that all teaching within the faculty is consistently good or better.
- To meet aspirational targets in relation to student performance at Level 2 and Level 3 courses.
- To monitor the progress of other staff in the faculty and put systems in place (Teaching and Learning based training and support) to ensure performance grades within the faculty are of a high standard.

Safeguarding

- Ensure that all students have a safe environment in which they can learn, reporting any concern about the environment to a member of the site team or if appropriate to one of the Designated Safeguarding Leaders.
- To be aware of systems which support safeguarding and following the procedures as highlighted in the Safeguarding Policy.
- To identify children who may benefit from early help as soon as possible and discuss this with one of the Designated Safeguarding Leaders.
- To always consider what is in the best interests of the child.
- To protect children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- To take action to enable all children to have the best outcomes.

Other duties

- To continue personal development as agreed
- To engage actively in the Performance Management review process
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task to be undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to adhere to CRST's agreed Code of Conduct.
- The school 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.
- This job description is current at the date shown but in consultation with the post- holder may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

Variation in the role

Given the dynamic nature of the role and structure of the MFL faculty, it must be accepted that as the Faculty's work develops and changes, there will be a need for adjustments to the roles and responsibilities of the post. The duties specified above are therefore not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.