



Northern Ambition Academies Trust
Ambition • Bravery • Respect

Job Description & Person Specification Second in French



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

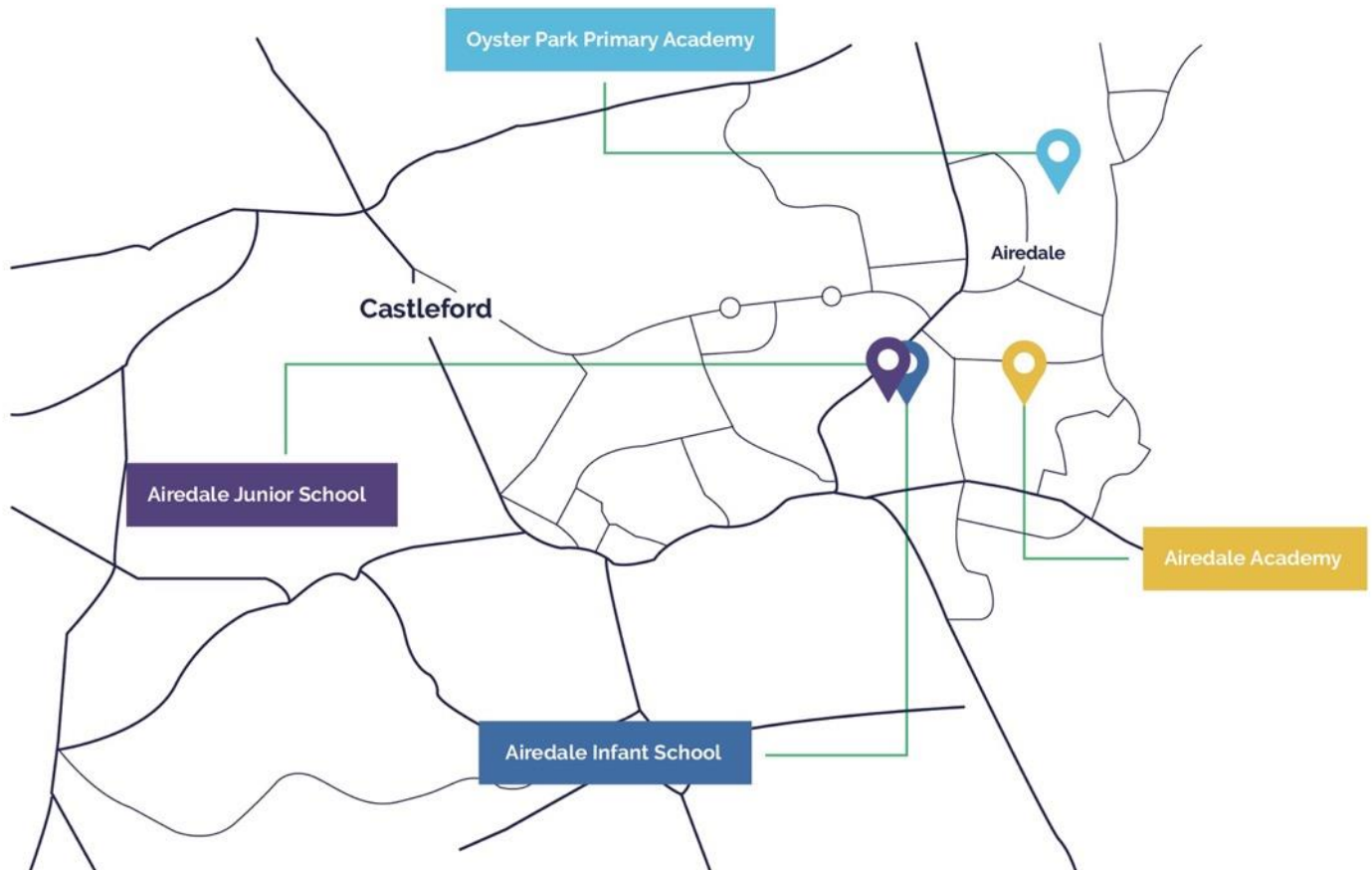
- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



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

Second in English

Purpose Of The Post

- To assist/support the Head of MFL to raise standards of student attainment and achievement within the whole Faculty area and to monitor and support student progress.
- To be accountable for student progress and development within the Faculty area.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To monitor and assist/support the overall progress and development of students as a teacher and form tutor.
- To contribute to raising standards of attainment and narrowing the gaps between different groups of students.
- To develop and enhance the teaching practice of others, including assist/supporting staff through coaching, identifying CPD needs and provision.
- To assist/support the Head of MFL in the provision of an appropriately broad, balanced and relevant curriculum for students studying in French in accordance with the aims of the school and curricular policies determined by the Governing Body, the Trust and Principal of the school.
- To assist/support the Head of MFL in leading, managing and developing the subject/curriculum area.
- To assist/support the Head of MFL in managing and deploying teaching/support staff, in particular TLR holders, and financial and physical resources within the Faculty to assist/support the designated curriculum portfolio.
- To positively promote Airedale Academy and Northern Ambition Academies Trust explicitly and through excellent work on standards in French.

Responsible For

Teaching Staff; the provision of a full learning experience and assist/support for the Head of MFL.

Liaising with

Senior Leadership Team, DOL or Head of Department, teachers and relevant staff with cross-school responsibilities, relevant non-teaching support staff, parents/carers, Academy Council and Trustees.

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

Management of Staff

- To work with the Head of MFL to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To establish clear expectations and constructive working relationships among staff involved within MFL, through team working and mutual support;
- To create a culture which enables staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.
- To create a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their students.
- To sustain your own motivation and that of other staff involved in the subject area.
- To contribute to the Performance Management Review(s) of staff within the subject area.
- To lead or contribute to professional development of MFL staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching and drawing on other sources of expertise as necessary.
- To act as a positive role model and subject mentor for ECTs and ITTs.
- To develop the subject knowledge of non-specialist staff where relevant.

Management of Resources

- To use space to create an effective and stimulating environment for the teaching and learning of French
- To use any existing or external resources to effectively improve the outcomes for students.
- To assist the Head of MFL to ensure teaching commitments are effectively and efficiently timetabled and to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To comply with the financial, health and safety, and HR processes and procedures of the Academy and the Trust.
- To make sure that there is a safe working and learning environment in which risks are properly assessed.

Quality Assurance

- To ensure the effective operation of quality assurance systems.
- To contribute to the process of setting of targets and to work towards their achievement.
- To contribute to the Academy procedures and to ensure adherence to those.
- To monitor and evaluate the curriculum area in line with agreed Academy/Trust procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To ensure that the subject's assessment tracking and monitoring strategies ensure that no students fall behind or underachieve.
- To work with the Head of Faculty to establish common standards of practice and develop the effectiveness of teaching and learning styles in the subject.

Main (Core) Duties

Pastoral Responsibilities

- To monitor and support the overall progress and development of students within French
- To promote the general progress and wellbeing of individual students and of the form tutor group as a whole.
- To register students and accompany them to assemblies.
- To establish a clear, shared understanding of the importance and role of the French in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to, and appropriate action is taken where necessary.
- To contribute to Student Health and Wellbeing progress as well as RE according to school policy.
- To be a role model to students through personal presentation and professional conduct.
- To ensure the Behaviour Policy is implemented consistently so that effective learning can take place.

Teaching & Learning

- To manage student's learning through effective teaching in accordance with the French 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 French for all students, including more able students, those 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 French , 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 work with the HOS/DOL 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.

Main (Core) Duties

Management Information

- To ensure the maintenance of accurate and up to date information concerning the MFL area on the management information system.
- To make use of analysis and evaluate performance data provided and share as required..
- To track student's progress and use information to inform teaching and learning.
- To identify and take appropriate action on issues arising from data, systems and reports as directed by the Head of MFL /DOL.
- To produce subject reports within the whole school quality assurance cycle for French
- To produce reports on examination performance, including the use of progress data
- To lead and oversee the collection of data on French, as delegated by the Head of MFL
- To assist/support the Head of MFL in providing the Academy Council and Trust Board with relevant information relating to the performance and development of French
- To keep appropriate records of student's progress and attainment for use in planning and reporting accordingly to parents/carers. To use this information to inform teaching and learning.

Communications

- To ensure that all members of the MFL team are familiar with its aims and objectives, including weekly subject knowledge clinics for non-specialists and ECTs.
- To ensure effective communication/consultation as appropriate with the parents/carers of students.
- To liaise with partner schools, further and higher education, industry, examination boards, awarding bodies, Exchange Teaching School Hub, ITT providers and other relevant external bodies outside of the Academy.
- To represent the views and interests of French as required.

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

Curriculum

- To assist/support the head of **MFL** in curriculum development for the whole department, including the production of high-quality resources.
- To keep up to date with research and national development areas, teaching practice and methodology for the subject area.
- To ensure the curriculum promotes equality of opportunity and diversity exceptionally well, preventing any form of direct or indirect discriminatory behaviour.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- To liaise with the Head of **MFL** to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which compliments the SDP.
- To ensure the **French** curriculum is ambitious and designed to give all learner, particularly the most disadvantaged and those with SEND or high needs, progress is above average, or if below this, it is improving rapidly.
- To supplement the formal curriculum with extra-curricular opportunities to extend students' knowledge and understanding to improve their skills.
- To be accountable for the development and delivery of **French**

Leadership and Management

- To assist/support the development of appropriate resources, schemes of work, marking policies, assessment and teaching and learning strategies within **French**
- To actively monitor and follow up student progress.
- To implement Academy and Trust policies and procedures.
- To work with colleagues to formulate aims, objectives and strategic plan for **French** which have coherence and relevance to needs of students and to the aims, objectives and strategic plans of the Academy and Trust
- To assist/support the business planning function of **French** and to ensure that the planning activities for **French** reflect the needs of students within the subject area, SDP and the aims and objectives of the Academy and Trust.
- To work with HOS/DOL in ensuring the effective operation of quality assurance systems.
- To contribute to the process of setting of targets and to work towards their achievement.
- To contribute to the Academy procedure and to ensure adherence to those.
- To monitor and evaluate the curriculum area with HOS/DOL in line with agreed Academy/Trust procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To ensure that the subject's assessment tracking and monitoring strategies ensure that no students fall behind or underachieve.
- To work with the Head of **MFL** to establish common standard of practice and develop the effectiveness of teaching and learning styles in the subject.

Main (Core) Duties

Equality and Diversity

- To be responsible for promoting and safeguarding the welfare of student and for raising any concerns in line with Trust and Academy policy and procedure.

Health and Safety

- To be responsible for following Health and Safety requirements in line with Trust and Academy policy and procedure.

Training and Development

- To participate proactively in training and development including any further qualification development necessary to satisfy the person specification for this role.

Safeguarding

- To be responsible for promoting and safeguarding the welfare of students and for raising any concerns in line with Trust and Academy policy and procedure.

Additional Duties

- To play a full part in the life of Northern Ambition Academies Trust, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example.
- To undertake as required other duties and responsibilities relevant to the job as directed by the Principal and Trust Director of School Improvement.

Other Specific Duties

- To play a full part in the life of Academy community, both curricular and extra-curricular, to support its values and ethos and to encourage and ensure staff and students follow this example
- To secure the positive engagement and conduct of learners within (SUBJECT) and across the Academy.
- To support colleagues in the effective and consistent implementation of the Trust and Academy policy including those that relate to Behaviour Management.
- To appropriately but robustly challenge and unsatisfactory or inappropriate conduct of Academy or Trust staff and learners.

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

Second in

Essential Criteria

Education & Qualifications

- Educated to Degree Standard
- Qualified Teacher Status
- Recent and relevant CPD

Essential Criteria

Experience

- Successful experience of teaching in a Secondary school
- Experience of teaching the National Curriculum to Key Stage 3 & 4
- An awareness of current issues in education in relation to the **French**
- Experience of improving academic outcomes for learners in the **French** at Key Stage 4.
- Experience of securing strong academic outcomes for children from disadvantaged backgrounds and those with additional learning needs in the **French**
- raising attainment.

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
- An understanding of the processes and techniques required to assess, record and report students' learning effectively
- Ability to develop best practice through a wide range of imaginative, challenging and high quality approaches
- An ability to work as a member of a team to promote coherent and agreed policies and practices
- An understanding of how to use data to inform planning and improve teaching and learning and students' performance
- An understanding of a range of assessment for learning approaches, including grades where appropriate.
- Ability to make appropriate use of ICT and understands its role in enhancing teaching and learning.
- Ability to develop and variety of teaching strategies to support and develop self and others.
- An understanding of the positive role of Performance Management within their own professional development
- An ability to set and assess purposeful home learning which extends/reinforces students' learning
- An ability to contribute creatively and knowledgeably to develop/evaluate schemes of learning

Person Specification

Essential Criteria

Skills & Personal Attributes

- A positive attitude with the ability to lead by example and motivate others
- Able to communicate fluently and effectively (oral and written)
- Set and demand high expectations and high standards
- Consistent 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
- Ability to take the lead and effectively delegate
- A high level of personal organisation
- Strategic planning and coaching skills
- Ability to set clear and high expectations of others
- An excellent attention to detail
- Proven presentation skills
- Ability to take the lead and effectively delegate
- Good negotiating skills
- Excellent interpersonal skills with students, colleagues, parents/carers and outside agencies.
- Able to give good quality and effective feedback to students
- Able to develop positive and meaningful relationships with students and teachers
- Takes the initiative and is self-motivated
- The ability to work under pressure and meet deadlines
- A sense of humour and professional resilience
- Is committed to teamwork at all levels
- Understand the importance of meeting deadlines and supporting other colleagues to do so
- Carries out all professional duties within whole school guidelines.

Person Specification

Desirable Criteria

Education & Qualifications

- Willingness to undertake NPQLT/NPQLTD

Desirable Criteria

Experience

- Experience of leading, developing and enhancing the teaching practice of other staff
- Relevant management experience/

Desirable Criteria

Skills & Personal Attributes

- Able to give good quality and effective feedback to teachers

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.



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