

HEAD OF FRENCH/SPANISH JOB DESCRIPTION

LOCATION	Dover Court International School - Singapore
JOB PURPOSE	To lead and provide the day to day management and organisation of subject provision within the secondary school. The post-holder will assist the Principal and Secondary Headteacher in developing long-term secondary school strategies to raise standards in the subject.
REPORTING TO	Principal and Secondary Headteacher (Line Manager will be Deputy Head – Learning)
DIRECT REPORTS	Full and part time teachers of the subject (s) in the Department
OTHER KEY RELATIONSHIP	IBDP Coordinator, Secondary School Leadership Team (SSLT), Progress Leaders, NAU Coordinator, Global Campus Coordinator, Exams Officer,

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
Engagement and Interaction – School Ambassador to Internal Community	
<ul style="list-style-type: none"> Fully support the school’s Safeguarding policy and know the reporting procedures to follow in case of a Child Protection issue To promote high standards of work amongst the students To support discipline Issues that occur in the classroom To support the admissions process To promote the ‘Be Ambitious’ programme Liaise with Tutors/Progress Leaders regarding any students causing concern, initiate remedial action. Liaise with Learning Support Dept regarding provision mapping of Individual Education Plans for students. Liaise with EAL Dept regarding further support required for students 	<ul style="list-style-type: none"> Students are safe and ready to learn Student attainment meets or exceeds targets
Learning and Teaching	
<ul style="list-style-type: none"> Be a Line Manager for all staff who teach within the Department Where identified, line manage specialist teachers within the Primary Department In collaboration with SSLT, deploy staff to ensure best use of staff skills are used Liaise with the SSLT on training and development needs 	<ul style="list-style-type: none"> Staff have a clear understanding of the Departments vision which is closely aligned with that of the school. There is a clear development plan that aligns to school priorities

<ul style="list-style-type: none"> ▪ Liaise with SSLT as part of Performance Management programme for subject staff ▪ Promote and maintain a spirit of goodwill and co-operation amongst staff in the Department ▪ Promote a culture of collaboration in the Department ▪ Identify both good practice and areas for improvement and use these to write an annual development plan for the department 	<p>and matches with staff development needs.</p>
<p>Planning and Preparation</p>	
<ul style="list-style-type: none"> ▪ Organise appropriate baseline tests for pupils enrolling – specific to year group ▪ Liaise with ISAMS administrator to maintain department academic records of all students. ▪ Collate data/levels to monitor and track progress, analyse trends. ▪ Organise system of departmental and whole school target-setting. ▪ Oversee setting and movement between sets where appropriate. ▪ Oversee student assessment (summative and formative) and reporting to parents. ▪ Explore variety of assessment tools and develop school's Marking and Assessment policy ▪ Oversee preparation and development of courses of study, teaching materials, teaching programmes and methods of teaching. ▪ Monitor and evaluate curriculum provision and continuity for students. ▪ Monitor the quality of homework in the subject in terms of consistency, relevance, marking and feedback to the children. ▪ Participate in the formulation of Secondary section and subject development plans and policies. ▪ Meet regularly with the SSLT to collaboratively develop, monitor and evaluate the subject curriculum provision for the secondary school. ▪ Collate Programmes of Study, Schemes of Work, Dept/Subject Action Plans ▪ Liaise with other subjects to create cross-curricular opportunities ▪ Liaise with SSLT re implementation Dept/Subject Action Plans. 	<ul style="list-style-type: none"> ▪ Teachers and Subject Leaders have the data required to know how well a cohort are doing and take appropriate action to extend for support students. ▪ This data is easy to access and fits well with the whole school reporting structure. ▪ The curriculum allows all students to access learning as effectively as possible

<ul style="list-style-type: none"> ▪ Liaise with Primary colleagues to ensure continuity with student learning at transition stage. ▪ Oversee preparation for delivery of external examination IGCSE and IB courses. 	
Professional and Personal Development	
<ul style="list-style-type: none"> ▪ Oversee parental contacts on academic matters, including follow up on reports, parents' conferences etc. ▪ Direct the delivery of staff INSET in Department related matters. ▪ Liaise with SSLT to identify CPD opportunities. ▪ Assist the SSLT in the creation of the secondary timetable. ▪ Liaise with SSLT to produce an annual requisition. ▪ Chair weekly departmental/planning meetings as appropriate. ▪ Oversee organisation of Department aspect of special days, festivals, House events, assemblies, public speaking, special focus Weeks etc ▪ Oversee provision of subject related trips ▪ Ensure there is a high profile for the Department within the school via the HUB <p>Maintain good quality display in classrooms and public areas which relate to the children's learning</p> <ul style="list-style-type: none"> ▪ Update Department sections of curriculum guides/booklets; update school handbooks ▪ Continual development through the identification and implementation of your own Personal Development Plan 	<ul style="list-style-type: none"> ▪ Parents feel part of the learning process. Teachers have the administration support needed to deliver good and outstanding lessons. ▪ The Development plan has costed improvements to resources and/or infrastructure that directly improve the quality of teaching and learning. ▪ There are a range of activities that engage further with students, allow them to expand their experience within the subject and provide opportunities for extension and enrichment. ▪ Improved performance <p>Performance appraisal Personal Development Plan</p>
PERSONAL SPECIFICATIONS – Skills Knowledge and Experience	
<ul style="list-style-type: none"> ▪ Degree plus teaching qualification ▪ Good working knowledge of the English National Curriculum (including National Curriculum levelling) and IGCSE ▪ Excellent classroom practice ▪ Understanding of effective teaching and learning theory and practice of providing effectively for the individual needs of all children through classroom organization, differentiation and learning strategies ▪ Proven ability to develop good personal relationships within a team ▪ High level of IT competence ▪ Able to teach A Level or IB DP Higher Level <p>(* depends upon subject)</p>	<p>Essential</p>

<ul style="list-style-type: none"> ▪ Leadership training ▪ CELTA/DELTA or Equivalent ▪ International Experience ▪ Understanding of IB Structure and Philosophy ▪ Knowledge of EAL in the mainstream ▪ Good working knowledge the IBDP ▪ Subject Leadership experience ▪ Proven ability to develop opportunities for parental involvement ▪ Use of ISAMS 	Desirable
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Personal Attributes

- High levels of personal integrity
- Conscientious and able to focus on completing work to a consistently high standard
- Flexible and positive approach to work
- Excellent organisational and time-management skills; high attention to detail
- Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved
- Adaptable to working in a fast paced ever changing environment
- Ability to work under pressure and remain calm
- Proactive and willingness to take on multiple tasks
- Self-motivated and enthusiastic
- Ability to work independently
- Must be a team player, willing to help and be flexible
- Continually strive for improvement

Other

- Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.
- Compliance with visa requirements for working in [Location].
- A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required

PHILOSOPHY AND VALUES

We are ambitious for our students, our people and our family of schools. We believe that:

- There is no limit to what every person can achieve.
- Creativity and challenge help us get better every day.
- Learning should be personalised.
- Unique global opportunities enhance the learning experience.

The NAE Commitment

At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition**. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.

Promote and embodies *The CORE 7 Leadership Capabilities:*

- **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance.
- **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction
- **Collaborative** – Works collaboratively with others to achieve organisational outcomes
- **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success
- **Enabling** – Drives excellence through valuing and developing others
- **Agile** – Achieves personal and organisational success within a changing, dynamic and complex environment
- **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations

- Role-model the 'Be Ambitious' philosophy each day
- Feedback as a valued member of the team and the wider organisation