



**Job Description**

**POST TITLE**

Head of Department – Modern Foreign Language (MFL)

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**SCALE**

To be discussed with successful candidate.

**PURPOSE OF THE JOB**

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and ensure delivery of high quality teaching and learning for which the teacher is accountable.

**RESPONSIBLE TO**

Senior Headteacher/Headteacher

**RESPONSIBLE FOR**

Department of MFL

Shenley Academy recognise and value continued professional development. Therefore training opportunities will be made available as appropriate or necessary.

## EMPLOYMENT DUTIES

### **JOB DESCRIPTION**

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.



### **OVERALL RESPONSIBILITY**

To provide clear, cohesive leadership and direction in teaching and learning in the subject area and manage and motivate teaching and support colleagues in developing innovative teaching strategies to enhance the quality of teaching, learning and achievement.

To build and develop a subject specialist team, working to enhance the teaching skills of others through ensuring continued professional growth and career development for staff.

To contribute to the strategic development of the academy by implementing whole academy new initiatives, monitoring and reporting on key outcomes, to ensure the department meets academic targets as well as meeting the requirements of Every Child Matters

To take responsibility and be accountable for student attainment and achievement, by tracking student progress and supporting individual students' learning needs.

### **SECTION 1 - GENERAL MANAGEMENT DUTIES**

#### **Leadership**

Contribute to the overall strategic direction and delivery of the academy's aims and objectives by providing advice, challenge, insights and experience that will be beneficial to the activity and development of the organisation.

To champion best practice in this area, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.

Scrutinise and monitor the performance and effectiveness of the Department in delivering the Academy's aims and objectives.

Play a major role in the Academy's middle management structure, assisting the Headteacher in creating a vision, sense of purpose and pride about the Department and its work.

Contribute to the Academy Self Evaluation and ensure the Department contributes towards the setting of targets and works towards achieving them.

Demonstrate strong leadership as a middle manager, through strategic and analytical capabilities,

in the development of all aspects of the Academy, including its policies and their implementation  
Proactively devise and implement departmental rules and procedures within relevant academy policies.

Co-ordinate the production and maintenance of the Department handbook, and implement, monitor and evaluate all of its policies and documentation.

Lead, direct and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across the department.  
Assist class teachers to group and set students by subject ability

Be responsible for maintaining discipline in the Department, ensuring behaviour management strategies are in place, including supporting staff during lessons when appropriate.

Keep a high profile around academy, taking command of areas at change of lessons and being visible and active during non-structured time.

Develop and maintain effective methods of communication with the Headteacher, SLT, other staff, students, parents, governors, external agencies and the wider community (including business and industry), etc.

Identify and applaud areas of success for individual teachers and the Department.

Help create an effective team by promoting collective approaches to problem-solving and curricular/department development, e.g. consult when writing the improvement plan and produce resources as a team.

Chair and produce the agenda for effective department meetings. Ensure notes are taken, kept secure and others informed as appropriate.

Implement academy assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of students in the subject. A portfolio of exemplar work moderated against grade descriptors should be maintained.

Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after academy/during lunch-breaks or a club, etc.

Deploy all Department staff effectively in order to give department members a good Work/Life balance.

Liaise with other staff on the effective deployment of any Teacher Assistants or class helpers. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.

Use Leadership and Management (LM) time effectively for these purposes. A reasonable

proportion of timetabled time will be designated as Dedicated Leadership and Management (LM) time, and it will be allocated in blocks of no less than 50 minutes.

### **Curricular/Departmental Development**

1. Contribute towards continuity and progression within the whole academy curriculum.
2. Oversee the Department Improvement Plan, its implementation and the part it plays in the whole academy development.
3. Develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for students, and incorporate a variety of assessment methods at key points to enable accurate judgments on student progress.
4. Develop departmental systems to allow teaching staff to access student data to inform their planning and teaching.
5. Monitor and evaluate the teaching in the Department; take the initiative in identifying strategies to support consistency of practice, collaboration, reflection and be a lead practitioner in the team.
6. Develop departmental strategies for the students' spiritual, moral, social and cultural development, including citizenship.
7. Develop departmental strategies and procedures (using national and academy guidelines) for teaching and learning for students with special educational needs.
8. Work with the SENCO to ensure subject-specific targets are set which match curricular materials and approaches to student needs.
9. Identify and support the subject cohort of Gifted and Talented students by developing teaching strategies to meet their needs, sharing good practice, tracking student progress and setting specific departmental targets for the group.
10. Ensure that the department supports the Academy's implementation of all current statutory requirements, e.g. Single Equality Act, Disability Discrimination Act, Access to Work, SEN, Equal Opportunities, Child Protection,.
11. Create a culture and environment that is conducive to success through innovation, engagement and enthusiastic delivery of vision and through guiding and supporting members of staff and students by offering leadership and advice.

### **Stock/Resources/Budget**

1. Have oversight of the management of the Department stock, teaching resources and finances - obtaining best value for money.
2. Ensure timetable provision is effectively resourced and roomed to enable maximum benefit to staff and students.
3. Plan and budget the financial activities of the running of the department, oversee ordering of resources, and use support services to monitor the maintenance of an inventory of all department stock items and authorise the annual stock audit.
4. Authorise stock disposal in accordance with department and academy policies.
5. Devise systems for storing resources in such a way as to enable quick and easy access by all staff (teaching and support) (and students where appropriate).

6. Ensure resources are adapted to suit the needs of all students to enable inclusive learning opportunities for all students.

### **Liaison / Communication**

1. Communicate daily with department team members, making positive and constructive comments about work and student progress and keeping up to date with personal information, wider aspects of the academy agenda, recreation opportunities and enjoyment and professional development.
2. Meet regularly and work with the Director for Globalisation and develop effective departmental management.
3. Work closely with the SLT to promote the successful image of the academy in the community.
4. Oversee and monitor the accuracy of exam entries and dates and work effectively with the exam officer.
5. Act as the initial person for others to contact regarding all issues relating to the subject.
6. Liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between schools and phases for all students.
7. Liaise with other Directors of Learning in order to develop integrated schemes of work, e.g. Numeracy, Literacy, SEN, ICT and Citizenship.
8. Inform staff about new developments and ideas related to the subject and the Department by means of a regular newsletter – to include department meeting agendas, etc.
9. Manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual students and groups of students.
10. Develop constructive relationships with key members of the academy and community and provide helpful and accurate responses to parent/carer enquiries.
11. Work with other E-ACT colleagues, subject advisors and strategy managers to support and influence the work of all in the department.

### **Health and Safety**

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

### **Continuing Professional Development – Personal**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the Academy Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the Academy

Improvement Plan taking full advantage of any relevant training and development available.

3. Develop skills and knowledge for mentoring and coaching colleagues.
4. Maintain a professional learning log and portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

### **Continuing Professional Development – Staff**

1. Contribute to, and take a leading role in, the provision of high quality professional development through an effective Performance Management programme, making use of, where appropriate, other sources of expertise, e.g. E-ACT, outside training agencies, etc.
2. Consider the expectations and needs of other members of staff, and in particular ensure that trainees and NQTs are appropriately monitored, supported and assessed in relation to QTS and Induction standards and those of the Academy, e.g. by the incorporation of targets related to leadership, professional development and students' attainment.
3. Carry out appraisal of certain teachers and teacher assistants as required by the Performance Management programme and use the process to develop the personal and professional effectiveness of each member of staff to engage all employees.
4. Assist the Headteacher, by providing relevant evidence as requested, in assessing staff for pay progression.
5. Through a process of monitoring and evaluation, within the Academy Improvement Plan context and Performance Management system, establish the professional development focus for the coming year for each member of the department.
6. Manage a range of learning styles and pace of learning within the department and provide colleagues with differentiated learning opportunities and techniques and support as appropriate.
7. Meet regularly with colleagues to discuss, review and monitor progress made in implementing change.
8. Assist staff to identify existing knowledge and practice, guide professional learning by identifying success criteria, and support the process through a programme of reflective practice.
9. Work with other teachers to develop practice by:
  - leading professional development activities;
  - assisting colleagues in matching teaching approaches to learning styles;
  - Making videos of model lessons; provide demonstration lessons for (departmental) colleagues to observe within a framework of mutual trust and support.
  - Establishing a professional dialogue with colleagues to ensure staff feel confident to improve their skills.
  - acting as consultant to teams that develop strategies for students experiencing difficulties;
  - supporting staff in their professional development by being a critical friend, providing constructive criticism and further opportunities to develop teaching skills;
  - auditing staff skills and experiences against requirements for change in practice to

meet the demands of new initiatives and any requirements leading to successful implementation;

- trialing teaching procedures, reporting back on successes and areas for further development and be open to colleagues contributions and judgment's;
- network with professionals at other / similar / feeder academy's to enhance learning opportunities for staff;
- mentor and coach members of the team to support and improve practice
- Supporting government and local initiatives.

10. Create time for Professional Development of staff by efficient use of meetings time.
11. Lead in the use of 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; taking the lead in collaborative planning sessions; provide additional student support or any activity directed by the Headteacher.
12. Maintain a professional portfolio of evidence and departmental learning log to support the Performance Management process.

## **SECTION 2 – - MFL SPECIFIC DUTIES**

1. Consult, produce and regularly review the MFL Department handbook which should state the agreed procedures, practices and aspirations of the Department. The handbook should be word processed, held in a ring-file, actively used by staff and focus on:

- Aims and Objectives for MFL.
- Assessment, Recording & Reporting.
- Student Inclusion (SEN, Gifted & Talented, Students with English as a second Language, Gender, Multicultural, Differentiation, etc.).
- Citizenship.
- The range of appropriate learning styles.
- The use of ICT.
- Health and Safety.(including specific detailed description of the procedure for academy trips).

1. Maintain a Departmental Portfolio with evidence of:

- Departmental data, to include public examination and KS3 outcomes, departmental targets, comparative data with similar and national results and historical trends.
- Examination procedures for the conduct of practical and oral examinations and the preparation of pupils requiring the expertise and language skills of the department.
- Lesson observation records and monitoring and evaluation outcomes.
- OFSTED Departmental Report and Improvement Plan.
- Departmental Learning Log and Professional Development Record.

2. Liaise with other staff in order to maintain the Academy's record of successful foreign visits which enhance pupils' understanding and knowledge of a foreign language and culture.
3. Manage the Department's contribution to the Academy Prospectus.
4. Manage the Department's contribution to the Academy's publications and website, including articles about experiences abroad and items about partner schools and their news.
5. Foster links via traditional 'pen-pal' email or videoconference with partner schools in other countries to enhance understanding of language and culture.

### **SECTION 3 – OTHER DUTIES**

The following tasks will be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the Academy's continuing professional development programme:

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

1. The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Management Team.
  - This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Senior Management Team as required. Trade union representation will be welcomed