**Job Description**

**Curriculum Director of Modern Foreign Languages**

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| **Title:** | Curriculum Director of Modern Foreign Languages |
| **Project Team:** | Teaching Staff |
| **Reports to:** | Head of School, Vice Principal, Assistant Vice Principal |
| **Salary:** | MPR/ UPR |
| **Allowance:** | TLR 1b (£10204) |
| **Responsible for:** | Learning Consultants in Curriculum Area, Curriculum in respective area (Modern Foreign Languages) |

**Key Duties and Responsibilities**

* The day-to-day leadership and management, control and operation of subject provision within the allocated curriculum area.
* To regularly use national performance data to identify students at risk and to initiate and implement early intervention strategies.
* Lead the development of appropriate syllabuses, resources, schemes for learning, marking policies, assessment and teaching strategies within the designated curriculum area.
* Work with colleagues to formulate aims and objectives for the curriculum area which have coherence and relevance to the needs of students and to the aims and objectives of the Academy.
* Liaise with the Vice Principal or Assistant Vice Principal to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy’s strategic objectives.
* Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
* Liaise with the Vice/Principal or Assistant Vice Principal to maintain accreditation with the relevant examination and validating bodies.
* Work with the Vice Principal or Assistant Vice Principal to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
* Contribute to Performance Management and to act as reviewer for a group of staff within the assigned curriculum area.
* Participate in the monitoring and evaluation of the curriculum in line with agreed Academy procedures including evaluation against quality standards and performance criteria.
* Ensure the maintenance of accurate and up-to-date information relating to the curriculum area on SIMS.
* To participate in the Academy’s Learning Walk Programme.
* Ensure effective communication as appropriate with the parents of students.
* Contribute to the development of effective curriculum links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days and other events in partner schools and the wider community.
* Monitor and evaluate literacy and numeracy strategies across the Academy to ensure maximum inpact on students’ learning.
* Monitor students’ progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
* Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
* Maintain high standards of discipline in accordance with Academy procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and independent learning (homework).
* Undertake assessment of students as requested by external examination bodies, curriculum areas and Academy procedures.
* Monitor, track and develop effective teaching and learning within the curriculum area.
* Take an active role in the Appraisal Process.

**Teaching and Learning**

* Use a variety of learning and teaching strategies to deliver outstanding lessons to all students ensuring pace and challenge are maintained.
* Understand and integrate the use of New Technologies into learning experiences in order to raise levels of achievement.
* Plan lessons and extended learning opportunities in line with Schemes for Learning.
* Ensure learning objectives and outcomes are communicated to every learner in line with Academy policy.
* To differentiate appropriately, taking into account individual learner needs.
* Make use of extended learning opportunities for use outside of Academy lessons.
* Utilise effectively, Learning Support staff in lessons.
* Participate in the Academy’s Quality Assurance Programme and its agreed framework.
* Work efficiently and creatively using the full range of resources available, including other adults and mentors.
* Provide a positive learning climate within lessons to promote a meaningful staff – student relationship and interaction.
* Adhere to the Academy’s Positive Behaviour Policy and ensure implementation in everyday life at Q3.
* Regularly evaluate the progress of students in relation to their prior attainment and use data to inform teaching and learning.
* Report, as required, in line with the Academy’s Reporting for Learning Policy to a variety of stakeholders including students, parents, line managers and the Executive Team.
* Mark work in accordance with the Academy’s Assessment for Learning Policy providing both formative and summative feedback on a regular basis.
* To take responsibility for individual professional development and use the outcomes to improve learning and teaching.
* To demonstrate a thorough and up-to-date knowledge of learning and teaching taking into account wider curriculum developments, which are relevant to your work, e.g. National and Department for Education initiatives.
* To be aware of the Academy’s Anti-bullying Policy and support students as necessary***.***
* To maintain good order and behaviour for learning among students, with particular regard to Health and Safety, both on the Academy premises and when engaged in authorised activities elsewhere.

**Component 1 – Wider Professional Effectiveness**

* Participate in and engage with Academy Inset and Professional Development, whether in-house or external.
* Lead on a whole-school responsibility to be decided at interview
* Through the mechanisms of Appraisal and Quality Assurance, demonstrate improvement in your role as a result of Professional Development and Inset.
* Disseminate the outcomes of Inset to other staff and ensure that the Executive Team are aware of such innovation and cutting edge development.
* Effectively contribute to the Academy improvement planning process.

**Component 2 – Role Model**

* Ensure that ‘no student is left behind’, in their academic and personal development.
* Conform to the Academy’s Dress Code for staff and demonstrate exceptional standards of presentation, conduct and time keeping.
* Build team commitment amongst students and staff alike.
* Engage and motivate students and staff to do their best by doing your very best.
* Demonstrate a positive approach to your professional duties and improve the quality of student learning.

**Additional Components**

* To consistently uphold the Academy’s aims and strive to attain Academy Targets.
* To work in a cooperative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the Academy.
* To work with students within the framework of the Academy in a courteous, positive, caring and responsive manner.
* Play a full part in the life of the Academy’s community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
* Be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
* Demonstrate both enthusiasm and high standards of professionalism to all Academy stakeholders.
* It is the responsibility of each employee to carry out their duties in line with all Academy Policies promoting a positive approach to a harmonious working environment.
* The job purpose and key task statements above are indicative and by nomeans exclusive. The need forflexibility amongst staff is therefore considered important.
* To undertake any other duties deemed reasonable by the Senior Leadership Team for the post at this level.
* To embrace the Academy’s Family Dining Programme; leading sessions when directed.

**Health and Safety Responsibilities**

* All staff have a responsibility to be aware of, comply and act upon the Health and Safety Policies of Q3 Academy and undertake risk assessments as appropriate. Full details can be accessed via the staff website.
* Q3 Academies Trust operates as designated no smoking sites.

**Q3 Academies Trust is committed to safeguarding and promoting the welfare of children. All post holders are subject to a Satisfactory Disclosure & Barring Service Check (DBS). Satisfactory employment references as well as identification and qualification checks will be required before commencing duties.**

Signature:

Date:

PERSON SPECIFICATION

The Governors expect candidates to be effective in all the tasks outlined in the job description and will in addition, require the following:

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| Specification | Essential | Desirable | Evidence |
| *Qualifications* |  |  |  |
| Qualified Teacher Status | √ |  | F |
| Degree | √ |  | F |
| Continuing good record of professional development | √ |  | F |
| *Experience* |  |  |  |
| Skills to teach all Key Stages |  | √ | F |
| Achievement of high standards | √ |  | L,I |
| Awareness of the value of assessment data in raising standards | √ |  | L,I |
| Use ICT to enhance learning | √ |  | L,I |
| Integration of the SMSC Agenda | √ |  | L,I |
| Effective verbal and written communication | √ |  | L,I,R |
| Ensure that the educational needs of all children are met | √ |  | L,I,R |
| *Curriculum Knowledge KS3 and KS4* |  |  |  |
| Planning for all areas of learning meets the needs of all students | √ |  | L,I |
| Assessment procedures used to inform planning for teaching and learning for all students | √ |  | L,I |
| A broad and balanced curriculum for all students |  |  |  |
| Understanding effective inclusion practice | √ |  | L,I |
| *Philosophy* |  |  | L,I |
| Clear understanding of how students learn and how their needs can be met | √ |  | L,I |
| Clear understanding and commitment to equality principles and practices | √ |  | L,I |
| Determination to overcome barriers, including attitudinal barriers to the effective inclusion of all students | √ |  | L,I |
| A commitment to high standards for all | √ |  | L,I |
| A commitment to self and Academy improvement | √ |  | L,I |
| *Other* |  |  |  |
| Fully supportive references | √ |  | R |
| Professional standard of dress in accordance with Q3 Staff code | √ |  | I |
| *DBS Clearance* |  |  |  |
| Working in an educational establishment, children’s day or residential care home | √  Enhanced |  |  |
| Involved in caring, training, supervising or being in sole, unsupervised contact with children | √  Enhanced |  |  |

Key to evidence sources:

F= application form, L= letter, I= interview, R= references

Signed Employee: …………………………………… Date: …………………………………

**The Remaining Sections are for the Applicant’s Information Only**

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| **10. Disclosure and Barring Service (DBS) Requirements**: | | | | | | |
| In line with the Employer’s Safeguarding responsibilities, who is this position providing a service to? (please ✓as appropriate): | | **Adults** | | | **Children** | **Neither** |
|  | | |  | DBS check is not required  Please continue to the next section. |
| **For Positions working with Children** | | **Yes** | **No** | **Notes** | | |
| **Is the position**  (a) working in a Specified place? | |  |  | If yes is answered for (a) and/or (b) then the Frequently or Intensive test (c) must also be met in order for the position to be subject to an Enhanced DBS check with a check against the Children’s Barring list. | | |
| (b) working in an “Unsupervised Activity”? | |  |  |
| (c) if yes is answered for (a) and/or (b), is the  Frequently or Intensive test met? | |  |  |
| **For Positions working with Adults** | **Yes** | **No** | **Notes** | | |
| **Is this position working with an Adult providing:**   * health care |  |  | If **yes** is answered to **any** of the services listed (on the left)an Enhanced DBS check with a check against the Adult’s Barring list is required.  Please note: There is no “frequency” test.  If **none** of the services listed (on the left) are undertaken as part of the post **no** DBS check is required. | | |
| * personal care |  |  |
| * social work |  |  |
| * assistance with cash, bills and/or shopping |  |  |
| * assistance in the conduct of a person’s own affairs |  |  |
| * conveying or |  |  |
| * day to day supervision of a person carrying our any of the above activities |  |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **11. Main Physical Activities/ Requirements of the Post.**  Please ✓ if activity requires to be undertaken.  The Academy will make reasonable adjustments that are necessary for the successful candidate to undertake any of these activities | | | | | | Lifting/manual handling/client handling | |  | Prolonged standing or sitting |  | | Working at heights | |  | Work with vibrating tools/machinery |  | | Working in confined spaces | |  | Bending |  | | Working outdoors | |  | Manual cleaning /domestic duties |  | | Agricultural/gardening work | |  | Food Handling |  | | Work requiring respirators or masks | |  | Rotating shift work or night work |  | | Work requiring hearing protection | |  | Driving Duties HGV/LGV/  Minibus/Passenger carrying |  | | Work with skin irritants/allergens/respiratory irritants/fine particles | |  | Any other driving duties |  | | Use of computers | |  | Using restraint |  | |  | |  | High mental stress content |  | | Other main physical activities not listed above |  | | | |  |  |  |  | | --- | --- | --- | | **12. Pre-employment/placement Medical** | | | | A pre-employment/placement medical assessment with Occupational Health is required for any employee who is undertaking a safety critical post.  A safety critical post is one that is likely to be exposed to:-   * Noise (e.g. gardeners using mowers and highways road workers) * Vibration   + Hand/arm vibration (e.g. gardeners using blowers and/or strimmers, road workers, arborists, cleaners using buffers and countryside workers   + Whole body vibration (e.g. tractor drivers) * Hazardous substances (i.e. solvents, fumes, dusts, biological agents and other substances hazardous to health) (e.g. School Design and Technology Technicians)   Also, the following posts: Mini Bus Drivers, Trading Standards Officers, Vehicle Mechanics, School Crossing Patrol Operatives and employees working with asbestos require a pre-employment/placement medical.  Night workers (e.g. care workers and concierge staff) will be given the option to receive pre-employment/placement screening if they are offered the position. | | | | Having reviewed the criteria outlined in Section 11 does this post require a pre-employment / placement medical assessment with Occupational Health? |  |  | | | | | | | | |

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| **13. Sickness Absence and Disability** | **Criteria** | **How Identified** |
| What does the job require in the way of a satisfactory sickness absence record?  This criteria has been included on this specification for the candidate’s information only. | Candidates should have less than 3 absences in the last 6 months or not more than 6 days absence over the 6 months period prior to the closing date of the post. Any absences relating to a disability or any other incapacity will be viewed sympathetically and will be considered if fully explained. Due regard will be made to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010. | This Information will be only obtained from the successful candidate after conditional offer of employment has been made. |