

Manchester Communication Academy

Director of Languages

Applicant Pack



with you, for you, about you.

Dear Candidate,

Thank you very much for your interest in becoming the Director of Languages at Manchester Communication Academy.

With communication in our name, languages are an important part of MCA. We are looking for a strategic leader of languages who is ready to take their next step into senior leadership with strategic oversight of the MFL and EAL team leaders. You'll ensure that our students achieve the highest possible outcomes in their MFL, community languages and ESOL qualifications as well as ensuring that excellent EAL provision is the key to unlocking the potential of many of our students across the curriculum.

Manchester Communication Academy was first established in 2010 and has gone from strength to strength each academic year. The Academy has approximately 1200 students on roll in Years 7-11 and we boast a wonderfully rich and diverse school community. MCA is at the heart of the community and is committed to improving educational outcomes for all of our students. MCA is proud to be a community hub and our outward facing work is outstanding. In September 2026, we will open a new purpose built Transition Centre, a school in its own grounds just for Year 7. This demonstrates our commitment to the transition process and ensuring every child has the best possible start to secondary school. In addition to this, we will also open a Science and STEM facility, with 11 state of the art Science labs to support increased student numbers over the next 5 years (from 1200-1500). It is a really exciting time to join us.

MCA was recognised by OFSTED in 2024 as a Good school with Outstanding Personal Development and we strive for excellence in everything we do.

We believe in the transformative power of knowledge in ensuring equitable opportunities for success. Our aspirational, bespoke curriculum ensures that all of our students gain the necessary experiences to compete academically, practically, socially and morally in the wider world. In order to achieve this, we invest deliberately in professional development. Drawing upon our EEF Research School, we are able to provide all staff with the most up-to-date and high quality evidence to develop their expertise. Our knowledge of the memory model and how learning works underpins our Teaching and Learning policy so that subject leaders and teachers are empowered to adopt these principles intelligently and appropriately, whilst maintaining fidelity to what we know is effective. During department time, allocated during the academy day, and during weekly subject-specific CPD time, teams explore the 'best bets' of evidence-informed practice and work collaboratively to embed this practice within their daily habits. These sessions are engaging, impactful and ambitious, including deliberate practice, instructional coaching and an emphasis on building effective habits.

At MCA, we proactively promote staff wellbeing through our management of workload and additional benefits for staff, such as flexi days and the Employee Assist programme. As a result, our staff are highly skilled and knowledgeable professionals who embrace new opportunities to learn more and keep getting better – a culture that permeates the academy amongst staff and students.

Our students appreciate and relish the opportunity to learn and we support their effective learning behaviours through high expectations with emphasis on metacognition and our work with parents, families and the community. Having the highest expectations of our students means that our teachers can focus on teaching and our students can focus on learning.

We are looking for a leader who is aligned with our values and has the talent and potential to accelerate the school's journey to excellence. The position is a great opportunity for someone who shares our passion for delivering educational excellence and wants to develop professionally. If you are aligned to our mission and values and could flourish with this opportunity, we very much look forward to hearing from you.

Kind Regards



Susan Watmough
Headteacher

JOB DESCRIPTION

JOB TITLE	Director of Languages
SALARY GRADE	Leadership scale L7-11
DEPARTMENT	Languages and EAL
RESPONSIBLE TO	Senior Leadership Team
START DATE	September 2026* An option to start earlier is possible

Key Outcomes

Job Purpose

Provide professional leadership and management to the Language and EAL department in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement of all students by:-

- Act as the academy strategic lead for student outcomes and staff development in MFL and EAL through effective line management of the MFL and EAL leadership teams
- Ensuring that all young people make at least expected progress and that ambitious targets for student performance are met in all Key Stages.
- Continuing to develop an innovative and progressive curriculum in MFL lessons, alongside the MFL leadership team, which is supported by a vibrant programme of extracurricular and enrichment activities.
- Ensure that the community languages strategy leads to the maximum possible number of students achieving excellent grades in their own language – as a valuable recognition of their talent.
- Support the leaders of other subject areas by ensuring the best possible EAL provision and adaptations are in place, to enable students who speak English as an additional language to thrive in the wider curriculum.
- Oversee the performance management of all leaders, teachers and support staff in the MFL and EAL Departments so that ambitious targets are met and there is a clear link between pay and progression.

Strategic Direction

- To collaborate with senior and middle leaders to ensure coordination and effective implementation of strategic priorities.
- Establish short, medium and long-term plans for the development and resourcing of the subject through thorough and honest self-evaluation
- To work with the MFL and EAL leadership teams to provide strategic direction in securing high quality provision and processes that ensure an outstanding education for all students within the faculty.
- To have a high level approach to quality assure teaching learning and assessment throughout the faculty, ensuring that every lesson counts.
- To have a strategic improvement plan which ensures that the quality of education for all pupils is a focus for continual improvement.
- To prioritise staff wellbeing in all leadership decisions.
- To be evidence informed when taking leadership decisions.

- To evaluate curriculum implementation driving improvements that allows all students to succeed.
- To quality assure the departmental improvement plans which contribute positively to the Academy improvement plan.
- To make a measurable contribution to student progress and attainment.
- Develop and implement policies and practices for the subject area which reflect the school's commitment to high achievement and which are consistent with national and school strategies and policies
- To support with the development of trust-wide MFL and EAL provision as necessary.
- To strengthen links with local primary schools and better align the school's curriculum with students' prior learning.

Staff development- within the faculty and People Management

- To develop the practice of leaders within the departments through modelling, coaching and effective line management.
- Own a subject specific professional development that works with the MFL leadership team delivering our commitment to a culture where being better never ends.
- Engage with effective partners both internal and external to drive standards.
- Quality assure teaching practice in the department intervening where necessary as part of our commitment to excellence.
- Identify any aspects of underperformance across the department and implement appropriate actions to realise improvements
- Regularly review data at all levels to maximise student performance.
- To work proactively with the team to create valuable working relationships that thrives on using the knowledge and expertise of individuals to produce optimal outcomes.
- To adopt a strong, caring and flexible leadership style as to influence and motivate staff and students to achieve their objectives and those of the School.
- To create an environment of open-mindedness, fairness and harmony so that all individuals can achieve their potential.
- To work proactively with the Senior Leadership Team to create an open, valuable working relationship that thrives on using the knowledge and expertise of individuals and groups to produce optimal outcomes.
- To advise the Senior Leadership Team about the recruitment and retention of high-calibre staff.
- In conjunction with all staff, organise activities/processes that encourage team development (including parents/carers and community partners).

Quality Assurance- within the faculty

- Evaluate the curriculum delivery across the faculty and link this to student progress.
- Have a robust quality assurance system involving the MFL and EAL leadership teams and key stage leaders as appropriate.
- Feedback to leaders within the faculty on action points as a result of effective quality assurance.
- Celebrate successes of both staff and students.
- Support with the implementation of the school's behaviour and inclusion policies.

Teaching & Learning

- Model excellence in the classroom and provide training/support for staff to develop excellence in teaching and learning.

- Ensure schemes of work are evaluated effectively and are appropriate to ensure that all pupils are able to make good progress, relative to their starting points
- Improve outcomes for children by ensuring the highest quality of teaching and learning.
- Promote the active involvement of students in their own learning.
- Share in the development of effective teaching, learning and assessment and implement rigorous support processes to ensure that learning is consistent at all levels.
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities.
- Support strategies for enhancing teaching and learning to ensure all lessons lead to excellent student outcomes.
- Ensure that data is utilised intelligently to support excellence in learning and teaching through pedagogy that encourages and supports high levels of progress and attainment.

Innovation

- Create effective links with other high performing schools and facilitating effective implementation of research that improves teaching and learning.
- Lead innovative ways of sharing best practice and implementing new Academy strategies.
- Share curricular developments and contribute to whole school forward planning.
- Promote and support innovation so that educational outcomes are positively transformed.
- Provide training and professional development for leaders in the departments on how to improve classroom practice based on the best available evidence.
- To ensure we adopt innovative ways to support the wellbeing of all staff.

In addition to the above specific duties all staff are required to:

- Actively participate as a member of the extended senior leadership team and contribute to the Academy's decision-making process.
- Undertake any other duties as deemed appropriate by the Headteacher and commensurate with the post.
- Participate in Performance Review.
- Promote and implement equality and diversity.
- Comply with legislation and adhere to Manchester Communication Academy's policies and procedures.
- Have due regard for safeguarding and promoting the welfare of children and young people.
- Contribute to the fulfilment of Manchester Communication Academy and the Greater Manchester Academy Trust's vision, ethos and strategic plan.
- Participate in professional development and fulfil contractual obligations.
- Attend appropriate meetings, both within the Academy and as appropriate to your role
- Respect confidentiality

Safeguarding

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

This job description sets out the main duties and responsibilities of the post and each individual task may

not be identified. The post holder will be expected to undertake such other duties as reasonably correspond with the general character of the post and are commensurate with its level of responsibility. This job description will be kept under review and may be amended from time to time, following consultation with the post holder, to reflect changing organisational needs.

When the post holder discloses that they have a disability, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

DBS	This post requires DBS clearance and is subject to Enhanced clearance from the Disclosure and Barring Service as well as a range of other safeguarding checks.
Rehabilitation of Offenders Act 1974	The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website. You are not required to provide details of criminal convictions at application stage, however if shortlisted for interview you will be asked to supply further information, which will include spent convictions.
Online Searches	Any candidate selected for shortlisting may be subject to an online search as part of our due diligence. Online searches do not form part of our shortlisting process, however any issues of concern that come up during an online search may be discussed with the candidate at interview.

Probation period

Post holders who are not to the Trust will be subject to a probation period of 6 months. The probation period provides a structured framework to ensure employees are inducted into the Trust and understand the standards expected of them in terms of performance, attendance and behaviour.

Person Specification – Director of Languages

This person specification will be used when shortlisting candidates for interview.

Any candidate with a disability who meets all essential criteria will be selected for interview.

Education & Qualifications		
A good relevant honours degree (at least a 2ii)	Essential	Application Form/ References
Hold QTS (or equivalent)	Essential	
NPQ or other relevant professional qualifications.	Desirable	
Experience		
<ul style="list-style-type: none"> ● Impact of improving/ excellent outcomes in the MFL national curriculum within a similar setting ● Demonstrable impact in developing high quality learning opportunities for EAL students including community languages ● Planning effectively for student progress. ● A track record as an outstanding teacher with excellent results. ● Successful leadership of subject area within a secondary school. ● Demonstrable track record of improving student outcomes in the last three years. ● Experience of developing, implementing and improving school policies and practices. ● Experience of building an effective team. ● Experience in child protection and safeguarding procedures. ● Demonstrable evidence of contribution to the wider school and its community. ● Successful management of a demanding workload. ● Ability to teach Spanish at higher GCSE level. 	<p>Essential</p> <p>Desirable</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	Application form, Interview, references
Modelling excellence in teaching		
<ul style="list-style-type: none"> ● Demonstrates a strong understanding of current theories and research in effective practice on teaching and learning ● Ensure excellent teaching is demonstrated and there is modelling of high expectations for all students ● Effectively judge the quality of teaching; provide appropriate advice and support to secure improvement in the quality of teaching and its impact upon learning ● Inspire, support and empower the department to deliver a stimulating curriculum. ● Initiate and support the sharing of expertise, good practice and research and evaluation about effective teaching and learning. ● Able to model excellent practice in EAL, including CLIL sessions. ● Able to advise and provide guidance in a range of subjects to support learners with EAL to make progress. 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	Application form, Interview, references
Holding others to account		
<ul style="list-style-type: none"> ● Support an ethos and culture of high expectations for all pupils' aspirations and achievements, removing barriers to learning and consistently challenging low expectations in the school and community ● Challenges and confronts underperformance, intervening swiftly to enforce consequences when performance levels drop. 	<p>Essential</p> <p>Essential</p>	Application form, Interview, references

<ul style="list-style-type: none"> Recognises and praise success and provides high quality support to others. 	Essential	
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Knowledge and Skills		
<ul style="list-style-type: none"> Sound understanding of the National Curriculum in both its teaching and assessment, and the examination system. Sound understanding of ESOL qualifications and curricula. An understanding of what constitutes excellent practice within and beyond the classroom and the ability to enthuse others on a journey of continuous improvement. The ability to share high expectations underpinned by the belief in the potential of all students to succeed and achieve regardless of starting point or circumstance. The ability to inspire, develop and motivate staff and students. Excellent awareness and understanding of effective assessment, marking and feedback practice at department and whole school level. (including target setting) Knowledge of and confidence in the use of student performance data to track progress and raise student achievement. An understanding of effective quality assurance and the ability to use it to secure improvement. An understanding of current developments in education and how these can be translated into a specific context. The ability to coach and mentor colleagues to help them improve. An understanding of how to engage parents and carers effectively to support students. Ability to identify and promote school improvement in creative and innovative ways. 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Essential</p> <p>Essential</p>	<p>Application form, Interview, references</p>
Delivering Results		
<ul style="list-style-type: none"> Oversee a curriculum that has depth and breadth and inspires students Set clear and stretching standards and expectations for student performance Develop and maintain a culture of a learning- centred Academy to ensure consistently high quality teaching and learning is achieved across the curriculum. Quickly implement strategies for removing or unblocking obstacles Have a thorough understanding of how effective curricula supports student progress Achieve a balance between a clear focus on results and attending to the needs of individuals. Monitor the standards of teaching and learning within the departments and implement strategies for sustained improvement. Comply with legal obligations, policies and procedures. 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>Application form, Interview, references</p>
Developing Relationships		

<ul style="list-style-type: none"> ● Develop a system that supports self-improvement for individuals and teams, working both within and across departments ● Communicate clearly to a range of audiences, including governors, parents and other stakeholders ● Demonstrate respect for an extremely wide range of people from different backgrounds ● Listen and empathise with the personal circumstances of others ● Provide support to students and their families to enable every opportunity for success ● Implement appropriate decisions that lead to school improvement even if difficult or controversial. 	Essential	Application form, Interview, references
	Essential	
Leadership and Management Skills		
<ul style="list-style-type: none"> ● Visible leader with whole school presence ● Ability to lead and manage decisively within a collaborative ethos ● Highly effective communication and interpersonal skills suitable for a variety of audiences e.g. parents, governors, staff, students ● Highly literate in using ICT as a teaching, learning and management tool ● Ability to think strategically and creatively, to develop ideas and implement them successfully ● Ability to respond positively and enthusiastically to new challenges, prioritising effectively and delegating as appropriate, but always seeing tasks through to their conclusion ● Ability to take decisions after appropriate consultation ● Reflect on situations and events and respond constructively ● Ability to work across multiple schools and provide school to school support. ● Ability to support the work of the trust in supporting primary practice. 	Essential	Application form, Interview, references
	Essential	
	Desirable	
	Desirable	
Essential requirements		
Enhanced DBS Clearance	Employment	
Evidence proof of right to work in the UK	Application form	