

## TEACHING STAFF JOB DESCRIPTION

<b>ROLE TITLE</b>	Head of MFL
<b>LOCATION</b>	Samuel Ward Academy
<b>GRADE / SCALE POINT – SALARY</b>	MPS / UPS / TLR
<b>REPORTING TO</b>	Headteacher

### INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:

**INTEGRITY**

**INCLUSION**

**KINDNESS**

The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

**Excellent education** – we have plans for work in primary, secondary and special education which aim by 2028 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

**Excellent staff** – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

**Excellent support for schools** – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

## **JOB PURPOSE**

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

## **KEY TASKS & RESPONSIBILITIES**

- Ensuring subject teachers are abreast of latest research and national developments relating to their subject
- Ensure subject schemes of work and teacher delivery contribute to the school Curriculum Map and connect with the Core Values.
- Monitoring the quality of teaching and learning through regular classroom observations
- Support subject team in the maintenance of effective learning behaviours
- Working with Line Manager to identify areas of student and staff need for development and planning intervention
- Ensure quality of teaching and learning is good or better by identifying and sharing best practice and implementing coaching and intervention strategies
- Ensure all students engage and make progress by leading planning and pedagogy for differentiation and follow through within the classroom, groupings and best use of teaching staff
- Procurement and effective use of resources for learning and links to latest technologies for learning to ensure best VFM
- Engage with the wider community by contributing to the wider range of opportunities offered by and for the school community
- Challenge students and support staff by ensuring that revision classes operate as directed and behaviour strategies are followed consistently by the department in line with the Academy's procedures
- Identify, track and respond to data in relation to outcomes, to ensure that the highest outcomes possible and that agreed school targets are achieved
- Work in a positive and collaborative manor as part of the partnership of schools within the trust

**Monitoring:** As specified by the Headteacher and in accordance with School Calendar and Evaluation Schedule

**Meeting Attendance:** Academy School line meetings.  
Trust Subject Leads Meetings.

**Key Performance Indicators:** TBD

## **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

## **GENERAL**

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

### PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Degree in area relevant to subject teaching or evidence of relevant level of subject knowledge</li> <li>Teaching Qualification</li> <li>English and Mathematics at G.C.S.E. / 'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level)</li> </ul>	
<b>Experience &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>High levels of subject knowledge and knowledge of statutory requirements relating to their subject</li> <li>Evidence of positive impact on student outcomes</li> <li>Evidence of successful leadership of a project or initiative</li> <li>Evidence of effective team working</li> </ul>	
<b>Key Skills &amp; Attributes</b>	<ul style="list-style-type: none"> <li>Positive disposition to implementing the schools' educational vision</li> </ul>	<ul style="list-style-type: none"> <li>Able to develop genuine, empathetic relationships with young people</li> <li>High personal standards in terms of attendance, punctuality and meeting deadlines</li> <li>High level of personal organisation skills</li> <li>Good communication skills, both written and spoken</li> <li>Solution focused disposition and a positive attitude particularly to challenge and change</li> <li>Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all students</li> <li>Positive disposition towards inclusion of all students including those with learning difficulties in mainstream learning and education</li> <li>Able to work as part of a broader inclusion and student support system</li> <li>Ability to work as a team player and supportive of team working</li> <li>Ability and willingness to develop own understanding and capability through advice and training</li> <li>Ability to work without constant supervision, to provide assistance as and when required, to seek</li> </ul>

		<p>tasks when unoccupied and think clearly and calmly in an emergency</p> <ul style="list-style-type: none"> <li>• Understanding of the principles of accountability and quality assurance to achieve best possible student outcomes</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team</li> <li>• Understanding of the management of change processes</li> <li>• Ability to maintain a consistent and continuous focus on student achievement</li> <li>• Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for their team and student outcomes</li> <li>• </li> </ul>	