


Job Title:	Head of Modern Foreign Languages (MFL)	Reporting to:	Headteacher
Location:	City Academy	Annual salary:	MPR/UPR + up to a TLR 2c - £7,017
Contract type:	Full time, Permanent	Hours of work:	Monday – Friday 32.5 hours per week

JOB PURPOSE AND RESPONSIBILITIES

- Leading the development of the curriculum, teaching and learning and assessment across MFL, including the development of appropriate syllabi, schemes of work, lesson plans, resources, and assessment materials.
- Inspiring and developing your team to offer all students a great education in a stimulating environment, providing equality of opportunity for all.
- Managing staff who teach and/or support the teaching of MFL, supporting their development and ensuring consistent high-quality teaching for all students.
- Providing professional support and guidance to colleagues, including modelling effective strategies relating to behaviour for learning; teaching, learning and assessment; intervention and enrichment.
- Ensuring staff are afforded opportunities to collaborate in order to drive continuous improvement and high-quality professional development.
- Co-ordinating assessment and progress tracking of all students within MFL, setting ambitious targets, identifying the need for intervention when students fall behind and successfully securing good progress of all students.
- Participating in the life of the school to ensure all students benefit from high quality pastoral support and a range of enrichment opportunities.
- Taking an active responsibility for the safeguarding and welfare of all students within the academy.
- To raise standards of student attainment and achievement within MFL and to monitor and support student progress, in accordance with the aims of the Academy and the curricular policies determined by the Governing Body and Headteacher of the school.
- To raise the profile of MFL, instilling a love of science within the school community and creating opportunities to deepen learning through cross-curricular links.
- To develop and embed school-wide approaches to oracy, literacy, and numeracy within MFL.
- To lead the development and enhancement of the teaching practice of staff within the faculty by ensuring accurate feedback is given to staff on their classroom practice which will enable them to improve performance in line with school objectives.

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- To use data effectively to track student progress, ensuring that appropriate intervention activities are provided for students who fall behind so that all students make good progress.
 - To co-ordinate a range of intervention and enrichment including study support after school, weekends, and holiday programmes.
 - To implement best practice in the effective use of student performance data and student and staff target-setting so that this impacts on classroom practice and contributes to raising achievement.
 - To encourage an environment which enables people to perform at their best and underpins effective relationships.
 - To actively monitor student progress and ensure plans are in place for students who are at risk of underachieving.
 - To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives, and strategic plans of the school.
 - To motivate colleagues and encourage collaboration within the department and with colleagues across the school.
 - To be involved in identifying staff development needs and ensure that appropriate programmes are designed to meet such needs.
 - To be involved in the application of ICT in the department including the development of resources.
 - To monitor standards of student classwork, marking, homework and teacher assessment through regular book scrutiny, learning walks and data meetings.
 - To keep up to date with national developments in the curriculum area, teaching practice and methodology and actively monitor and respond to curriculum development and initiatives at national, regional, local, and school levels.
 - To act as a role model for students and staff by consistently demonstrating best practice as reflected in learning policies and Academy practices.
 - To attend and where appropriate, lead all meetings which come under current responsibilities for example, departmental or CPD.
 - To participate in and carry out any administrative and organisational tasks within the remit of the School Teachers' Pay and Conditions document.
 - To complete any other duties deemed appropriate to the grade and workload as requested by the Head of School or the Leadership Team.
 - To participate in the operation of the Academy's Performance Management Scheme.
 - Such other duties as may be appropriate to achieve the objectives of the post or assist the Senior Leadership Team in the fulfilment of faculty and academy objectives commensurate with the post holder's salary grade, abilities, and aptitudes.



SPECIAL CONDITIONS OF EMPLOYMENT

REHABILITATION OF OFFENDERS ACT 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions, and reprimands being considered. Any arrests, convictions cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Head of School by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with CORE Education Trust Disciplinary Procedure.

HEALTH AND SAFETY

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in CORE Education Trust Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

EQUALITY AND DIVERSITY

CORE Education Trust is committed to equality and values diversity. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

TRAINING AND DEVELOPMENT

The Academy has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.



MOBILITY

The jobholder may be required to transfer to any job appropriate to their grade at such a place as in the service of the Trust they may be required, in accordance with legitimate operational requirements and / or facilitating the avoidance of staffing reductions.

This job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Amendments will be made in consultation with any existing jobholder and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.

CORE Education Trust is committed to safeguarding and promoting the welfare of students and expects all staff to share this commitment. An enhanced DBS (Disclosure and Barring Services) Check is required for all successful applicants.

Job Description Reviewed on:	Head of School
Job Description Reviewed by:	May 2021



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The Person Specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

	Essential	Desirable
Education, Training and Qualifications <ul style="list-style-type: none"> Degree or equivalent. Masters in a relevant subject area. Qualified teacher status. Evidence of and commitment to continuing professional development. 	X X X	X
Experience, Knowledge, Skills /Competencies <ul style="list-style-type: none"> Successful school teaching experience with experience of teaching across the age and ability range. Well-developed subject knowledge. Knowledge and understanding of key policies in particular: health and safety, child protection, SEND and their implementation in schools. Knowledge and understanding of the theory and practice of effective teaching and learning. The ability to develop and maintain outstanding relationships with other staff, students, and their parents. In depth knowledge of best practice in teaching and learning, including the use of the latest technologies, to support student learning. 	X X X X	



<ul style="list-style-type: none"> • Plan, prepare and deliver stimulating and engaging lessons, which make effective use of cross curricular links and teach children how to learn. 	X	
<ul style="list-style-type: none"> • Assess and record the progress of students' learning to inform next steps and monitor progress. 	X	
<ul style="list-style-type: none"> • Teach using an increasingly wide range of teaching strategies to meet different learning needs and abilities. 	X	
<ul style="list-style-type: none"> • Successfully deploy a wide range of effective behaviour management strategies. 		X
<ul style="list-style-type: none"> • Line management experience. 	X	
<ul style="list-style-type: none"> • Experience of middle leadership. 		X
<ul style="list-style-type: none"> • Communicate effectively both verbally and in writing, to a range of audiences. 	X	
<ul style="list-style-type: none"> • Make effective use of ICT across the curriculum when teaching and planning. 	X	
Personal Attributes <ul style="list-style-type: none"> • Demonstrate resilience, the ability to work under pressure and meet deadlines. 	X	
<ul style="list-style-type: none"> • Ability to think strategically, creatively and to prioritise. 	X	
<ul style="list-style-type: none"> • Excellent communication skills (including written, oral and presentation skills). 	X	
<ul style="list-style-type: none"> • Excellent interpersonal skills. 	X	
<ul style="list-style-type: none"> • A commitment to CORE Education Trust's vision, values, aims and the objectives of its academies programme 	X	

HOW TO APPLY

For further information about this exciting opportunity, or an informal discussion please contact Head of School, Rebecca Bakewell at rbakewell@corecity.academy.

Only those applicants submitting a [CORE Education Trust Application Form](#) will be considered. Please note that we do not accept CVs.

To apply for this role please submit your CORE Application Form to recruitment@core-education.co.uk by Tuesday 22nd June 2021.

For more information visit our website, core-education.co.uk/work-with-us

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CORE Education Trust is committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community. We are an Equal Opportunities and Living Wage employer.



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DELIVERING A **CORE** EDUCATION