**[http://www.westnorfolkacademiestrust.co.uk/images/WNAT%20logo2.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCIvzgNHJ-8gCFQFTGgod_fMEPg&url=http://www.westnorfolkacademiestrust.co.uk/schoolpolicies.html&psig=AFQjCNGv0XeLZlIaf3ZMRvHfV5vI2kZasQ&ust=1446891639482155)JOB DESCRIPTION**

|  |  |
| --- | --- |
| **School:** | Smithdon High School part of West Norfolk Academies Trust |
| **Job Title:** | Head of Modern Foreign Languages |
| **Grade:** | MPS/UPS as appropriate and TLR 2c |
| **Responsible to:** | SLT Line Manager  Headteacher |
| **Working With:** | Staff  Parents  Students  MLT  Trust MFL Lead |

**Smithdon High School is an 11 – 16 school located in the town of Hunstanton on the North Norfolk coast, famed for its sunshine and colourful striped cliffs.**

The school, which is part of the West Norfolk Academies Trust, has just over 600 students and is oversubscribed in Year 7 and for next the academic year. All students enjoy a full knowledge rich curriculum which is taught by a team of specialist teachers ably supported by our Senior Leadership and Cross-Trust Leaders.

Our new colleague will also benefit from being part of the **West Norfolk Academies Trust - a small, locally based charity working with primary and secondary schools** to challenge and support our family of schools to provide an excellent education for young people.

**Purpose of the Job**

We are seeking to appoint a committed and ambitious Head of MFL who has a proven record for delivering effective strategies to improve standards of teaching and learning to join and complement the friendly, supportive and dedicated professionals within our school.

They will demonstrate a passion for MFL, have excellent curriculum knowledge, be a successful teacher and possess strong leadership and management skills.

They will provide strategic and operational leadership to ensure that students have a deep understanding of MFL that prepares them well for the next stage of their life and education. They will be able to engage and motivate students, supporting them to reach their full potential.

This role involves:

* Giving a clear vision and direction to work,
* Identifying key areas for improvement and planning appropriate actions to meet them,
* Leading in raising standards of students’ attainment and achievement within MFL
* Monitoring and supporting student progress

**Key Responsibilities**

* Leadership
* Teaching and Learning
* Leading and Managing Staff
* Wider Professional Effectiveness

**Responsibilities**

**Leadership**

* Establish clear expectations and constructive working relationships among staff including, through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability.
* Have knowledge and understanding of the school’s aims, priorities, targets and action plans.
* Lead the development of high-quality teaching and learning within the department, ensuring all teaching staff are appropriately supported with their professional development needs.
* Analyse and Interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods, including that of key student groups, such as Pupil Premium and SEND.
* Write an annual departmental development plan, which is informed by data analysis and the School Improvement Plan.
* Manage issues of student behaviour to ensure effective learning.
* Support the overall ethos of the school as a child-centred, well-ordered community.
* Collaborate with the PSHE Lead and other agencies (as appropriate) in providing for the academic, spiritual, moral, social, emotional and cultural learning of our young people.
* Deliver subject based CPD, to department staff that reflects current academic thinking in the subject.
* Monitor the academic progress of students in MFL in order to secure and sustain student progress.
* Where underachievement has been identified, help to coordinate improvement strategies with teachers and Heads of Year.
* Ensure a rigorous quality assurance review of the quality of their department in line with school and Trust policy, procedures and expectations.
* Maintain a high-quality learning environment within the department. This will involve ensuring that the fabric and furniture in each area is in good condition, that each area is kept tidy and free of health and safety hazards, that displays in classrooms and corridors are stimulating and that they are ‘current’ and that resources are well maintained and treated respectfully.

**Teaching and Learning Responsibilities**

* To meet all requirements of the Teachers’ Standards.
* Within the designated curriculum area, to implement, deliver and contribute to the published scheme of work.
* To shape the learning experience to motivate and encourage students to achieve their full potential.
* To monitor the progress of students and provide support to ensure personal and academic growth.
* To deliver the designated programme of teaching as presented in the published scheme of work.
* To use a variety of delivery methods to stimulate learning, appropriate to student abilities.
* To prepare and update subject materials.
* To ensure a high-quality learning experience for students that meets internal and external quality standards.
* Within the guidance presented in the school Assessment Policy and using appropriate I.T. systems, to assess, record and report on the attendance, progress, development and attainment of students.
* To take part in Parent Information Evenings.
* Within the school’s feedback and homework policy, to set work appropriate to the needs of each student. To provide constructive feedback through a variety of methods to facilitate progression.
* To undertake assessment of students as required by internal and external (e.g. examination boards) procedures.
* To apply the school’s Behaviour Policy to ensure that effective learning can take place. To maintain discipline and use appropriate rewards and sanctions in line with school policy.
* To ensure that Literacy, Numeracy and ICT opportunities are optimised within the context of the designated teaching programme.
* To optimise the use of classroom support staff.
* To be willing to participate in the wider requirements of the faculty, such as after school support sessions and enrichment opportunities
* To be aware of, and assume the appropriate level of responsibility for, safeguarding and promoting the welfare of children and to report any concerns in accordance with the school’s safeguarding policies.

**Leading and Managing Staff**

* Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability.
* Lead and manage the implementation of student behaviour management strategy within their department in line with the whole school Behaviour for Learning Policy and expectations, to ensure effective learning can take place.
* Support staff to identify areas for improvement and offer advice on appropriate Inset.
* Ensure that the sharing of good practice regarding teaching and learning is high on the department’s agenda.
* Ensure all staff are given constructive feedback, including strengths and areas for development, following quality assurance activities.
* Ensure individual staff accountabilities are clearly defined, understood and agreed – and are subject to rigorous review and evaluation, including through appraisal as required by the school policy on Performance Management/Appraisal (using the process to develop the personal and professional effectiveness of the teacher).
* To develop effective skills of communication so all staff within the department feel they have a significant role to play.
* Ensure the effective management and leadership of Classroom Assistants assigned to the department.
* Work with the SENDCO and any other staff with Special Educational Needs expertise, to ensure appropriate targets are set and work is well matched to students’ needs.
* Ensuring the staff at key points of transition (including: new staff, ECT, Threshold) are supported and coached in relation to the standards.
* Ensure accurate examination entries are made.
* Lead, plan and record departmental meetings, informing Senior Leaders of key plans and successes.
* Lead the creation of opportunities for students to participate in a wide range of high quality extra-curricular / enrichment opportunities within the subject(s).

**Wider Professional Effectiveness**

* Make an active contribution to the policies and aspirations of the school, including those in relation to behaviour, discipline, bullying and racial harassment.
* To aim for ‘best practice’ regarding resources within the department by establishing staff and resource needs and allocating available resources with maximum efficiency to meet the objectives of the school and subject plans.
* Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
* To take reasonable care of the Health and Safety of themselves and of others who may be affected by what they do or forget to do.
* Strive to develop and improve leadership skills.
* Establish a partnership with parents to involve them in their child’s learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
* Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
* Manage own workload and that of others to allow an appropriate work/life balance.
* Develop and implement policies and practices, as appropriate, to ensure Governors are well informed about subject policies, plans and the success in meeting objectives and targets.
* To undertake any other duties that are commensurate with the grade and scope of the post as determined by the Headteacher.

**Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher’s career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
* showing tolerance of and respect for the rights of others
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.

**Job context and flexibility**

The duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.

Due to the routine of the school, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff will be subject to an enhanced DBS (Disclosure and Barring Service) check. Shortlisted candidates will be subject to an online search.

This post is exempt from the Rehabilitation of Offenders Act 1974 but Exceptions Order may apply.

Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the Academy’s financial regulations.

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Essential** | **Desirable** | **How assessed** |
| **Qualifications** | | | |
| QTS | **🗸** |  | Application |
| Relevant Degree | **🗸** |  |
| Evidence of appropriate CPD | **🗸** |  |
| **Experience** | | | |
| A record of successful teaching across the full age range and ability | **🗸** |  | Application,  Interview, Reference |
| Experience of developing the curriculum |  | **🗸** |
| Substantial and relevant leadership experience |  | **🗸** |
| Experience of effective management of student behaviour | **🗸** |  |
| Contribution to school beyond the classroom |  | **🗸** |
| Experience of working in different schools |  | **🗸** |
| Experience of strategic planning, effective monitoring and evaluation |  | **🗸** |
| **Skills, Attributes and Knowledge** | | | |
| Secure knowledge of subject area | **🗸** |  | Application,  Interview, Reference |
| Knowledge of how to monitor impact | **🗸** |  |
| Clear understanding of planning differentiation, recall techniques, ICT, numeracy, literacy into the curriculum | **🗸** |  |
| Ability to move the department forward with new innovations | **🗸** |  |
| Strong understanding of the analysis and use of data to make improvements/inform planning | **🗸** |  |
| An understanding of the use of data in promoting pupil achievement and attainment | **🗸** |  |
| An understanding and application of effective school accountability and challenge | **🗸** |  |
| Ability to focus on standards and the belief that all students can succeed given the right opportunity and support | **🗸** |  |
| Demonstrate a commitment to equal opportunities | **🗸** |  |
| Ability to achieve value for money within the designated budget | **🗸** |  |
| **Personal qualities** | | | |
| Strong, outgoing personality | **🗸** |  | Application,  Interview, Reference |
| Passionate about achievement | **🗸** |  |
| Strong team leader/lead by example/ability to inspire others/flexibility/adaptability/cooperation/team work | **🗸** |  |
| Ability to build effective and positive working relationships with students, colleagues and parents | **🗸** |  |
| Highest standards of professional conduct | **🗸** |  |
| Organised and methodical approach to work/ability to prioritise and time manage effectively | **🗸** |  |
| Enthusiastic and committed | **🗸** |  |
| Committed to safeguarding and promoting the welfare of children and young people | **🗸** |  |
| Committed to personal learning and development | **🗸** |  |
| Positive approach to problem solving | **🗸** |  |
| Positive attitude to work | **🗸** |  |
| Supporting positive mental health within the school | **🗸** |  |