

**Languages Faculty**

The language faculty at Nobel consists of 6 teachers and we currently offer French, German and Spanish as languages at all Key Stages. Attainment in MFL has been significantly above the national average in recent years and value added is positive compared to similar schools and students. We are a school where languages are supported and this is an excellent opportunity to further raise the profile of MFL and improve outcomes for students.

At Nobel, the study of modern foreign languages is based on a new, robust curriculum that leads to the effective development of the four skills (listening, reading, speaking & writing), holistic learning as well as intercultural awareness and communication. The aim is to prepare students to succeed at Year 11 and beyond from Year 7 so that they have a solid grounding in their language(s) studied. Shared homework is set across the faculty that is flipped to ensure the long-term acquisition of vocabulary. In addition, the curriculum is enriched by providing exciting trips, clubs and competitions.

Students are provided with a range of opportunities to:

* Develop their curiosity and understanding of the world.
* Learn and progressively master the vocabulary and the grammar specified in their content of study.
* Increasingly develop the ability to speak spontaneously, fluently and confidently in situations of real communication.
* Develop the ability to write at varying lengths for different purposes, progressively improving the accuracy of their spelling and that of the grammatical structures they use.
* Acquire translation skills needed for their exams and future jobs as well as a variety of other skills that will enable them to develop as linguists and become proficient users of the languages they study.
* Foster their desire to read literary texts, listen or view authentic material in order to develop their linguistic repertoire and for their own enjoyment.

**Support**

The school and the faculty have an excellent reputation for supporting teaching and learning. We train teachers from many different organisations including the University of Hertfordshire, Hibernia and Teach First. We work closely with the North Herts Teaching Alliance and are committed to supporting all teachers to improve their professional development.



**Person Specification**

**Head of Spanish**

|  |  |
| --- | --- |
|  **Essential** |  **Desirable** |
|  **SKILLS AND EXPERIENCE** |
| Education to degree level in relevant subject plus teaching qualification | Further qualification or evidence of continuing professional development |
| Expertise in the teaching of MFL up to Post 16, including evidence of excellence in own work as practitioner | Involvement and experience in improving the teaching and learning of other members of staff |
| Be able to teach Spanish to A-Level and another language to at least Key Stage 3 | Be able to teach Spanish to A-Level and French or German to GCSE |
| Willingness and ability to independently engage in necessary administration and supervision | Understanding or experience of using data to inform future teaching and learning e.g. value-added analysis and/or target setting |
| Excellent knowledge and understanding of current issues in MFL | Experience of taking students through the new GCSE and A-Level MFL curricula. |
| Good oral and written communication skills | Willingness to offer extra-curricular activities for students. |
| Good IT skills  | High level competence in ICT and using this to maximise teaching and learning |
|  **PERSONAL QUALITIES** |
| Ability to communicate well with students, parents and staff | Good time-management skills |
| Willingness and ability to work at all levels from involvement in policy-making to fine, practical detail | Perseverance |
| High expectations | Excellent organisation skills |
| Flexibility | Enthusiasm and good sense of humour |



**Job Description**

|  |  |
| --- | --- |
| Job title | Head of Spanish |
| Publication date | April 2021 |
| Postholder’s signature |  |
| Authorising officer’s signature |  |
| Reviewer |  |
| Review date |  |
| Status | Generic |
| Salary | MPS/UPS plus TLR 2b |

**Purpose**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school’s polices and the national teaching standards 2013.

**Job Context**

The primary responsibility of all teachers is to ensure that all students within their teaching and form groups attain to their maximum potential. The objectives are to ensure:

* consistently high standards of learning and teaching
* continual progress in educational achievement
* positive attitudes to learning and school
* personal and social development

Working Time: 195 days / 1265 hours per year - Full time (or Part-time equivalent).

| AREA | RESPONSIBILITIES |
| --- | --- |
| Line Management | * Responsible to: Headteacher; SLT link; Director of Faculty, as appropriate.
 |
| Teaching & Learning | * Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources.
* Contribute to the development of Schemes of Work and Subject/Faculty/PSHE policies.
* Undertake rigorous form tutoring/PSHE lessons, making planned and effective use of all teaching and tutoring time.
* Ensure the effective and efficient deployment of classroom support.
* Ensure students are fully prepared for external examinations.
 |
| Pastoral | * Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline
* Undertake student supervisory duties and cover for absent colleagues in line with school procedures
* Maintain discipline in accordance with the school Behaviour for Learning Policy.
* Encourage good practice with regard to punctuality, behaviour, health & safety, standards of work and homework.
* Make every reasonable effort to ensure the Home School Agreement is adhered to.
* Provide guidance and advice to students on educational and social matters, especially in the role as form tutor, if applicable.
 |
| Assessment | * Assess and record each student’s progress through observation, questioning, testing and marking.
* Make effective use of national, local and school data to set clear targets for students’ achievement and to monitor progress.
* Meet tracking and reporting deadlines.
* Contribute to subject/faculty monitoring of student assessment and keep DOLs, HOYs & Form tutors informed about student progress.
* Ensure effective assessment of students for external examinations, as required.
 |
| Reporting/Communication | * Ensure familiarity with reporting requirements and prepare and present informative reports for parents.
* Communicate as appropriate with parents of students and external bodies concerned with student welfare.
* Take part in activities such as Parents’ evenings, Review Days, Open Evenings, Faculty meetings, staff meetings and other meetings/events as required.
 |
| Form Tutorship (if applicable) | * Promote high aspirations by monitoring the academic progress of form members and their attitudes to learning.
* Provide pastoral care of the form group, which supports the aims and values of the school, encouraging positive attitudes towards the Year and Hours systems.
* Establish and maintain high standards of behaviour and discipline in accordance with the schools Behaviour for Learning policy;
* Monitor and support academic progress, attitude to learning and the behaviour of form members, intervening when needed and communicating with parents/carers when required.
* Participate in family focused events, e.g. Form Tutor Evening and New Intake Evening.
 |
| Performance Appraisal | * Participate fully in the school’s Performance Appraisal arrangements.
* Review own professional development and identify training needs.
* Take part in lesson observations to share good practice and as part of the school’s self-evaluation.
* Act on advice and feedback given and be open to support to improve own performance.
 |
| Other  | * Attend assemblies
* Take registers for classes.
* Provide suitable cover work in good time for planned absences.
* Establish effective working relationships and set a good example through personal and professional conduct.
* Any other duties requested by line manager, HOF or Headteacher/SLT link.
* To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example.
* To promote actively the school’s corporate policies and to comply with the school’s Health and Safety policy and undertake risk assessments as appropriate.
 |
| MPS | * Main Pay Scale teachers in Band 1 (Teacher) are expected to meet the criteria laid down in Appendix B of the school’s Pay Policy.
* Main Pay Scale teachers in Band 2 (Accomplished Teacher) are expected to meet the criteria laid down in Appendix B of the school’s Pay Policy.
 |
| UPS | * UPS teachers undertake a variety of roles across the school. All UPS teachers are expected to make a substantial and sustained contribution to the school; to continue to meet threshold standards and to grow professionally by developing their subject expertise. UPS3 teachers are required to provide a role model for professional practice and to make a distinctive contribution compared with other teachers. Refer to Appendix B of the school’s Pay Policy – Band 3 (Expert Teacher).
 |
| Specific TLR Responsibilities | **To assist the Director of Learning as directed with the following;****Impact on educational progress beyond assigned students** * Be responsible for leading and developing an ethos of improvement, team spirit and self-evaluation within the department.
* Monitor subject targets, within whole school targets. Intervene and act as appropriate to ensure that subject and whole school targets are met.
* Reflect on and evaluate the effectiveness of the department.
* Monitor students’ behaviour, taking action as appropriate, and ensure that teachers adhere to procedures of the school’s behaviour policy.
* Maintain an overview of parental contact, ensuring regular contact as needed.
* Interrogate and use data to track individual student performance and progress, and that of specific groups of students, supporting staff and ensuring that students achieve at or beyond their target grades.

**Lead, develop and enhance the teaching practice of others*** Ensure that schemes of learning are in place to ensure effective learning and teaching.
* Use departmental meetings to share good practice, moderate and to cascade training.
* Offer CPD to the subject team and across the school in an area of expertise.
* Develop teaching strategies to engage all students and maximise their potential.
* Embrace ICT as a resource for teaching, as a motivational tool for students’ learning and to facilitate the progress of each student.
* Lead, coach and support colleagues (including NQTs, ITTs, GTPs, OTTs).

**Have accountability for leading, managing and developing a Subject*** Lead, motivate, support and develop all colleagues
* Undertake rigorous and effective performance appraisal for the departmental team, in line with school policy.
* Undertake rigorous and effective subject self-evaluation within a planned cycle of regular observation/feedback to colleagues.
* Update the Subject SEF as per school guidelines, when appropriate.
* Identify subject development priorities and help to write and monitor the departmental action plan.
* Be an agent for change, implementing whole school initiatives which support the raising of student attainment and achievement (including AGT, AfL, varying learning styles)
* Lead innovation in learning by keeping abreast of Subject developments, engaging with school-wide learning initiatives and leading these within the department.
* Monitor Subject and individual student targets and progress through assessment of planning, record keeping, marking, teaching progress, homework and assessment across the Subject, maintaining a central record of baseline and subject assessment data and targets to monitor the progress of students and the effectiveness of the team.
* Conduct an annual review of the curriculum offered at all levels.
* Lead rigorous and effective Subject meetings – identify the purpose, circulate an agenda and minutes.
* Following each reporting cycle, check the standard of teachers’ reports, review assessment data and co-ordinate follow-up across the subject.
* Following each student tracking session, review the outcomes and implement strategies as appropriate.
* Participate in recruitment and retention of teaching staff for the subject where appropriate.
* Undertake any other Subject responsibilities, as directed by the Head of Faculty or Headteacher/SLT.
 |