

**MFL Faculty**

The language faculty at Nobel consists of a successful and supportive team of 6 teachers. We currently offer French, German and Spanish as languages at all Key Stages.

Attainment in MFL is significantly above the national average and value added is positive compared to similar schools and students. For example, students who sat GCSE German in 2022 achieved a Subject Progress Index score of 1.28, with French being 1.62. The three students who sat A-Level Spanish in 2022 all achieved A\*.

We are a school where languages are supported, and this position represents an excellent opportunity to further raise the profile of MFL and improve outcomes for students. The MFL faculty has its own set of iPads.

At Nobel, the study of modern foreign languages is based on a 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 the outset so that they have a solid grounding in their language 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 events. With the introduction of a new GCSE specification in MFL, this post represents an excellent opportunity for someone to help lead on curriculum implementation and development across the faculty.

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.



**Person Specification: Lead Practitioner in MFL**

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| **Aspect of role** | **Essential** | **Desirable** |
| Teaching & Learning | Outstanding classroom practitioner with a strong record of achievement across all tiers | Proven ability to raise standards in classrooms other than their own |
| Excellent understanding of the components which comprise outstanding teaching and learning | Experience of leading teaching and learning initiatives beyond their own classroom |
|  | Experience of observing lessons and giving effective feedback to colleagues about professional performance |
|  | Experience of coaching and mentoring colleagues |
| Be able to teach one language to KS5, with another to at least KS3 | Be able to teach Spanish to KS5, with French or German to KS3/KS4 |
| Skills and experience | Education to degree level in relevant subject plus teaching qualification | Further qualification or evidence of continuing professional development |
| The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience | Experience of strategic planning and implementing whole school development |
|  | The willingness and ability to lead extra-curricular activities in MFL | Knowledge and experience of curriculum design in MFL |
| Personal Attributes | A strong belief that students can and will be successful in MFL |  |
|  | Enthusiasm, innovation, perseverance and flexibility in supporting achievement | A good sense of humour. |
| High expectations and committed to creating an environment for individual contribution and achievement | Excellent time-management and organisational skills. |
| An ability and willingness to engage in difficult conversations with colleagues about teaching and learning performance | Experience of engagement in difficult conversations with colleagues about teaching and learning performance |
|  | A strong commitment to your own professional development, willingness to learn and experiment to maximise student achievement |  |



**Job Description: Lead Practitioner in MFL**

**Salary: L4 – L8 (£47,706 - £52,659)**

**Aim**

The MFL Lead Practitioner will be part of the MFL Leadership Team and the Whole School Lead Practitioner Team, and will work strategically with them to develop consistently good and outstanding teaching throughout the school by:

* Leading, developing and implementing teaching and learning initiatives and strategies throughout the school, and particularly in MFL, which improve the teaching practice of all members of staff and therefore raise student standards and progress.
* The post will be focussed upon teaching and learning, although the precise scope and role is negotiable with the SLT Line Manager. The role will include some or all of the following elements in addition to the requirements of a class teacher (see separate job description overleaf).

**In order to promote and achieve the school vision and purpose, the MFL Lead Practitioner will:**

* Maintain expert knowledge of teaching and learning and disseminate this to other teachers;
* Maintain knowledge and understanding of the school aims, priorities, targets, self-evaluation and action plans;
* Understand and promote the benefits and effective use of ICT;
* Understand and promote links between MFL and the wider curriculum, leading on some enrichment activities;
* Ensure that as many students as possible sit examinations in their home language;
* Assist in supporting ITT students and ECTs;
* Lead staff as a whole, in groups or as individuals, towards improvement.

**The MFL Lead Practitioner will work alongside the Director of MFL to develop the quality of teaching and learning at Nobel by:**

* Ensuring that effective schemes of learning are in place, in particular for the new MFL GCSE specification;
* Developing the use of coaching/mentoring techniques and styles to develop the teaching practice of all teaching staff;
* Contributing to cross-curricular and subject specific CPD;
* Engaging in professional dialogue with specific colleagues which emphasises improvements in teaching and learning and highlights areas for development, resulting in a positive impact on student learning;
* Undertake rigorous and effective performance appraisal, in line with school policy.
* Observing lessons and giving feedback;
* Developing a whole school approach to cultural awareness across the curriculum.

**Lead Practitioners will take responsibility for their own professional development and use the outcomes to improve their teaching and students’ learning by:**

* Maintaining subject and pedagogical knowledge through reading, CPD and research to inform their own practice;
* Demonstrating impact in teaching and on students’ learning;
* Prioritising and managing their own time effectively, balancing the demands made by teaching, the Lead Practitioner role and involvement in school development;
* Achieving their own challenging professional objectives;
* Taking an active part in Lead Practitioner Team Meetings to share good practice and promote consistency.

**Targets for the post holders will be agreed through the appraisal process.**

**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

| **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 policies. * Undertake rigorous form tutoring sessions, 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 CTLs, 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. |