T**HE HOWARD PARTNERSHIP TRUST**

***‘Bringing out the Best’***

**JOB PROFILE – LEAD PRACTITIONER OF MODERN FOREIGN LANGUAGES**

|  |  |
| --- | --- |
| **Job Title:** | Lead Practitioner of Modern Foreign Languages |
| **Reporting to:** | Senior Leadership |
| **Job Purpose:** | * To provide inspirational, high quality Teaching and Learning that supports students to make accelerated progress * To work as part of a team and participate in activities that support the improvement priorities of the school * To maintain consistently the Teacher Standards |
| **Key accountabilities** |  |
| * To plan and teach high quality lessons to support students in making good or outstanding progress * To set clear targets for students’ learning, building on prior attainment and considering each student as an individual * To assess student work and progress giving regular feedback in line with school policy * To follow and contribute to schemes of work * To report on student progress in line with school policy and to ensure that students are thoroughly prepared for examinations * To maintain a stimulating, engaging and safe learning environment * To attend parent / information evenings as required * To respond to parental concerns / requests for information in line with school policy * To contribute to the wider life of the school, including whole-school routines and duties * To take responsibility for your own professional development and engage with performance management activity | |

|  |
| --- |
| **Subject Specific Information** |
| **The Languages Faculty**  This is a very lively and busy faculty of five full time teachers, three part-time teachers, and three language assistants. In addition to this, we have good links with local ITT providers and regularly host PGCE students.  The Head of Faculty is supported in the management of the faculty by heads of subject and is line managed by a member of the Senior Team.  French, German and Spanish can be studied by students in Key Stage 3. All three languages are offered to GCSE level. In Year 9, students are given the opportunity to begin the study of Latin, which they can pursue to GCSE level in Year 10. French, German and Spanish are also offered at 'A Level’.  At present new entrants are taught languages in tutor groups for an initial period. Pupils are assessed in October and placed in ability groups for languages. This is reviewed again during the year.  All MFL classrooms are equipped with an interactive whiteboard and the faculty subscribe to a number of on-line resources. Online textbooks are used during lessons and there is a shared planning policy within the faculty. We make good use of the VLE to encourage independent learning both within and beyond the classroom. |

|  |
| --- |
| **Additional Information** |
| * For details of how the school day is structured, please see thehoward.org * NQT’s will have a reduced timetable * The majority of teaching staff will be form tutors * For more information about The Howard Partnership Trust see: [www.thehowardpartnership.org](http://www.thehowardpartnership.org) |

**THE HOWARD PARTNERSHIP TRUST**

***‘Bringing out the Best’***

**PERSON SPECIFICATION – SUBJECT TEACHER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualifications & Training** | **Essential** | **Desirable** | **How assessed** |
| Qualified teacher status | ✓ |  | Application |
| Relevant specialist qualifications in your subject | ✓ |  | Application |
| Commitment to CPD and improving practice through reflection | ✓ |  | Application / Interview |
| Thorough knowledge and understanding of curriculum requirements and developments within your own subject specialism | ✓ |  | Application / Interview |
| Experience as a form tutor and / or pastoral work |  | ✓ | Application / Interview |
| **Skills and abilities** | **Essential** | **Desirable** | **How assessed** |
| To be able to teach lessons which consistently meet the Teacher Standards | ✓ |  | Application / Interview |
| To use a variety of strategies to engage students and promote a stimulating environment | ✓ |  | Application / Interview |
| To work well in a team, contributing ideas and supporting faculty/department procedures | ✓ |  | Application / Interview |
| To be a confident user of IT as a teaching tool | ✓ |  | Application / Interview |
| To contribute to the wider life of the faculty / department and whole-school, supporting extra-curricular and intervention initiatives | ✓ |  | Application / Interview |
| **Personal Attributes** | **Essential** | **Desirable** | **How assessed** |
| Excellent communication skills with the ability to relate well to students and adults | ✓ |  | Application / Interview |
| Ability to make effective use of data and develop timely and relevant intervention strategies to promote student progress | ✓ |  | Application / Interview |
| Energy, enthusiasm, determination and an insistence on high standards | ✓ |  | Application / Interview |
| Be able to work under pressure, prioritise and manage time effectively | ✓ |  | Application / Interview |
| **Safeguarding** | | | |
| The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).  The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment | | | |