**FRIERN BARNET SCHOOL**

**Specialist Arts College**

**Hemington Avenue, London, N11 3LS**

**Headteacher: Mr S Horne**

**MFL TEACHER: French and Spanish**

**Start: For September 2023**

**Salary: MPR / UPR**

**Closes: 9.00 am, Monday 27 March 2023**

**We reserve the right to close this vacancy before the published closing date. If you are interested, we recommend applying immediately.**

We are looking for a dedicated, motivated professional who is looking forward to working in a wonderfully diverse, multicultural school. Working with the Modern Foreign Languages Faculty, the successful candidate will have a passion for teaching and excellent classroom skills. If successful, you will be required to teach students from Key Stage 3 and 4, across the ability range. NQTs and experienced teachers are welcome to apply.

Friern Barnet is an innovative and successful Performing Arts College, judged ‘Good’ by Ofsted. We are hugely ambitious academically for our students but we also want them to live lives which are personally and socially fulfilling. We want them to develop a love for art, music, dance, theatre and culture, which will enrich the whole of their lives.

The school has a comprehensive induction programme and excellent professional development opportunities. We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. The successful candidate will be subject to enhanced clearance through the Disclosure and Barring Service.

Application forms and further information are available to download at [www.friern.barnet.sch.uk](http://www.friern.barnet.sch.uk).

**Modern Foreign Languages (French and Spanish) Teacher**

Thank you for your interest in this position, which will be a key appointment in the further development of Friern Barnet School.

Enclosed are the following for your information:

* Department overview
* Current job description
* Current person specification

On our website you will find an application form and the school prospectus. All of this material will give you a clear impression of Friern Barnet School and its strong learning culture.

As the Head Teacher, I feel very privileged to be leading this fabulous school – a school community that is continuing its exciting journey of working together successfully to ensure that all students, whatever their ability, make excellent progress and enjoy and excel in everything they do.

The Governors and I look forward to receiving your application. Please note the closing date is at 9.00 am on Monday 27 March 2023.

Yours sincerely

Simon Horne

Head Teacher

**THE MFL DEPARTMENT AT**

**FRIERN BARNET SCHOOL**

**Organisation**

The MFL teaching team currently comprises 4 members of staff, one of which is a Head of Year and three who are French native speakers. The MFL Faculty at Friern Barnet School is known to be a positive, thriving and innovative faculty and we like to believe that we can inspire students and teachers to be the best they can in what they do.

We are a positive, hard-working and collegiate team, and we are proud of our Key Stage 3 and Key Stage 4 curriculum, which reflects ongoing national changes. We are currently teaching AQA GCSE for French and Spanish. There are a number of clubs of revision clubs held after school. We have rigorous tracking systems at Key Stage 3 and Key Stage 4 that allow us to identify and intervene with underachieving pupils at an early stage.

Although each teacher has his own teaching style, we tend to use engaging activities known under the “Cumbria Method”. It requires specific planning which focuses on communication in the target language in the lesson. Students learn through games but also through rigorous assessment of their progress. The Schemes of Learning, created collaboratively, are regularly reviewed to best suit our students and allow them to make the best progress they can. Team work is key to our success. Teachers are expected to communicate regularly with each other and plan appropriate lessons that the faculty will share.

We are also committed to teacher training and have mentored PGCE student every year for the last 8 years. We have also successfully inducted several NQTs into the faculty. In September, we welcomed 80 MFL PGCE from the Institute of Education to showcase our teaching strategies and show how to engage students in MFL lessons.

**Accommodation**

The department is situated on the second floor of the school. There are three dedicated teaching rooms with interactive whiteboards, one of which is a Computer room for MFL and there is a department office space with computers. Most members of the department are based in their own teaching room. Movement between rooms is kept to a minimum to support teaching and learning.

**The Curriculum**

At present, Year 7 and 8 are taught in mixed ability groups; Year 9 are taught in 4 sets. Students have two languages lessons a week in KS3 and 3 lessons in KS4. Because the Faculty believes in developing skills before vocabulary, we have reduced the number of topics taught every year in KS3 so we can ensure students master key linguistic skills and be confident communicators.

* In year 7 (French and Spanish), students study *basics,* *descriptions and school* and homework mainly consists of vocabulary learning assessed through regular vocabulary tests. Writing is developed by the end of the year, when students master more grammatical skills and speaking is developed throughout the year, by engaging students in lessons and encouraging them to use the target language and key structures.
* In year 8 French, students study *activities, media and talent*.
* In year 8 Spanish, students study *activities and media, going out and food*.
* Homework in year 8 consists of learning vocabulary and structures, reading or writing activities as well as practicing their speaking.
* In year 9 French, students study *family & friends, relationship and leisure*.
* In year 9 Spanish, students study *holidays and daily routine & school.*
* Homework in year 9 is differentiated according to the sets.
* In KS4, we follow the Activelearn book for the AQA GCSE. Homework and home learning is more regular and students are expected to revise from one lesson to the other. Vocabulary or translation tests can be more frequent.

**Trips and visits**

Students have the opportunity to go on trips to France every year and Spain every two years.

We are aware we need to develop more opportunities for students to take part in London based trips that would benefit their learning, widen their cultural knowledge and raise an awareness of the importance of languages.

**Development**

The new GCSE specification presents some significant challenges. With the talent and dynamism in our faculty we have mapped our KS4 curriculum and adapted our KS3 schemes of work to meet these challenges and maintain our academic standards, whilst ensuring our provision continues to be varied, engaging and stimulating for our truly comprehensive intake.

May 2020

**Friern Barnet School**

**Job Description**

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| **Post Title:** | Teacher |
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| **Purpose:** | * + To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
	+ To monitor and support the overall progress and development of students as a teacher and Form Tutor.
	+ To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
	+ To contribute to raising standards of achievement and maximising student attainment.
	+ To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth.
	+ To be committed to the safeguarding of children.
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| **Reporting to:** | Head of Faculty |
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| **Liaising with:** | Head Teacher/Senior Leadership Team, teaching and support staff, LA representatives, external agencies and parents. |
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| **Working Time:** | 195 days per year. Full-time |
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| **Salary/Grade:** | **Barnet Band: MPR** |
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| **Disclosure & Barring Service (DBS)** | Enhanced |
| **MAIN (CORE) DUTIES** |
| **Operational/ Strategic Planning** | * + To plan, prepare and share courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of students
	+ To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Faculty
	+ To contribute to the faculty’s Improvement Plan and its implementation
	+ To contribute to the whole school’s planning activities
	+ To contribute to the faculty process of self review and evaluation and Improvement Plan activities
	+ To plan, organise and / or take part in Day trips or trips abroad
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| **Curriculum Provision:** | * + To assist the Head of Faculty, to ensure that the curriculum area provides a range of teaching which complements the school’s strategic objectives.
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| **Curriculum Development:** | * + To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students and examining and awarding bodies.
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| **Staffing****Staff Development:****Recruitment/ Deployment of Staff** | * + To take part in the school’s staff development programme by participating in arrangements for further training and professional development.
	+ To continue personal development in the relevant areas including subject knowledge and teaching methods.
	+ To engage actively in the Performance Appraisal Review process.
	+ To ensure the effective/efficient deployment of classroom support.
	+ To work as a member of a designated team and to contribute positively to effective working relations within the school.
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| **Quality Assurance:** | * + To adhere to and to help to implement school quality procedures.
	+ To contribute to the process of monitoring and evaluation of the faculty in line with school procedures, including evaluation against quality standards and performance criteria. To implement modifications and improvement where required.
	+ To review from time to time methods of teaching and programmes of work.
	+ To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
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| **Management Information:** | * + To maintain appropriate records and to provide relevant accurate and up-to-date information for the school’s management information system.
	+ To complete the relevant documentation to assist in the tracking of students.
	+ To track the progress of your assigned students and use this information to inform your teaching and learning.
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| **Communications:** | * + To communicate effectively with the parents of students as appropriate.
	+ Where appropriate, to communicate and co-operate with persons or bodies outside the school.
	+ To follow agreed policies for communications in the school.
	+ Attend meetings according to the school’s Directed Time Policy.
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| **Marketing and Liaison:** | * + To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings, Review days and liaison events with partner schools.
	+ To contribute to the development of effective subject links with external agencies.
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| **Management of Resources:** | * + To contribute to the process of the ordering and allocation of equipment and materials.
	+ To assist the Head of Faculty to identify resource needs and to contribute to the efficient and effective use of resources.
	+ To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, faculty and the students.
	+ To co-ordinate and manage the work of other staff, such as support staff, participating in the teacher designated lessons.
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| **Pastoral System:** | * + To be a Form Tutor to an assigned group of students.
	+ To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
	+ To liaise with a Head of Year to ensure the well-being and educational development of your assigned students.
	+ To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
	+ To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
	+ To contribute to the preparation of Action Plans, progress files, individual education plans, and other reports.
	+ To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
	+ To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
	+ To contribute to PSHE and Citizenship and Enterprise according to school procedures.
	+ To apply the behaviour management procedures so that effective learning can take place.
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| **Teaching:** | * + To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
	+ To use performing arts teaching strategies and a variety of others which will stimulate learning appropriate to students’ needs and demands of the syllabus.
	+ To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
	+ To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
	+ To ensure that ICT, Literacy, Numeracy, cross-curricular aspects and school subject specialism(s) are reflected in the teaching/learning experience of students
	+ To undertake a designated programme of teaching.
	+ To ensure a high quality learning experience for students which meets internal and external quality standards.
	+ To prepare, update and share subject materials.
	+ To maintain good order, discipline and respect for others; to promote understanding of the school’s rules and values; to encourage good practice with regard to punctuality, behaviour, standards of work and homework. To safeguard health and safety and to develop relationships with and between students conducive to optimum learning.
	+ To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
	+ To mark, grade and give written and verbal and diagnostic feedback to students of individual work and group work they have undertaken.
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| **Other Specific Duties**: |
| * To play a full part in the life of the school community
* To promote actively the school’s policies.
* To actively engage in the school’s self-review and evaluation processes.
* To actively engage in the school’s performance management processes.
* To comply with the school’s Health and Safety Policy and undertake risk assessments as appropriate.
* To attend meetings as determined in the meetings policy and as directed by the Headteacher.
* To undertake any other duty as specified by School Teachers’ Pay and Conditions Document, not mentioned in the above.

To comply with the school’s procedures concerning safeguarding and to ensure that training is accessed.Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. |
| Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.*Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to students.* |
| This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title. |

May 2020

**PERSON SPECIFICATION**



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|  | **Essential or Desirable** | **How measured?****Application/****Interview / Reference**  |
| **Qualifications** |  |  |
| Qualified Teacher Status | **E** | **A** |
| A willingness to undertake further, relevant training and to pass those skills on to other members of staff, as appropriate | **E** | **I**  |
| **Skills and Experience** |  |  |
| Sound knowledge of the developments in the current curriculum for the subject | **E** | **A / I** |
| Enthusiasm and passion for teaching | **E** | **A / I / R** |
| Committed to the safeguarding of students | **E** | **A/ I / R** |
| First-class IT skills | **E** | **I**  |
| Excellence as a KS3/KS4 classroom practitioner | **E** | **I / R** |
| Imagination to integrate the use of Performing Arts as a teaching strategy | **D** | **A/I**  |
| Experience in writing Schemes of Learning | **E** | **A/I** |
| A commitment to the extra-curricular life of the school | **E** | **A / I / R** |
| A commitment to obtaining the highest standards of pupil achievement and a belief that enjoyable learning is the most effective learning | **E** | **I / R** |
| A commitment to the school's Strategic Commitment, Purpose and Intent | **E** | **I** |
| **Personal attributes** |  |  |
| Excellent communication skills | **E** | **A / I** |
| A willingness to work with others in team  | **E** | **I / R**  |
| An ability to set high standards and to provide a positive role model for students | **E** | **A / I / R** |
| A desire to pursue own professional development and to support that of colleagues | **E** | **A / I / R** |