



**www.celtrust.org**

MFL LEAD PRACTITIONER FOR CELT

Job Description & Person Specification

Job Description

|  |  |
| --- | --- |
| Purpose of the Post: | This is a flexible post combining teaching in the specialist field with a Trust based leadership role working closely with CELT Leader for MFL you will support the teaching and leadership of MFL across CELT’s secondary schools  in Cornwall  with a focus on developing best practice and leading on MFL in collaboration with a team of professionals across our schools.  As **Lead Practitioner for CELT in** MFL, the post holder exemplifies a model of excellent practice, maintaining a clear focus on outstanding delivery to learners and facilitating best practice.  The post holder will take a lead role, working closely with subject / senior leaders across Trust schools and other leading practitioners, in developing, implementing and evaluating policies and practices that lead to improvements in MFL across the Trust.  The role will work at both a strategic and operational level across all secondary schools, playing a crucial role in developing the direction, capacity and resources within MFL to ensure that the provision in our schools becomes and remains highly effective. |
| Reporting to: | Director School Improvement / Executive Head Poltair/Penrice |
|  |  |
| Key Contacts: | Trust Leader for MFL, CELT Executive Team, secondary Headteachers and heads of department. |
|  |  |
| Salary Grade: | L1 – L3 |
| Hours: | A flexible approach to working hours is required. |

**Corporate Responsibilities:**

* To ensure that the responsibilities of the role are carried out in a way that reflects the vision and values of CELT.

* To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
* To contribute to a culture of continuous improvement.
* To comply with all reasonable management requests.

**Key responsibilities of the MFL Lead Practitioner for CELT:**

* To be an outstanding classroom practitioner, role model and leader who possesses an excellent knowledge of the MFL curriculum.
* To share knowledge, skills, resources and experience with others to enable practice to be developed.
* To undertake school-based research into best practice in other schools.
* To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
* To contribute to curriculum development and deliver subject specific or generic CPD programmes to colleagues in other schools.
* To contribute to school improvement activity across CELT including school-to-school support, INSET sessions, twilight sessions and training days ensuring sharing good practice and active engagement of secondary schools in CELT.
* To develop high quality teaching materials and schemes of learning in our schools.
* To promote excellent practice in teaching skills through coaching and mentoring
* To ensure that high expectations and up-to-date knowledge are disseminated through CPD for subject staff across the Trust.
* To support underperforming teachers to enable them to improve their practise.
* To support Heads of Subject with subject induction and CPD for NQTs.
* To provide support for individual members of staff to generate clear professional development in accord with appropriate career progression standards.
* To embed the creative use of ICT in the classroom and beyond into teaching and learning processes.
* To undertake training and development relevant to the post and in line with the Trust’s developing profile.
* To perform any other duties necessary to aid the growth and development of the post.
* To undertake specific projects or other temporary duties consistent with the objectives of the post as required from time to time.
* To carry out any other duties which are commensurate with the general level of this appointment.

**Expectations of all teachers:**

* Our teachers are expected to:
* Set high expectations which inspire, motivate and challenge students to fulfil their potential.
* Demonstrate consistently high standards of personal and professional conduct.
* Ensure that students are offered engaging and high-quality learning opportunities.
* Facilitate, support and monitor the progress and development of students.
* Demonstrate good, current subject and curriculum knowledge.
* Plan and teach well-structured lessons.
* Adapt teaching to respond to the strengths and needs of all students.
* Make accurate and productive use of assessment.
* Treat students with dignity, building relationships which are rooted in mutual respect, observing proper boundaries as appropriate to their professional role.
* Have regard for the need to safeguard students’ well-being, in accordance with statutory provisions.
* Show tolerance of and respect for others.
* Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
* Manage behaviour effectively in order to maintain a good and safe learning environment.
* Actively engage with performance improvement and undertake professional development activities to enhance self and job performance.

**Teaching & Learning responsibilities:**

* Our teachers are expected to:
* Plan, teach and evaluate lessons, ensuring that the learning experience for all students is well matched to their educational needs.
* Create a stimulating environment for teaching and learning using a variety of methods which are appropriate to students’ learning styles and the varying demands of curriculum.
* Deliver a high quality learning experience that meets internal and external quality standards.
* Assess, record and report on the attendance, progress, development and attainment of students.
* Provide set targets for students and provide feedback, ensuring students know how best to improve, maintaining accurate and relevant records as required.
* Maintain a positive, conducive and safe learning environment, being aware of and responding to any health and safety issues.
* Encourage high standards in punctuality and presentation of work.
* Set high expectations for students’ behaviour and maintain a good standard of discipline through well focused teaching, fostering positive relationships and implementing the behaviour policy.
* Use ICT appropriately and creatively to support effective learning.
* Consistently apply and support the development of policies which enable effective learning and inclusion.

**Working with others:**

* Our teachers are expected to:
* Form professional and co-operative working relationships with colleagues.
* Share knowledge and expertise concerning the content, teaching strategies and learning activities that represent good practice in the relevant curriculum area(s).
* Support colleagues in the formulation of appropriate methods of assessment and recording for their curriculum area.
* Trial materials, strategies and interventions related to the subject and sharing these, and their outcomes, with colleagues in staff meetings.
* Work with parents and carers as partners in order to raise standards and achievement.

**Other Duties relevant to the role:**

* Our teachers are expected to:
* Support and adhere to all quality assurance procedures.
* Maintain accurate records which identify and monitor the progress of all students.
* Communicate effectively with parents of students and with persons or bodies who are concerned with the welfare of students, after consultation with appropriate staff.
* Contribute to the personal, social, health, citizenship and enterprise education of students according to the agreed policy.
* Carry out a share of supervisory duties in accordance with published rosters.
* Participate in appropriate meetings with staff and parents as defined by the annual calendar.

**General Responsibilities applicable to all staff:**

* To demonstrate and promote the values of Cornwall Education Learning Trust at all times.
* To work effectively with other members of staff to meet the needs of all pupils.
* To work with professionalism in line with the Trust's Code of Conduct.
* To attend staff meetings and Trust-based INSET as required.
* To be responsible for his/her own self-development on a continuous basis, undertaking any training/professional development as appropriate.
* To be aware of and adhere to all applicable Trust policies and procedures.
* To maintain at all times the utmost confidentiality with regard to all reports, records, personal data relating to staff and pupils and other information of a sensitive or confidential nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.

**Notes**:

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.

This document does not form part of the contract of employment.

Cornwall Education Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check and, where applicable, a prohibition from teaching check will be completed for all applicants.”.

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020). This means that certain convictions and cautions are considered ‘protected’ and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website:

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.”.

Person Specification

**Person Specification**

**Role: Modern Foreign Languages (MFL). – Lead Practitioner for CELT E/D A I**

**Qualifications & Training**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | Educated to degree level in a relevant subject. | E | ✓ |  |
| 2 | Qualified Teacher Status | E | ✓ |  |
| 3 | Specialist Leader in Education (SLE) or an Advanced Skills Teacher (AST) | D | ✓ |  |
| 4 | Evidence of continuing professional development. | E | ✓ |  |

**Experience**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 | An outstanding classroom practitioner who has the ability to engage all pupils including the more able and those who are disadvantaged. | E |  | ✓ |
| 6 | Successful experience and a proven track record as a leader of MFL | E | ✓ | ✓ |
| 7 | Experience of providing school-to-school support which results in a positive impact on the quality of provision and outcomes. | E | ✓ | ✓ |
| 8 | Successful experience of supporting the professional development of colleagues both in your own school and in other schools. | E | ✓ | ✓ |
| 9 | Experience of writing professional reports for a range of different audiences. | E | ✓ |  |
| 10 | Experience of successfully raising standards | E | ✓ | ✓ |

**Knowledge & Understanding**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 11 | Knowledge of the strategies for raising students’ achievement in MFL and advancing effective teaching and learning within communities where there are higher-than-average levels of deprivation | E | ✓ | ✓ |
| 12 | Possesses an excellent knowledge of the MFL curriculum | E | ✓ | ✓ |
| 13 | Fluency in Spanish and French | E | ✓ |  |
| 14 | Knowledge and understanding of the Ofsted Framework | E | ✓ | ✓ |

**Skills & Abilities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 15 | Able to lead a team of subject specialists in order to improve standards in MFL across CELT’s secondary schools | E |  | ✓ |
| 16 | Well-developed presentation skills and comfortable with public speaking; the ability to communicate effectively with a variety of audiences and acting as an effective ambassador for the Trust. | E |  | ✓ |
| 17 | Able to work as part of a team or on own initiative | E |  | ✓ |
| 18 | Demonstrate motivation, enthusiasm and a positive response to challenges and high expectations in relation to pupil progress. | E |  | ✓ |
| 19 | Excellent time management and the ability to delegate effectively, prioritising workloads in order to meet deadlines. | E |  | ✓ |
| 20 | Ability to complete work accurately, clearly and concisely | E |  | ✓ |
| 21 | Able to communicate clearly through a variety of media to audiences with differing levels of understanding. | E |  | ✓ |
| 22 | Experienced user of MS office and school data systems | E | ✓ | ✓ |

**Personal Attributes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 23 | Relentless focus on high quality | E |  | ✓ |
| 24 | A capacity for hard work and the ability to inspire others | E |  | ✓ |
| 25 | Pragmatic, action orientated, outcomes focused | E |  | ✓ |
| 26 | Resilient and persistent in goals, but adaptable to context and people | E |  | ✓ |
| 27 | Resilience in the face of challenges | E |  | ✓ |
| 28 | Excellent and adaptable communication skills | E |  | ✓ |
| 29 | Willingness to take risks and challenge accepted behaviours | E |  | ✓ |
| 30 | Confident and calm comfortable in a range of settings | E |  | ✓ |
| 31 | Self-aware and able to learn | E |  | ✓ |
| 32 | Reliable and trustworthy | E |  | ✓ |

**Other**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 33 | A commitment to uphold and promote equality of opportunity | E |  | ✓ |
| 34 | Demonstrates an understanding of Safeguarding issues relevant to the post | E |  | ✓ |

**Key:** ✓

|  |  |
| --- | --- |
| **E** | **Essential** |
| **D** | **Desirable** |
| **A** | **Assessed by Application Form** |
| **I** | **Assessed by Interview** |