*Creating Brighter Futures*

# JOB DESCRIPTION

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title:** | **Teacher of MFL** | | |
| **Base:** | **Bronte Girls’ Academy** | | |
| **Reports to:** | **Director of Learning: MFL** | **Grade:** |  |
| **Staff Responsibility for:** | **N/A** | **Salary:** | **MPS/UPS** |
| **Term:** | **Part Time (0.6 FTE) Permanent** |
| **Additional:** | **As assigned.** |

**JOB PURPOSE**

To contribute to the development of a school that is transforming the educational standards and character development of our young people. To develop and deliver the MFL curriculum to high standards to ensure our students continue to develop a culture that inspires person growth, development and performance.

# JOB SUMMARY

1. Plan, design and produce teaching materials and resources for MFL which are appropriate to age and ability.
2. Plan, deliver and review lessons which are appropriate to the age and ability of the students to make progression in students’ learning of MFL.
3. Assess, record and report on the development, progress and attainment of the students assigned.
4. Manage the classroom and teaching equipment to create a positive MFL learning environment which makes effective use of available resources.
5. Attend meetings, carry out administrative tasks and duties as and when required.

# KEY RESPONSIBILITIES AND ACCOUNTABILITIES

## Strategic direction and development of the school

* 1. Provide inspiring and purposeful leadership for the students’ within a caring and secure learning environment.
  2. Promote and deliver the priorities and policies of the school by contributing to school improvement and development planning, by consistently and persistently implementing agreed policies and initiatives and adhering to the Trust’s ethos within and beyond the school.
  3. Liaise as required with a range of educational partners, internal and external, to underpin the raising of student attainment in the subject of MFL.
  4. Support the school’s home and community liaison work through the appropriate participation in events. Provide, or contribute to oral and written assessment, reports and references relating to individual students and groups of students.

## Learning and teaching

* 1. Create and maintain an environment and code of behaviour that promotes and secures good teaching, effective learning and high standards of achievement in the study of MFL.
  2. Develop, use and apply their subject expertise in line with the contemporary National Curriculum in MFL to secure appropriate and consistent progress for all students across the range of background and ability.
  3. Develop and apply a range of effective learning and teaching strategies in line with the contemporary national Curriculum to raise the achievement of students, maintaining an up to date knowledge of good practice in Learning and Teaching techniques of MFL.
  4. Deliver after-school support and pre-exam intervention sessions as and when required to ensure the highest levels of achievement and attainment.
  5. Deliver subject enrichment activities for learners to consolidate and promote learning in the subject.
  6. Observe and be observed by colleagues and utilise feedback effectively.
  7. Participate in pedagogic discussion and development, in order to share effective practice with colleagues.
  8. Use performance data to inform planning and teaching, including the evaluation of students’ progress and setting the appropriate targets for improvement.
  9. Make effective use of links with the community including business and industry, to extend the curriculum and enhance learning and teaching.
  10. Create and maintain an effective partnership with parents to support and improve student and community achievement and personal development.
  11. Ensure subject policies, schemes of work and lesson planning are regularly reviewed, considering best practice.

## Relationships with others

* 1. Participate in the Performance Management Cycle and INSETs.
  2. To participate in the induction of new staff into the school community.
  3. Maintain good working relationships with colleagues, pupils, parents/carers, governors, the community and Local Authority and ensure all communication is consistent with the school’s ethos.

## Accountability

* 1. Use and manage the departmental resources to ensure that the classroom presents a stimulating environment which helps to influence learners’ attitudes positively towards the subject.
  2. Store equipment, books and other resources, leaving classrooms clean and safe, from a health and safety perspective.
  3. Supervise the classroom, fabric, facilities, and resources stock records for any subsequent departmental audits.
  4. Supervise the students both within the classroom and departmental area and take a proactive approach to managing student behaviour.
  5. Flexibility to teach across all schools in the Trust.

## Records Management

* 1. All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust’s policies and procedures and records and management

*This appointment is with the Trust as employers. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.*

# PERSON SPECIFICATION

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | **Assessed by:** | | | |
| **No** | | **CATEGORIES** | | **Essential/ Desirable** | | **App Form** | | **Interview/ Task** | |
| **QUALIFICATIONS** | | | | | | | | | |
| 1. | | A relevant degree qualification | | **E** | |  | |  | |
| 2. | | Qualified Teacher Status qualification | | **E** | |  | |  | |
| 3. | | Evidence of continuous professional development | | **E** | |  | |  | |
| **EXPERIENCE** | | | | | | | | | |
| 4. | | Track record of delivering ‘outstanding’ teaching | | **E** | |  | |  | |
| 5. | | Successful delivery of sustained outstanding attainment and achievement | | **E** | |  | |  | |
| 6. | | Innovation & creativity to engage, enthuse & progress learners | | **E** | |  | |  | |
| 7. | | Partnership and team working | | **E** | |  | |  | |
| 8. | | A practical delivery of active citizenship / volunteering and charity | | **E** | |  | |  | |
| **ABILITIES, SKILLS AND KNOWLEDGE** | | | | | | | | | |
| 9. | | Ability to teach to GCSE in relevant subject area | | **E** | |  | |  | |
| 10. | | Ability to deliver effective and outstanding learning and teaching in the classroom | | **E** | |  | |  | |
| 11. | | Ability to deliver the highest standards of classroom and behaviour management | | **E** | |  | |  | |
| 12. | | Knowledge of curricula, specifications and assessment criteria in main subject area | | **E** | |  | |  | |
| 13. | | Ability to prioritise conflicting demands | | **E** | |  | |  | |
| 14. | | Ability to set clearly articulated targets, to track progress and adopt strategies towards achieving them | | **E** | |  | |  | |
| 15. | | Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor pupil progress effectively | | **E** | |  | |  | |
| 16. | | Ability to communicate effectively, articulately and sensitively with a range of groups and individuals | | **E** | |  | |  | |
|  | | | | | | **Assessed by:** | | | |
| **No** | | **CATEGORIES** | | **Essential/ Desirable** | | **App Form** | | **Interview/ Task** | |
| 17. | | Ability to provide pastoral support to young people in a form group setting | | **E** | |  | |  | |
| **PERSONAL QUALITIES** | | | | | | | | | |
| 18. | | Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners | | **E** | |  | |  | |
| 19. | | Highly organised, literate and articulate | | **E** | |  | |  | |
| 20. | | A strong belief in the value of education in developing citizens | | **E** | |  | |  | |
| 21. | | Highest levels of professional and personal integrity | | **E** | |  | |  | |
| 22. | | A strong commitment to inclusion and overcoming barriers to learning and achievement | | **E** | |  | |  | |
| 23. | | Personal resilience, persistence and perseverance | | **E** | |  | |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 24. | A passionate belief in the Trust’s vision of ‘transforming lives, transforming communities’ | **E** |  |  |
| 25. | Personal resilience, persistence and perseverance | **E** |  |  |
| 26. | Commitment to the pursuit of continuous professional development by oneself and others | **E** |  |  |
| 27. | Sympathetic to and supportive of the ethos, vision, values and mission of iExel Education Trust | **E** |  |  |