**Job Description**

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| **Job Title:** | **Teacher of Modern Foreign Languages** |
| **Reports to:** | **Curriculum Leader of MFL** |
| **SCP:** | **MPS/UPS (competitive salary for the ideal candidate)** |

We are looking to appoint an outstanding teacher to join the Modern Foreign Languages department and to deliver a high-quality MFL curriculum at key stage 3 and key stage 4.

Atherton High is a school on the move and the successful candidate will join the school at a very exciting point of its transition. The school sits at the heart of Atherton community and has gone through transformational change in the past 18 months. It has recently joined the Educational Partnership Trust (EPT) and is over subscribed for the first time in its history.

This is the ideal time for someone who is willing to learn from others and join a team that is transforming the education and life chances of Atherton pupils. This person must have a deep understanding of themselves, but their values and moral purpose must be aligned to those at Atherton High.

At Atherton we care deeply about the development of staff and firmly believe in extensive CPD for all. Not only do senior and middle leaders have a vested interest in developing all staff but all teachers invest time in each other, with a real community sense but also with a great deal of responsibility!

This opportunity is perfect for someone who is looking for progression within the profession, as you will have significant CPD opportunities to develop leadership, professional learning and high-quality curriculum development.

Working within a smaller school setting will offer the successful candidate routes for progression, so will suit an aspiring leader, who wants to really make a difference within the educational setting of disadvantaged pupils.

Staff welfare is a strength at Atherton; we do not have a mere checklist approach but a genuine human touch to caring for our staff. Without great staff who are committed to our pupils we can never achieve our goal of a first class education for the young people of Atherton.

Our pupils need investment from teachers but require teachers with the highest standards and expectations. We work tirelessly to address the needs of our pupils but this is still maintained through a warm, yet strict approach.

We recommended coming to visit our school and meet the MFL Team, and the Senior Leadership Team to further discuss the role and opportunity, and to see our school in action.

**JOB 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/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 student attainment.
* To share and support the Academy’s responsibility to provide and monitor opportunities for personal and academic growth.

**AREAS OF RESPONSIBILITY**

**Operational/Strategic Planning**

* To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
* To contribute to the subject area’s Development Plan and its implementation.
* To attend all appropriate meetings.
* To plan and prepare courses and lessons.
* To contribute to the whole Academy’s planning activities

**Curriculum Provision**

* To assist the Curriculum Leader to ensure that the curriculum area provides a range of teaching which complements the Academy’s Strategic Objectives.

**ROLE OF SECONDARY SUBJECT TEACHER**

**Staff Development:**

* To take part in the Academy’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 Management 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 Academy.

**Quality Assurance**

* To help to implement Academy quality procedures and to adhere to those.
* To contribute to the process of monitoring and evaluation of the subject area in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.
* To seek/implement modification 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 Academy.

**Management of Information**

* To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
* To complete the relevant documentation to assist in the tracking of students.
* To track student progress and use information to inform teaching and learning.

**Communications**

* To communicate effectively with the parents of students as appropriate.
* Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.
* To follow agreed policies for communications in the Academy.

**Management of Resources**

* To contribute to the process of the ordering and allocation of equipment and materials.
* To assist the Curriculum and Assistant Curriculum Leader’s to identify resource needs and to contribute to the efficient/effective use of physical resources.
* To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, subject area and the students.

**Teaching**

* To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in Academy and elsewhere.
* 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 and Numeracy 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 and update subject materials.
* To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
* To maintain discipline in accordance with the Academy’s procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
* To undertake assessment of students as requested by external examination bodies, the subject area and Academy procedures.
* To mark, grade and give written/verbal and diagnostic feedback as required.

**OTHER SPECIFIC DUTIES**

* To continue personal development as agreed at appraisal.
* To engage actively in the performance review process.
* To address the appraisal targets set by the line manager each Autumn Term.
* To undertake any other duty as specified by School Teachers’ Pay and Conditions Body (STPCB) not mentioned in the above.
* To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
* To support the Academy in meeting its legal requirements for worship.
* To promote actively the Academy’s policies.
* To comply with the Academy’s Health and Safety policy and undertake risk assessments as appropriate.
* To show a record of excellent attendance and punctuality.
* To adhere to the Academy’s Dress Code.

**PERSON SPECIFICATION**

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|  |  |  | | **Assessed by:** | | |
| **No** | **CATEGORIES** | **Essential/ Desirable** | | **App**  **Form** | | **Interview / Task** |
| **QUALIFICATIONS** | | | | | | |
|  | Qualified Teacher status (or studying towards QTS) | **E** | | **√** | |  |
|  | Educated to Degree level or equivalent, in related subject | **E** | | **√** | |  |
|  | Other qualification/Continuous Professional Development specific to secondary school teaching. | | **D** | | **√** |  |
| **KNOWLEDGE and EXPERIENCE** | | | | | | |
|  | Excellent professional knowledge and understanding of national and examination curricular requirements of the subject | **E** | | | **√** | **√** |
|  | Excellent knowledge of Modern Foreign Languages with the ability to plan lessons with clear objectives to ensure progression for all students | **E** | | | **√** | **√** |
|  | Established as an effective teacher across the age and ability range | **D** | | | **√** | **√** |
|  | Good knowledge of current educational research relating to the subject and wider aspects of how pupil learn | **D** | | | **√** | **√** |
|  | A thorough understanding of and commitment to safeguarding children and young people | **E** | | | **√** | **√** |
|  | Some experience of successfully teaching to KS3-KS4 students, with a clear understanding of the teaching provision required in secondary schools. | **D** | | | **√** | **√** |
|  | Evidence of good or outstanding teaching and learning in schools with large cohorts of pupil premium students | **D** | | | **√** | **√** |
|  | Evidence of students making good or better progress, tracking this and using the information to inform learning | **D** | | | **√** | **√** |
|  | An excellent knowledge of assessment for learning and implementation of AFL techniques in classroom practice. | **D** | | | **√** | **√** |
| **PERSONAL QUALITIES** | | | | | | |
|  | A clear passion for MFL | **E** | | |  | **√** |
|  | Humbleness to learn and constantly striving to improve | **E** | | |  | **√** |
|  | The ability to inspire young people | **E** | | |  | **√** |
|  | The ability to develop positive relationships with pupils. | **E** | | |  | **√** |
|  | To have the highest expectations of pupils and their individual abilities | **E** | | |  | **√** |
|  | Willingness to contribute to the life and work of the school, including extra-curricular activities | **E** | | |  | **√** |
|  | To contribute to the distinct ethos of the school which embraces grace, love, fellowship, humility and respect | **E** | | |  | **√** |
| **OTHER** | | | | | | |
|  | Knowledge of the PSCHE curriculum and a commitment to deliver high quality learning as a form tutor | **D** | | | **√** | **√** |
|  | Experience of marking external examinations | **D** | | | **√** | **√** |

"ACS staff are truly committed to improving the futures and lives of the young people of Atherton."

Mrs McNamara (Curriculum Leader Performing Arts)

“ACS is a really supportive place to work, teamwork is absolutely at the heart of everything that we do, you really do get that community vibe within the four walls. SLT are so encouraging and are brilliant at facilitating CPD, that’s one of the best things about working here, for me, even after teaching for 14 years, I feel like I have learnt so much.”

Mrs Baird (MFL)