

Job Description

Teacher – Modern Foreign Languages (MFL)

Reporting to:	Head of Faculty, Principal;
Responsible for:	Set appropriate and demanding expectations for students' learning, motivation, and presentation of work. Educational Needs and keep appropriate records and personalised learning plans. care and guidance of students as is required by the Academy, including tutor, student, interviews and coaching and mentoring;
Liaising with:	Faculty, Senior Leadership Team (SLT), Principal, other academy colleagues;
Grade/Salary:	MPS 1 – UPS 3
Hours of work:	32.5

Main Purpose:

- Be responsible for the learning and achievement of all pupils ensuring equality of opportunity for all.
- Monitor and support the overall progress and development of pupils as a teacher and a Form Tutor.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff, and external agencies in the best interests of pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.

Duties & Responsibilities:

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teachers' Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Specific Responsibilities

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress, and outcomes of pupils you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn.

- Have a clear understanding of the needs of all pupils, including Pupil Premium pupils, those with special educational needs and disabilities; gifted and talented; EAL; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy and numeracy (whatever your specialist subject).
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities, and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.

Behaviour and Safety

- Establish a safe, purposeful, and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs to inspire, motivate and challenge pupils.
- Use the College Behaviour for Learning policy when managing behaviour in class and around school.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values, and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out duties as directed and within the remit of the current School Teachers' Pay and Conditions Document.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Team Working and Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation, and pastoral functions of the school.

Fulfil Wider Professional Responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers regarding pupils' achievements and well-being using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.

Pastoral Support

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students and of the Form Group as a whole.
- To liaise with the relevant Achievement Coordinator regarding the implementation of the School's pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance to all lessons and their participation in other aspects of school life.
- To work to the Form Tutor Standard Operating Procedures.

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment, and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Proactively participate with arrangements made in accordance with the current Appraisal Regulations.

Other

- To have professional regard for the ethos, policies, and practices of the school in which you teach and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the Principal.

The St Thomas Aquinas Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed, and would not in itself justify a reconsideration of the grading of the post.

Person Specification

Teacher – Modern Foreign Languages (MFL)

A. Qualifications & Experience	Essential	Desirable
Educated to A Level or above, including a minimum of GCSE (or equivalent) grade C in maths and English	A & I	
Educated to degree level 2:1 or above in a relevant subject or equivalent professional qualification	A & I	
Evidence of commitment to continuing professional and personal development of self and others	A & I	
Experience of teaching key stage 3 and key stage 4	A & I	
Experience of teaching Spanish and French	A & I	

B. Professional Knowledge and Skills	Essential	Desirable
Evidence of familiarity with current educational initiatives and developments	A & I	
Able to use a range of strategies to promote learning	A & I	
Able to develop best practice through a wide range of imaginative approaches	A & I	
Excellent classroom management skills and ability to encourage good behaviour	A & I	
Able to develop positive and meaningful relationships with students	A & I	
Ability to manage a varied and complex workload as well as delivering to timescale	A & I	
Understanding of how to use data to inform planning and improve students' performance	A & I	
Able to make appropriate use of ICT for learning	A & I	
Understanding of a range of assessment for learning approaches, including grades, where appropriate	A & I	
Excellent verbal and written communication skills	A & I	
Able to communicate with students and their parents/carers about students' progress	A & I	
Set high standards and expectations in all aspects of school life	A & I	
Able to give good quality feedback to students	A & I	
Plan and deliver good/outstanding lessons	A & I	

C. Personal Attributes	Essential	Desirable
Willingness and commitment to support Catholic life and practices in schools	A & I	
Team-working skills, reliability, and integrity	A & I	
Emotional resilience	A & I	
Ability to self-evaluate and reflect	A & I	
Able to adapt to changing circumstances and new ideas	A & I	
Attention to detail	A & I	
Can-do attitude and solution focused approach	A & I	
Ability to be respectful and promote equality of opportunity and diversity	A & I	

E. Safeguarding & Equality	Essential	Desirable
Knowledge and commitment to safeguarding	I	
Understanding of responsibilities of the Trust and schools in ensuring compliance with all relevant legislation	I	
Must be able to recognise discrimination in its many forms and willing to put the School's equality policies into practice.	I	
Commitment to equal opportunities in relation to this role	I	
Enhanced DBS & Online Check (Satisfactory) & suitable references	I	

May 2023