

Stationers' Crown Woods Academy

Job Description

Post: Lead Practitioner - MFL

Responsible to: Head of Department

Job Purpose:

To raise standards and develop teaching and learning in Modern Foreign Languages across the academy. To ensure that the aims of the academy are effectively translated into high quality classroom practice both within the subject and in general across the academy. To assist in developing, implementing, monitoring and evaluating:

- a) Teaching and learning
- b) Curriculum planning
- c) Continuing professional development
- d) Team building.

To promote and ensure positive pupil approaches to learning through:

- a) High expectations.
 - b) Exceptional teaching.
 - c) A stimulating learning environment.
 - d) An emphasis on learning.
- To be a key leader in establishing systems and procedures to develop teaching and learning.
 - To consistently deliver high quality lessons, promote proven strategies and support colleagues, both on a 1-2-1 basis and in groups, to develop pedagogy and practice in order to improve the quality of learning and teaching with the specific aim of securing outstanding teaching and student outcomes.
 - To work with the Head of Department on all aspects above and to respond to academy priorities within MFL as directed by the Associate Principal.
 - To assist the HoD and senior leaders responsible for MFL within the small schools in strategically analysing data produced by the organisation.
 - To make recommendations to the academy executive team based on data analysis.
 - To devise action plans in order to close achievement gaps and ensure that these are being implemented appropriately.

Key Areas of Responsibility:

STAFF

1. To oversee the professional development of staff in MFL across the academy and provide advice on appropriate INSET:

- Ensure that staff are kept well-informed of recent developments in MFL.
- Observe the teaching of MFL teachers, give constructive feedback and monitor this to ensure that it leads to improved standards in the classroom
- Allocate responsibilities and duties so as to ensure continuing professional development.

- Lead the MFL team to implement and execute appropriate action plans to close the gap; then monitor the effectiveness of this.
- Design implement and evaluate an in-house, blended approach to teachers learning through strategies such as coaching, in-class training and 1-2-1 mentoring sessions.

CURRICULUM

- To support the HoD in developing and reviewing the MFL curriculum and SoWs at KS3 and KS4.
- Co-ordinate preparation, delivery and evaluation of schemes of work for the academy in accordance with the National Curriculum requirements; with a particular focus on challenge, pace, high order questioning and thinking skills as well as writing and speaking opportunities to facilitate pupils accessing the highest grades at KS3, 4 and 5.
- Provide leadership and guidance on production of learning resources.
- Monitor and evaluate to ensure that there is a consistency in terms of learning experiences for students within each of small schools in accordance with the academy policy and the small school's criteria for effective teaching and learning.
- Provide guidance on exam specifications and delivery time frames and additional related qualifications that could be included in the curriculum offer at the academy.
- Lead and encourage critical professional dialogue within the MFL department.
- To liaise with agencies outside Ashdown School and the academy to enrich and broaden the curriculum.

ASSESSMENT

To issue guidance in order to develop rigour and accuracy in grading at KS3, 4 and 5 across the academy. To ensure that there are appropriately regular opportunities for pupils' work to be accurately graded throughout each half term.

1. Analyse all academy data drops for years 7-11 each half term in collaboration with the adviser. Discuss and agree appropriate intervention to raise standards within the academy for subsequent half terms and report this to the academy executive team.
2. Identify and implement strategies for raising standards at all key stages in line with the latest accountability measures.
3. To develop Assessment for Learning with MFL staff across the academy in line with academy policy.
4. To ensure that there are appropriate and accessible graded examples of pupils' work from across the academy to be used for the purposes of moderation, training and as evidence of standards in English.

COMMUNICATION

1. To provide subject specific information to associate principal whenever required.

RESOURCES AND THE LEARNING ENVIRONMENT

1. To ensure that the learning environment is well-ordered, safe and stimulating, leading by example to encourage a high standard of display work in classrooms and communal areas with a clear emphasis on celebrating success, sharing achievements and the importance of both literacy and numeracy.

2. To advise on the purchase of appropriate and stimulating resources and ensure that these are used:

- Ensure that MFL staff across the academy make full use of the range resources at their disposal in particular the ICT facilities and audio-visual resources.

Person Specification

Post: Academy Lead XXXXXXXX Practitioner

1. Degree in relevant subject.
2. Qualified Teacher Status.
3. Successful classroom practitioner with experience in co-educational comprehensive schools.
4. Evidence of commitment to extra-curricular and enrichment provision.
5. Detailed knowledge of the national curriculum in the relevant area.
6. Proven track record of successful strategies for raising achievement and sharing good practice.
7. Evidence of enabling students to work to the highest standards.
8. Good administrative skills
9. Successful experience of team working.
10. Evidence of leadership skills and experience.
11. Good record of health and punctuality.
12. Commitment to Equal Opportunities.
13. Desire and capacity for further promotion.
14. The postholder should have the ability to form and maintain appropriate relationships and personal boundaries with children and young people, in safeguarding and promoting their welfare.

March 2016