

**Languages Faculty**

The language faculty at Nobel consists of 6 teachers and we currently offer French, German and Spanish as languages at all Key Stages. Attainment in MFL has been significantly above the national average in recent years and value added is positive compared to similar schools and students. We are a school where languages are supported and this is an excellent opportunity to further raise the profile of MFL and improve outcomes for students.

At Nobel, the study of modern foreign languages is based on a new, robust curriculum that leads to the effective development of the four skills (listening, reading, speaking & writing), holistic learning as well as intercultural awareness and communication. The aim is to prepare students to succeed at Year 11 and beyond from Year 7 so that they have a solid grounding in their language(s) studied. Shared homework is set across the faculty that is flipped to ensure the long-term acquisition of vocabulary. In addition, the curriculum is enriched by providing exciting trips, clubs and competitions.

Students are provided with a range of opportunities to:

* Develop their curiosity and understanding of the world.
* Learn and progressively master the vocabulary and the grammar specified in their content of study.
* Increasingly develop the ability to speak spontaneously, fluently and confidently in situations of real communication.
* Develop the ability to write at varying lengths for different purposes, progressively improving the accuracy of their spelling and that of the grammatical structures they use.
* Acquire translation skills needed for their exams and future jobs as well as a variety of other skills that will enable them to develop as linguists and become proficient users of the languages they study.
* Foster their desire to read literary texts, listen or view authentic material in order to develop their linguistic repertoire and for their own enjoyment.

**Support**

The school and the faculty have an excellent reputation for supporting teaching and learning. We train teachers from many different organisations including the University of Hertfordshire, Hibernia and Teach First. We work closely with the North Herts Teaching Alliance and are committed to supporting all teachers to improve their professional development.



**Being an NQT at Nobel School**

As you embark on your teaching career as an NQT, you will have a comprehensive induction programme of mentoring and support personalised to meet your professional development needs and to help you meet the requirements for satisfactory completion of the induction period.

**All NQTs can expect:**

* Support and guidance from a subject mentor.
* Weekly timetabled mentor meetings.
* Regular observation and prompt and constructive feedback.
* Half termly professional reviews of progress with the professional mentor (member of Senior Leadership Team).
* Observations of experienced teachers.
* Student shadowing opportunities.
* Opportunities to participate in the Local Authority subject day. This will allow you to meet and network with other NQTs in your subject area.
* A full range of CPD activities including a programme of NQT twilights.
* Termly assessments in line with County guidance.

At the start of the induction, all NQTs are issued with an induction booklet which outlines the Teachers’ Standards and contains templates to record all mentor meetings, professional tutor meetings, evaluations of CPD and a Standards tracker. This enables a central record to be used as a source of evidence against the Teachers’ Standards.

Nobel has a strong history of successful NQT induction. You can be assured that you will receive the very best experience on offer.



### PERSON SPECIFICATION: Full time teacher of Modern Foreign Languages

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| **Essential** | **Desirable** |
| Skills and Experience | |
| Education to degree level in relevant subject plus teaching qualification | Further qualification or evidence of continuing professional development |
| Expertise in the teaching of MFL up to Post 16, including evidence of excellence in own work as practitioner | Involvement in sharing expertise e.g. through student teacher mentoring or in departmental meetings |
| Be able to teach at least one subject to KS5 and German or French to at least Key Stage 3 | Be able to teach German to at least Key Stage 3 |
| Willingness and ability to independently engage in necessary administration and supervision | Understanding or experience of using data to inform future teaching and learning e.g. value-added analysis and/or target setting |
| Excellent knowledge and understanding of current issues in MFL | Experience of the new GCSE and A-Level MFL curricula. |
| Good oral and written communication skills | Willingness to offer extra-curricular activities for students. |
| Good IT skills | High level competence in ICT and using this to maximise teaching and learning |
| Personal Qualities | |
| Ability to communicate well with students, parents & staff | Good time-management skills |
| Willingness and ability to work with students and staff at all levels | Perseverance |
| High expectations | Excellent organisation skills |
| Flexibility | Enthusiasm and good sense of humour |



**Job Description**

**Purpose**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school’s polices and the national teaching standards 2013.

**Job Context**

The primary responsibility of all teachers is to ensure that all students within their teaching and form groups attain to their maximum potential. The objectives are to ensure:

* consistently high standards of learning and teaching
* continual progress in educational achievement
* positive attitudes to learning and school
* personal and social development

Working Time: 195 days / 1265 hours per year - Full time (or Part-time equivalent).

| **Area** | **Responsibilities** |
| --- | --- |
| **Line Management** | * Responsible to: Headteacher; Director of Faculty; Assistant Director of Faculty, Head of Spanish |
| **Teaching & Learning** | * Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources. * Contribute to the development of Schemes of Work and Subject/Faculty/PSHE policies. * Undertake rigorous form tutoring/PSHE lessons, making planned and effective use of all teaching and tutoring time. * Ensure the effective and efficient deployment of classroom support. * Ensure students are fully prepared for external examinations. |
| **Pastoral** | * Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline * Undertake student supervisory duties and cover for absent colleagues in line with school procedures * Maintain discipline in accordance with the school Behaviour for Learning Policy. * Encourage good practice with regard to punctuality, behaviour, health & safety, standards of work and homework. * Make every reasonable effort to ensure the Home School Agreement is adhered to. * Provide guidance and advice to students on educational and social matters, especially in the role as form tutor, if applicable. |
| **Assessment** | * Assess and record each student’s progress through observation, questioning, testing and marking. * Make effective use of national, local and school data to set clear targets for students’ achievement and to monitor progress. * Meet tracking and reporting deadlines. * Contribute to subject/faculty monitoring of student assessment and keep DOLs, HOYs & Form tutors informed about student progress. * Ensure effective assessment of students for external examinations, as required. |
| **Reporting/**  **Communication** | * Ensure familiarity with reporting requirements and prepare and present informative reports for parents. * Communicate as appropriate with parents of students and external bodies concerned with student welfare. * Take part in activities such as Parents’ evenings, Review Days, Open Evenings, Faculty meetings, staff meetings and other meetings/events as required. |
| **Form Tutorship (if applicable)** | * Promote high aspirations by monitoring the academic progress of form members and their attitudes to learning. * Provide pastoral care of the form group, which supports the aims and values of the school, encouraging positive attitudes towards the Year and Hours systems. * Establish and maintain high standards of behaviour and discipline in accordance with the schools Behaviour for Learning policy; * Monitor and support academic progress, attitude to learning and the behaviour of form members, intervening when needed and communicating with parents/carers when required. * Participate in family focused events, e.g. Form Tutor Evening and New Intake Evening. |
| **Performance Appraisal** | * Participate fully in the school’s Performance Appraisal arrangements. * Review own professional development and identify training needs. * Take part in lesson observations to share good practice and as part of the school’s self-evaluation. * Act on advice and feedback given and be open to support to improve own performance. |
| **Other** | * Attend assemblies * Take registers for classes. * Provide suitable cover work in good time for planned absences. * Establish effective working relationships and set a good example through personal and professional conduct. * Any other duties requested by line manager, HOF or Headteacher/SLT link. * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example. * To promote actively the school’s corporate policies and to comply with the school’s Health and safety policy and undertake risk assessments as appropriate. |
| **MPS** | * Main Pay Scale teachers in Band 1 (Teacher) are expected to meet the criteria laid down in the school’s Pay Policy. |