

Job Description and Person Specification

Post Reference: 2828

Job Title: Teacher of Spanish

Academy Name: Leeds East Academy

Grade: MPS/UPS £32,916 - £51,048

Hours: Part time (0.4 or 0.6 FTE)

Accountable to: Curriculum Leader of Spanish

Job Description

Role:

We are seeking a passionate and inspiring Teacher of Spanish who is committed to delivering high-quality language education and nurturing the academic and personal development of every student. The successful candidate will bring enthusiasm, creativity, and high expectations, contributing positively to a vibrant and inclusive learning community.

- Design and deliver an innovative, engaging, and ambitious Spanish curriculum that equips students with strong linguistic skills, cultural understanding, and the cultural capital needed to thrive in a global society.
- Teach high-quality, inclusive, and personalised lessons across Key Stages 3 and 4, ensuring strong progress and excellent outcomes for all learners.
- Inspire a love of languages through dynamic teaching approaches that foster confidence in listening, speaking, reading, and writing.
- Maintain high expectations for all students, building fair, respectful, and trusting relationships that support challenge, resilience, and success.
- Actively contribute to a culture of collaboration, professional reflection, and continuous professional development, sharing best practice within the department and wider academy.
- Embrace and actively promote the academy's vision of "Everyone Exceptional", ensuring every learner feels valued, supported, and empowered to achieve their full potential.

NB: All post-holders at the White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with the White Rose Academies Trust.

Duties and Responsibilities:

Teaching, Learning and Pedagogy:

- Deliver a high-quality learning experience for all students through effective personalisation, carefully sequencing and scaffolding learning so that all learners can successfully access and engage with the Spanish curriculum.
- Inspire a love of Spanish and languages, developing students' confidence in

communication alongside an intercultural understanding.

- Use formative and summative assessment effectively to identify learners' needs, set ambitious yet realistic targets, and inform future planning and teaching.
- Analyse and use student progress data to evaluate the impact of teaching, monitor progress, and raise attainment across Key Stages 3 and 4.
- Assess, record, and report accurately on students' progress, development, and attainment in line with academy policies and examination requirements.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the academy's Behaviour Policy.
- Promote learners' self-regulation, resilience, and collaboration through developing their social, emotional, and behavioural skills.
- Demonstrate a secure and up-to-date knowledge of the Spanish curriculum and language pedagogy, including effective strategies for developing listening, speaking, reading, and writing skills, embedding cultural understanding, and making meaningful cross-curricular links, while keeping abreast of current developments in language education.

Staff Development:

- To actively participate in the academy's professional development programme.
- To continually enhance personal and professional development including subject knowledge and teaching methods.
- Participate in full staff and department meetings, actively contributing to academy decision making, consultation procedures and feedback opportunities.
- To engage actively in the performance management review process to enhance personal performance, fulfil personal potential and contribute effectively to the implementation of the academy's goal to be exceptional.
- 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.

Communications:

- To communicate effectively with the parents of students as appropriate.
- To take part in academy activities including open evenings, parents' evenings, and trust events.
- To contribute to the development of effective subject links with schools across the trust and external agencies.

Care, Guidance and Support:

- To be a guardian (Form Tutor) to an assigned group of students, actively contributing to guardian time and other tutor-based curriculum activities.
 - To promote both the academic and holistic progress and wellbeing of individual students and of the guardian group, being their key advocate.
 - To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
 - To evaluate and monitor the progress of students and keep up-to-date student records.
 - To know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice, and support from external agencies.
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Equal Opportunities:

- Promote equality of opportunity so that all children, young people, and families can access and benefit from our Trust.
 - Support the wellbeing, safety, and success of all students and young people, enabling positive educational and life outcomes.
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Professional Responsibilities

- Uphold the professional standards expected of all academy staff in all interactions with colleagues, students, parents/carers, and the wider community.
- Act in accordance with the values, aims, and mission of the academy and White Rose Academies Trust.
- Contribute positively to the continuous improvement of the academy and to personal professional development through participation in training, meetings, appraisals, and by sharing ideas for improvement.
- Work collaboratively as a positive and supportive member of the team, recognising when to seek advice, guidance, or support.
- Apply academy and Trust policies and procedures consistently in all aspects of the role.
- Engage in reflective practice and appropriate continuing professional development (CPD) to improve effectiveness and maintain high standards.
- Contribute to the wider life, ethos, and objectives of the academy, including attendance at relevant meetings, training days, and events as required.

Safeguarding, Compliance and Conduct

- Comply with all academy and Trust policies and procedures, including those relating to safeguarding and child protection, health and safety, security, confidentiality, and data protection, and report any concerns promptly to the appropriate person.
- Take responsibility for safeguarding children and young people and for promoting their welfare, in line with statutory guidance and academy procedures.
- Maintain appropriate professional boundaries and conduct at all times.

Whilst every effort has been made to explain the main duties and responsibilities of the post, not all individual tasks can be identified. The job description may be amended by the Principal or Accounting Officer to reflect or anticipate changes to the role, commensurate with the grade and job title.

The post-holder may be required to undertake additional duties, as reasonably requested, to ensure the effective operation of the academy.

The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and to ensuring that safer recruitment practices are in place.

White Rose Academies Trust values diversity and seeks to create a workforce that reflects the communities it serves. Applications are welcome from all individuals regardless of sex, sexual orientation, race, religion or belief, marital status, age, or disability.

White Rose Academies Trust expects all staff and volunteers to share this commitment. Appointments will be subject to Safer Recruitment procedures, including an enhanced Disclosure and Barring Service (DBS) check. A criminal record will not necessarily prevent employment; this will depend on the nature of the offence and the circumstances.

This role involves contact with children and constitutes regulated activity. It is an offence to apply for this role if you are barred from engaging in regulated activity relating to children.

Person Specification

It is essential that the candidate should be able to demonstrate the criteria for the post within the context of the specific duties and responsibilities of the role: Candidates will only be shortlisted for interview if they can demonstrate on the application form that they meet all the essential requirements. Candidates are not required to meet all the desirable requirements, however these may be used to distinguish between acceptable candidates.

You should be able to demonstrate that you meet the following criteria which are all essential:

E = Essential D = Desirable

Measured by:

A = Application Form

T = Test/Exercise

P = Presentation

I = Interview

R = References

Qualifications

E	Good degree in relevant subject	A
E	PGCE or equivalent and QTS	A
D	Evidence of ongoing professional development	A

Knowledge and Experience

E	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A I R
E	Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	A I R
E	Ability to form and maintain appropriate relationships and personal boundaries with students	A I R
E	Recent successful experience as an effective classroom teacher	A I R
E	Able to plan high quality, well sequenced learning to deliver the curriculum	A I R
E	Possess strong subject knowledge, a good understanding of the curriculum and a clear understanding of recent subject developments	A T I
D	Experience of improving the numeracy skills of disadvantaged students	A I
D	Able to make accurate and productive use of assessment	A I R
D	Possess extensive knowledge and well-informed understanding of a range of learning, teaching, and behaviour management strategies	A I R
D	Experience of teaching with excellent classroom practice and outcomes	A I R
E	Able to form and maintain appropriate relationships and personal boundaries with students	A T
E	Committed to working collaboratively with colleagues	A I R
E	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A I R

E	Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	A I R
E	Able to be flexible and respond positively to direction and feedback	A I R

Skills and Competencies

E	Possess effective communication skills with both children and adults, including parents/carers	I R
E	Effective ICT skills	I R
E	Effective time management skills and able to meet deadlines and work under sustained pressure	I R
E	Unswerving commitment to implementing whole school/staff policies relating to the safeguarding of children	I R
E	Be resilient, reliable, and possess a sense of humour	I R

Behavioural and Other Characteristics

E	Committed to continuous improvement	A I
E	Carry out all duties having regard to an employee's responsibility under Health & Safety Policies	A I
E	Willingness to actively participate in training and development activities to ensure up to date knowledge, skills, and continuous professional development	A I
E	Possess positive values and attitudes and adopt high standards of behaviour in a professional role	I R
D	Take a key role in contributing to extra-curricular activities within the academy	I
D	Willing to participate actively in the life and work of the school to support the ethos and culture, providing presence as and when required	A I R
E	To promote equality, diversity and inclusion and demonstrate this within the role	I R
E	To be jointly responsible for promoting and safeguarding the welfare of students	I R
E	Committed to the education of the whole child, i.e. social, emotional and citizenship development	I R

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced DBS check.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, or disability.