



Trust Leader of Modern Foreign Languages

Job Description

Job Description



PONTEFRACT
ACADEMIES TRUST

Job description:

Trust Leader of Modern Foreign Languages

| | |
|---------------|--|
| Reporting to: | Headteacher |
| Salary: | Leadership L8 – L12 (£52,659 – £58,105 per annum) |
| Term: | Permanent – Full time |

Job Purpose:

- To strategically lead the direction and development of the Modern Foreign Languages (MFL) curriculum.
- To raise standards of student attainment and achievement within MFL by ensuring the provision of an appropriately ambitious and engaging curriculum for all students.
- To raise standards of student attainment and achievement across the Trust by:
 - Providing strategic leadership for teaching and learning, setting clear direction and effective management of all teachers of MFL across the Trust.
 - Establishing systems for quality assurance to inform a positive culture of self-review and improvement.
 - Leading innovation and development of teaching and learning through new technologies and cutting-edge research.
- To effectively evaluate the impact of the above points, and strategically plan for improvement by managing and deploying all financial and physical resources within the area and across the Trust.
- To support senior leaders in improving teaching and learning across the Trust.

Key Responsibilities and Accountabilities:

Teaching & Learning:

- Providing strategic leadership across the MFL curriculum area in accordance with strategic priorities of the Trust.
- Strategically lead on the development of teaching and learning for all staff, by developing and enhancing the teaching practice of all colleagues within the area, implementing improvements where required.
- Monitoring and evaluating the progress of staff and students towards meeting the overall aims and objectives.
- Responsibility for the management of resources. To be accountable for student attainment and staff performance in this area across the Trust.
- Monitoring classroom performance and managing interventions and support.
- Keeping up to date with national developments in teaching practice and pedagogical delivery of languages in primary and secondary phases
- Conducting learning walks and other learning evaluations in accordance with Trust quality assurance systems and processes.
- Line management of teachers of MFL across the Trust.
- Ensuring the behaviour management system is implemented by all MFL teachers so that effective learning can take place.

Curriculum Development:

- Leading curriculum development for MFL across both primary and secondary schools.
- Liaising with the appropriate members of senior leadership to ensure the delivery of an appropriate, high quality curriculum which meets the needs of all students.
- Actively monitoring and responding to curriculum development and initiatives at national, regional and local levels.
- Leading the development of appropriate syllabi, resources, schemes of work, assessment policies and teaching and learning strategies in the area.
- Maintaining accreditation with the relevant examination and validating bodies.

Staff Development:

- Working with Headteachers and other senior leaders to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- Undertaking appraisal and development meetings and acting as reviewer for MFL staff across the Trust.
- Participating in the interview process for teaching posts when required and to ensure effective induction of new staff in line with Trust procedures.
- Responsibility for the efficient and effective deployment of any relevant associate staff.
- Participate in the Trust's ITT programme.

Assessment:

- Be an exemplary teacher and model exceptional teaching and learning practice to ensure that staff observe outstanding practice.
- Ensuring the maintenance of accurate and up-to-date information concerning the whole school MIS.
- Evaluating the performance data provided and taking appropriate action on issues arising – setting realistic deadlines where necessary and reviewing progress on the action taken.
- Producing reports on examination performance, including the use of value-added data.
- Providing all relevant bodies with robust information relating to the Trust's performance and development.

Communication:

- Ensuring that all stakeholders are familiar with its aims and objectives.
- Ensuring effective communication/consultation as appropriate with the parents of students and other relevant stakeholders.
- Liaising with all Trust schools, higher education institutions, industrial links, examination boards and awarding bodies, and other relevant external bodies.
- Representing own views and interests in a professional manner.

Marketing and Liaison:

- Contributing to Trust marketing activities, e.g. the collection of material for press releases and school Twitter.
- Attendance where necessary at liaison events in the Trust schools and the effective promotion of subjects at open days/evenings and other events.
- Actively promoting the development of effective subject links with external agencies.

Management of Resources:

- Efficiently manage the available resources of space, staff, finance and equipment within the limits, guidelines and procedures laid down; deploying relevant budgets, acting as a cost centre holder, ensuring that equipment and stock is requisitioned, organised and maintained, and appropriate records are kept.
- Work with the relevant SLT members to ensure that teaching commitments are effectively and efficiently timetabled.

Operational:

- Promote teamwork and motivate staff to ensure effective working relations.
- Responsibility for the day to day line management of staff within the areas, delegating where appropriate, and ensuring that they follow Trust policies and meet all requirements and deadlines.
- Make appropriate arrangements for classes when staff are absent, liaising with the relevant staff where appropriate.

All Trust leaders will also:

- Contribute to the strategic leadership and management of all Trust schools in order to develop an ethos and culture of high expectations.
- Model the Trust values and guiding principles at all times.
- Line manage and performance manage identified staff.
- Coach and develop the staff and students for which they are accountable.

Performance Management and Review:

- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Policies and Procedures.

Other Duties and Responsibilities:

- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct.
- Be aware of and comply with policies and procedures relating to child protection, financial regulations, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall vision and values of the Trust.
- Appreciate and support the role of other professionals.
- Be prepared to provide additional support to the Central Trust or other schools of the Trust if required.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Be proactive in seeking appropriate advice and guidance where required.

The duties and responsibilities highlighted in this job specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification

| | | | Assessed by: | |
|------------------------------------|--|-------------------------|---------------------|--------------------|
| No. | Categories | Essential/ Desirable | Application Form | Interview/ Task |
| QUALIFICATIONS | | | | |
| 1. | Education to degree level or equivalent. | E | ✓ | |
| 2. | Qualified Teacher Status. | E | ✓ | |
| 3. | An excellent track record of recent, relevant professional development. | D | ✓ | |
| EXPERIENCE | | | | |
| 4. | Accountability of raising standards and performance of a significant cohort of young people. | E | ✓ | ✓ |
| 5. | Experience of effective teaching and performance within the curriculum area. | E | ✓ | ✓ |
| 6. | Experience as a Curriculum Leader. | E | ✓ | ✓ |
| 7. | Experience of working as a strong leader and a member of a team within an educational setting. | E | ✓ | ✓ |
| LEADERSHIP AND MANAGEMENT | | | | |
| 8. | Working effectively both as a leader and a member of a team. | E | ✓ | ✓ |
| 9. | Innovative approaches to working with students, parents, staff and other stakeholders. | E | ✓ | ✓ |
| 10. | Initiate, lead and manage change programmes. | E | ✓ | ✓ |
| 11. | Prioritise, plan and organise. | E | ✓ | ✓ |
| 12. | Direct and co-ordinate the work of others. | E | ✓ | ✓ |
| 13. | Set high standards and provide a role model for students and staff. | E | ✓ | ✓ |
| 14. | Deal sensitively with people and resolve conflicts. | E | ✓ | ✓ |
| 15. | Motivate all of those involved in the delivery team. | D | ✓ | ✓ |
| 16. | Liaise effectively with other organisations and agencies. | D | ✓ | ✓ |
| KNOWLEDGE AND UNDERSTANDING | | | | |
| 17. | The principles and characteristics of effective schools. | E | ✓ | ✓ |
| 18. | The principles and practices of strategic and operational planning and delivery. | E | ✓ | ✓ |
| 19. | Effective review and evaluation procedures. | E | ✓ | ✓ |
| 20. | Different methods of consulting with stakeholders. | D | ✓ | ✓ |
| 21. | Professional and community links. | D | ✓ | ✓ |
| 22. | Strategies for ensuring equal opportunities for staff, students and other stakeholders. | D | ✓ | ✓ |

Person Specification

| | | | Assessed by: | |
|---|--|-------------------------|---------------------|--------------------|
| No. | Categories | Essential/ Desirable | Application Form | Interview/ Task |
| COMMUNICATION SKILLS | | | | |
| 23. | Communicate the vision of the Trust to a range of stakeholders. | E | ✓ | ✓ |
| 24. | Negotiate and consult fairly and effectively. | E | ✓ | ✓ |
| 25. | Build relationships with key stakeholders. | E | ✓ | ✓ |
| 26. | Develop and manage good communication systems. | E | ✓ | ✓ |
| 27. | Ability to communicate to a range of audiences. | E | ✓ | ✓ |
| 28. | Chair meetings effectively. | E | ✓ | ✓ |
| 29. | Develop, maintain and use an effective network of contacts. | D | ✓ | ✓ |
| DECISION MAKING AND JUDGEMENT SKILLS | | | | |
| 30. | Make decisions based on analysis, interpretation and understanding of relevant data and information. | E | ✓ | ✓ |
| 31. | Demonstrate good judgement. | E | ✓ | ✓ |
| 32. | Think creatively and imaginatively to anticipate, identify and solve problems. | D | ✓ | ✓ |
| PERSONAL QUALITIES | | | | |
| 33. | A commitment to inclusive education. | E | ✓ | ✓ |
| 34. | Evident enjoyment in working with young people and their families. | E | ✓ | ✓ |
| 35. | Empathy in relation to the needs of the Trust and the local community. | E | ✓ | ✓ |
| 36. | Ability to inspire confidence in staff, students, parents and others. | E | ✓ | ✓ |
| 37. | Adaptability to changing circumstances/new ideas. | E | ✓ | ✓ |
| 38. | Reliability, integrity and stamina. | E | ✓ | ✓ |
| 39. | Personal impact and presence. | E | ✓ | ✓ |
| 40. | Achieve challenging professional goals. | E | ✓ | ✓ |
| 41. | Personal ambition and potential for further promotion. | E | ✓ | ✓ |
| 42. | Intellectual ability and curiosity. | E | ✓ | ✓ |
| 43. | Determination to succeed and the highest possible expectations of self and others. | E | ✓ | ✓ |
| 44. | Vision, imagination and creativity. | E | ✓ | ✓ |
| 45. | Resilience and perspective. | E | ✓ | ✓ |



Pontefract Academies Trust

The Barracks Business Centre,
Wakefield Road Pontefract,
WF8 4HH.

Tel: 01977 232146

Email: adminsupport@patrust.org.uk

Twitter: @PontefractAT

Registered Company: 08445158

The Pontefract Academies Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant pre-employment checks.