



Job Title: Trust Strategic Lead for Modern Foreign Languages Reporting to: Executive Principal for Secondary Strategy Grade: L17 - L21		
CRITERIA	ESSENTIAL	DESIRABLE
Experience and Qualifications	Qualified Teacher Status (QTS) or equivalent. A degree in Modern Foreign Languages or a closely related discipline. Evidence of significant, recent, and relevant professional development in curriculum design and leadership. Willingness to undergo Safer Recruitment and mandatory safeguarding training. Extensive experience as a successful subject leader or middle leader with a proven track record of raising attainment. Experience in designing, implementing, and evaluating a rigorous and engaging curriculum at a departmental or multi-academy level. Experience in mentoring and coaching teachers at various career stages, including Early Career Teachers (ECTs) and student teachers. Proven experience in using quality assurance systems to drive school improvement and teacher performance. Experience in leading professional development (CPD) sessions for staff.	Higher degree (e.g., MA or MSc) in Education or a subject-specific field. National Professional Qualification (e.g., NPQSL or NPQH). Experience working across multiple sites or within a Multi-Academy Trust (MAT) environment.

Knowledge and Understanding	Deep subject-matter expertise and an understanding of what constitutes "outstanding" teaching and learning in Modern Foreign Languages. Ability to analyse student data and performance metrics to identify gaps and implement targeted interventions. Highly developed communication skills, with the ability to report effectively to senior executives, Principals, and CEOs. Proficiency in coordinating cross-curricular links and working collaboratively with other strategic leads.	
Personal Attributes and Values • Ambition without limit: A commitment to breaking down barriers for all students. • Excellence as standard: A drive to turn the "best" into the "normal" across all academies. • Valued connections: Recognizing that every interaction with staff and students counts. • Unity: A collaborative mindset that views the Trust as a single "family". + • Resilience and the ability to manage a complex workload across multiple locations. • A commitment to safeguarding and promoting the welfare of children.		
Special Requirements • Ability to travel regularly between different academies within the Trust. • Flexibility to adapt to changing academy allocations as directed by the Chief Executive.		

POLICIES AND EXPECTED STANDARDS The post holder must meet all safeguarding requirements, including an enhanced DBS check and Safer Recruitment training. They must adhere to the Trust's Code of Conduct and all professional standards at all times.

