



Twyford Church Of England Academies Trust

“I have come that you might have life and have it to the full” John 10 v10



Job Description

Job Title:	Acting Head of MFL (1 year maternity cover)
Grade:	MPS + TLR 1b
Line Manager:	SLT line manager
Supervisory Responsibility:	Department post-holders

Aim of the Post

To achieve outstanding outcomes in the curriculum and wider curricular offer within the department

Outcomes

Quality of Education

Curriculum and Assessment

- Curriculum and assessment frameworks are clear and support outstanding progression
- Achievement at all key stages and in all courses is effectively monitored and areas of weakness are identified and addressed
- Achievement is outstanding at all key stages
- All staff are confident and consistent in the delivery of good and outstanding lessons
- Learning behaviour within the department is outstanding

Behaviour and Attitudes

Pastoral

- Student conduct within the department is uniformly good

Leadership and Management

Staffing and Resources

- There is a clear vision for the enjoyment and application of MFL
- Post-holders within the department are well supported to carry out their roles

Personal Development

Wider Learning

- The department's Wider learning Programme is a model of outstanding practice
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Specific responsibilities and tasks

Quality of Education

Curriculum and assessment frameworks are clear and support outstanding progression

- In conjunction with MFL Trust Lead, review and maintain the curriculum framework for the department at all key stages and for all MFL pathways
- Liaise with Associate Head and MFL Trust Lead over proposed course changes
- Provide training and support for staff teams in the context of curriculum change or development
- Provide training and support for staff teams in lesson and curriculum planning
- Ensure all unit planner overviews are in place and clear and in consistent formats to provide an appropriate framework for the design and delivery of outstanding lessons
- In conjunction with MFL Trust Lead, ensure that there are schemes of work for each of the differentiated pathways within the curriculum
- Agree the strategy for the development of resources (including use of Copia, additional online resources and text books as appropriate)
- Ensure Copia for the department is well utilised to support students of all abilities to make progress and develop effective independent learning behaviour

Achievement at all Key Stages and in all courses is effectively monitored and areas of weakness are identified and addressed

- Responsibility for department tracking systems across all key stages
- Responsibility for internal system of progress reporting to department meetings by post holders /teachers
- Responsibility for system for identification of students cause for concern
- Responsibility for system for identification of more general concerns
- Responsibility for evaluating prior attainment of students on entry (with additional 'setting' test if required)
- Responsibility for ensuring students setting arrangements are effectively set up and sustained

Achievement is outstanding at all key stages

- Identify areas of underperformance and ensure improvement plans drawn up and delivered
- Agree and monitor intervention strategies for individuals / cohorts where appropriate
- Lead / Manage interventions as required (at individual or group level)

All staff are confident and consistent in the delivery of good and outstanding lessons

- Ensure curriculum and teaching and learning policies for the department are in place and well understood by staff teams
- Ensure good practice guidance / exemplars in relation to teaching and learning are shared
- Develop a culture of sharing best practice in teaching and learning
- Lead the programme of lesson observations (including department lesson looks, learning review weeks and coaching observations)
- Contribute to the training programmes for staff as appropriate (department level and Whole School)

Learning behaviour within the department is outstanding

- Undertake routine monitoring of learning via formal measures (e.g. book looks, learning review weeks) and casual monitoring (checks on student planners etc.)
- Ensure Whole School policy on lesson prep and homework is consistently and effectively used
- Ensure department team is confident and consistent in their use of formative and summative assessment
- Ensure self-assessment and review is fully integrated into schemes of work

- Students make highly effective use of self-assessment and manage their own learning to the highest standard

Behaviour and Attitudes

Student conduct and learning behaviour within the department is uniformly good

- Agree department behaviour policy (in line with whole school policy) and ensure it is consistently used
- Support department post-holders in enforcing behaviour rules
- Support department to implement core classroom routines and monitor and troubleshoot success of these measures
- Monitor students' learning conduct and behaviour as a measure of their engagement with MFL
- Address issues in behaviour through modification to department systems and approaches (including to teaching and learning) and staff training

Leadership and management

There is a clear vision for the enjoyment and application of MFL

- Overall responsibility for department development planning (including post holders development plans)
- Responsibility for budget planning
- Development and management of the department wider learning offer (including language scholar programme)
- Oversee the community language entrants and related administration
- Support and encourage students to progress to further and higher education or training in MFL related courses (including organisation of wider learning programmes support of students preparing for additional university tests)

Post-holders within the department are well supported to carry out their roles

- Overall responsibility for performance management of staff
- Undertake regular coaching and mentoring of post holders
- Ensure all post holders are confident and consistent in their use of department-wide systems
- Effective management of support staff (Teaching Assistants / FLAs)
- Responsibility for all Health and Safety procedures

Personal Development

The department's Wider Learning Programme is a model of outstanding practice

- All staff are expected to make a contribution to the wider life of the school (enrichment activities, clubs, trips & visits or support activities).

Mainscale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2012); these also apply to all management post holders.

Key measures of success

- Public Examination results - Headline target figures (KS3, 4 and 5)
- % of students on target in internal /external assessments
- External Evaluation Systems (Alps and Alis at KS5 and Raise-online at KS4)
- Internal VA measures
- Uptake of (MFL) at KS5
- Progression of students to (MFL) related courses in Training, FE or HE

Person specification

	Essential	Desirable
Knowledge and Skills	<ul style="list-style-type: none"> • University Graduate with a good degree in MFL • Qualified Teacher Status • You must be able to teach to A-level • Successful experience as an MFL teacher within a high achieving secondary school • A proven record of success in raising standards • Experience of the use of student results analysis outcomes to inform practice and target improvement • Experience of curriculum design to meet the needs of the full ability range • Successful experience of team leadership and management of staff • Knowledge of the requirements of the National Curriculum , exam syllabuses and teaching/learning developments • An understanding of the processes and techniques required to assess record and report students' learning effectively • A commitment to the principles and practices of Assessment for Learning • A commitment to developing whole school Literacy 	<ul style="list-style-type: none"> • Evidence of further professional development • An understanding of the importance of, and a willingness to participate in, extra-curricular activities. • Successful experience of managing whole school change • An ability to use ICT programmes and packages to promote learning
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to and ability to articulate and model the values of the Twyford Trust • A firm approach to discipline, and good classroom management skills • An ability to work within, lead and motivate a team • Committed to the highest standards in all areas of school life (behaviour, academic, enrichment) • Has outstanding communication and inter-personal skills • Able to set challenging and achievable targets and ensure their delivery • Good time management/able to multi task • Willing to contribute to the rich life of the school, including its extra-curricular offer • Clarity of vision/strategic thinker 	<ul style="list-style-type: none"> • A practising Christian • Strong grasp of contemporary educational issues • A proven team worker with experience of/ commitment to collaboration between schools within a MAT •

The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>.

The post-holder will also be expected to read and adhere to the Trust's Child Protection Policy, and any other Safeguarding documents stated within this.