



Job Description: MFL Teacher

Job Title: MFL Teacher	Salary range: Mainscale	Hours: Full Time		
Line managing (direct): <ul style="list-style-type: none"> No line management 	Reporting to: <ul style="list-style-type: none"> Post holder MFL 			
<p>Job Purpose: All teachers are expected to uphold and model the school vision 'be the very best you can be' and values (Respect, Responsibility and Integrity) on a daily basis through their professional practice and conduct.</p> <p>Responsible for: The achievement and safety of pupils by providing high quality teaching and learning opportunities within the spirit of the school's vision.</p> <p>All staff will be responsible to their Heads of Department, the Headteacher and Senior Leadership Team of the school for ensuring the general good order and discipline of the school, and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims, and ethos of the school, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as inter- related.</p>				
<u>Specific responsibilities for all teachers</u>				
Area	Relevant Standards	Band 1 Early Years Teacher	Band 2 Accomplished Teacher	Band 3 Expert Teacher 'Significant and Sustained Contribution to school'
PROFESSIONAL PRACTICE		M1 M2	M4 M5	U1 U2 U3
	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3)	Many – but not all – aspects of teaching over time are good	All aspects of teaching over time are good	Many aspects of teaching over time are outstanding
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations	Most pupils progress in line with school expectations without additional support	Significant numbers of pupils exceed school expectations
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents	These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.	Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues	Takes a proactive role in identifying areas for professional development and accessing advice	Proactively leads the professional development of others in a way which leads to improved outcomes for pupils
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards



Job Description: MFL Teacher

Specific Responsibilities - to ensure professional practice becomes high performing across all strands by	
Leadership and Management	<ul style="list-style-type: none"> • Taking their professional development very seriously. • Ensuring that there is a climate of continual pedagogical development. • Being confident, vigilant and competent to challenge pupils views and encourage debate.
Teaching and Learning	<ul style="list-style-type: none"> • Planning is highly effective and rigorous and meets the needs of all learners. • Teaching of the subject is perceptive with deep subject knowledge. • Resources are imaginative, stimulate high level thinking and enable pupils to make connections in their learning. Forensic knowledge of pupils means that no pupil falls behind, and their needs are proactively planned for. Homework is effectively used, suitably challenging and embedded. • Pupils think more deeply and rise to challenges in creative ways • Literacy, numeracy and oracy are accurately and fluently demonstrated by pupils use of formal language and subject terminology verbally and in writing • Questioning is highly effective which promote higher level thinking. Pupil's misconceptions are identified and acted on to ensure they are corrected. Pupils are able to make connections in their learning • Marking and feedback is highly effective which promote higher level thinking. Pupil's misconceptions are identified and acted on to ensure they are corrected. Pupils are able to make connections in their learning • Behaviour for learning is highly visible, sustained active engagement enables all pupils to have the confidence to ask complex questions. All learning time is effectively used, and pupils are fully engaged and self-managing. They listen with respect to the views of others, and contribute thoughtfully and appropriately. • Because of the teaching, pupils are committed to learning and persevere even when learning does not come easily.
Behaviour, Ethos and Safety	<ul style="list-style-type: none"> • Pupils in lessons demonstrate excellent attitudes to learning • The teacher is highly visible, proactive and clear. Boundaries are in place and respected • Pupils are actively engaged in learning at all times • Following and act on the appropriate protocols for registers, lateness and non-attenders. • As a result of excellent understanding of systems and management pupils are safe and feel safe at all times. Pupils are explicit taught strategies for keeping themselves safe (including online), and know what to do when they (or others) feel unsafe. • Following and acting on the appropriate protocols for registers, lateness and non-attenders. • As a result of excellent understanding systems (including safeguarding) and management pupils are safe and feel safe at all times. • Pupils are explicit taught strategies for keeping themselves safe (including online), and know what to do when they (or others) feel unsafe.
Progress and Outcomes	<ul style="list-style-type: none"> • Lessons are effectively planning using data to ensure the needs of every pupil are met • Clear seating plans are in place which are reviewed regularly • Challenging homework is set as appropriate for the age and stage of pupils • As a result of the planning, current pupils make substantial and sustained progress and levels of outcome/progress is in line or above similar pupils nationally. • All pupils are engaged in lessons, and the teacher ensures all pupils have equal opportunities to participate. There are skilful strategies in place to ensure all pupils are engaged all of the time • Pupils' work is regularly monitored and questioning, marking and feedback are used to identify changes in progress or gaps appearing for individuals or key groups. Teaching is restless and hence adaptations are made to the learning process when and where necessary. • Marking and feedback is diagnostic and leads to improvements in learning.
Other	<ul style="list-style-type: none"> • Carrying out other duties which the Headteacher may request • Successful completion of NQT probation (if relevant)
<p><i>This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.</i></p>	



Job Description: MFL Teacher

Person Specification

JOB REQUIREMENTS	Essential	Desirable	Method of Assessm
Qualifications			
Qualified Teacher Status (Languages)	✓		A
A degree in a relevant subject (Languages relevant degree)	✓		A
Evidence of recent and relevant training	✓		A
Experience			
Evidence of excellent teaching ability and successful impact on student progress	✓		A/I/T
Skills, knowledge and Understanding			
A good knowledge and an awareness of developments in the National Curriculum and other statutory requirements at KS3 and KS4	✓		A/I/T
A sound understanding of planning and assessment for learning	✓		A/I/T
Proven administrative and organisational skills	✓		A/I/T
Ability to communicate effectively and appropriately with both staff and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records	✓		A/I/T
An awareness of the range of strategies to address the differing needs which exist in the mixed ability classroom and which include second language learners	✓		A/I/T
An understanding and appreciation of the value of interesting and stimulating display and other motivational materials	✓		A/I/T
A familiarity with IT and with its educational uses as well as an ability to use it effectively to fulfil data input requirements	✓		A/I/T
A commitment to raising achievement and experience of devising and implementing successful strategies in order to do this	✓		A/I/T
An understanding of target setting and action plans	✓		A/I
Personal qualities			
An understanding of the principles involved in being a successful team member	✓		A/I
An understanding of the importance of emotional intelligence in managing oneself and others	✓		A/I
An ability to maintain professional integrity even when under pressure	✓		A/I
Other Requirements			
A commitment to on-going personal development and willingness to undertake appropriate training	✓		A/I
Appointment to the post is subject to a satisfactory enhanced CRB check	✓		A
This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.	✓		A



Job Description: MFL Teacher

CONFIRMATION OF JOB DESCRIPTION AND PERSON SPECIFICATION

POST:

NAME:

I confirm that I have read this job description and person specification

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

Signatures:

The job description is current at the date below but may be reviewed, in consultation with you, and may be changed to reflect changes in the job requirements which are commensurate with the job title and grade.

Signed..... (Staff Member) Date

DRAFT