

# Job Description

Job Title: Curriculum Leader Modern Foreign Languages

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Location: Wayland Academy

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<b>Job title</b>	<b>Curriculum Leader - MFL</b>
<b>Salary Scale</b>	<b>MPS/UPS + TLR</b>
<b>Hours of Work</b>	<b>Full Time</b>
<b>Responsible to</b>	<b>Assistant Principal</b>
<b>Location</b>	<b>Wayland Academy</b>

### **Main purpose of the role**

- To be a role model to the department
- To lead on the development of new ways of thinking about the curriculum and teaching and learning to develop student expertise in the subject
- To lead the key subject areas in understanding and developing high quality and innovative provision within a world-class curriculum and excellent teaching

### **Organisational relationships**

- Responsible to the Assistant Principal
- Direct liaison with a range of stakeholders including teachers, parents, students, governors and other Inspiration Trust staff

### **Principal accountabilities and responsibilities**

<b>Overall</b>	<ul style="list-style-type: none"> <li>● To design, implement and evaluate a broad, balanced and inclusive curriculum for pupils, in line with any agreed trust curriculum and also the trust principles and curriculum policy to lead a designated department/team in a highly effective way.</li> <li>● To be responsible for educational standards in the designated subject(s), including pupil achievement and performance outcomes.</li> <li>● Responsible for the assessment and holistic results of the department, assessed against national levels of progress/attainment.</li> <li>● To monitor and support the progress and personal development of pupils both as a curriculum leader and as a teacher/form tutor.</li> <li>● To facilitate and promote a learning experience which provides all pupils with the opportunity to achieve their individual potential, including SEND and disadvantaged pupils as well as pupils with different levels of prior attainment.</li> <li>● To offer active support for the Academy's Policy and Procedures whilst continuing to meet the minimum professional standards as set out in the <a href="#">Teachers' Standards</a>.</li> <li>● To be part of the wider leadership team and actively contribute to achieving targets set out in the annual development plan and any school improvement priorities.</li> </ul>
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<p><b>Curriculum leadership</b></p>	<ul style="list-style-type: none"> <li>● Leading a department-wide approach to teaching methods, including pedagogical approaches and the work that pupils complete and also work set for homework and/or independent study.</li> <li>● Leading on the use of formative and summative assessment (in line with any trust wide assessment procedures) and ensuring assessments are used appropriately to raise pupil achievement and also improve curriculum implementation and impact.</li> <li>● Leading the department's professional development programme by identifying the training needs of individual members of staff and the team as a whole.</li> <li>● Ensuring that the curriculum is adequately resourced including, where relevant, the care and maintenance of department equipment and machinery.</li> <li>● Leading on effective approaches to assessment and feedback in the subject area(s).</li> <li>● Leading on approaches to curriculum planning that ensure high quality planning and resourcing, whilst also being cognisant of approaches that can reduce teacher workload, such as collaboration and co-planning.</li> </ul>
<p><b>Raising achievement</b></p>	<ul style="list-style-type: none"> <li>● Making valid inferences from qualitative and quantitative data to inform decisions made in the department and the evaluation and improvement of the education provided.</li> <li>● Leading the subject intervention programme at Key Stage 4 and in the sixth form, identifying those pupils who are most likely to benefit from additional support and ensuring that the quality of that support is strong and high impact.</li> <li>● Leading on the regular monitoring and evaluation of subject intervention programmes.</li> <li>● Checking on the progress being made by pupils in all year groups and particularly examination groups, ensuring reliable assessment data is generated and then acted on to ensure all pupils achieve their potential, particularly those with SEND or disadvantaged pupils.</li> </ul>
<p><b>Department management</b></p>	<ul style="list-style-type: none"> <li>● Making decisions where necessary about teaching groups, including the allocation of pupils and staff to groups, and working with senior leaders and support staff in the construction of the school timetable.</li> <li>● Line-managing teaching and support staff in the department as set out in the school's line management model, including participation in the annual appraisal cycle.</li> <li>● Effective communication with the team including organisation of and chairing of meetings.</li> <li>● Managing the department budget including working within agreed budgets, planning expenditure on an annual basis and identifying any longer-term financial planning that the department may require.</li> <li>● To support the members of the department with ensuring high standards of pupil behaviour, in line with <a href="#">trust policy</a>.</li> </ul>

	<ul style="list-style-type: none"> <li>To take an active part in the relevant subject communities such that the curriculum intent for the subject can be disseminated and enacted within the school specific context with fidelity.</li> </ul>
<b>Performance monitoring - quality standards</b>	<ul style="list-style-type: none"> <li>Ensuring an appropriate specification is followed at Key Stage 4 and in the sixth form (if relevant), ensuring that all components of the specification are taught effectively through timetabled lessons.</li> <li>Ensuring that pupils are entered for appropriate public examinations to achieve qualifications taught by the department, including the submission and moderation of any non-examined assessments.</li> <li>Evaluating the quality of education offered in the department through the school's self-evaluation procedures, and through regular meetings with the member of the Senior Leadership Team (SLT) responsible for the line management of the department.</li> <li>Attention to detail and accurate record keeping/timely completion of reports to a high standard as requested by SLT.</li> <li>Ensuring that school and Trust policies are adhered to in the work of the department.</li> <li>Undertaking regular and effective monitoring of curriculum implementation and impact through the use of approaches that are appropriate for the subject area. Effective approaches will vary by subject and this should be discussed and agreed with the SLT. This could include: work scrutiny, lesson drop-ins and/or observations, reviews of planning.</li> <li>Meeting deadlines in an efficient and effective manner with high levels of accuracy.</li> </ul>
<b>Stakeholder engagement</b>	<ul style="list-style-type: none"> <li>Liaising with the SEND department to ensure that staff who teach in the department understand the individual needs of each pupil with SEND, are familiar with their individual learning plans/pupil profiles and make classroom/teaching adjustments as necessary.</li> <li>Marketing the subjects taught in the department to pupils and parents at transition points, for example in Year 6, Year 8 or 9 and Year 11 as relevant, and more generally raising and maintaining a positive profile for those subjects across the school.</li> <li>Excellent communication with parents, carers and other key stakeholders.</li> <li>To lead on specific events in the curriculum area.</li> <li>Participating in the wider subject community across Inspiration Trust including supporting trust-wide subject-based initial and early-career training, continuing professional development and curriculum development. This includes attendance at curriculum leader meetings.</li> </ul>
<b>Other duties</b>	<ul style="list-style-type: none"> <li>To undertake all the duties of a teacher, as set out in the teaching job description (available from HR) and in line with the</li> </ul>

	<p>Teachers' Standards and discharge these duties to a very high standard, acting as a role model for the team.</p> <ul style="list-style-type: none"> <li>● To coach and develop specific staff and deliver whole academy CPD where appropriate.</li> <li>● To play a full part in the life of the academy community and support the ethos, aims and mission statement of the academy and encourage others to follow this example.</li> <li>● To support the academy to promote the <a href="#">Public Sector Equality Duties</a>.</li> <li>● To actively promote the academy and/or trust policies and procedures.</li> <li>● To promote your personal development as agreed with your line manager.</li> <li>● To comply with the academy health and safety policy and requisite practices.</li> <li>● Completing other reasonable tasks as directed by the SLT.</li> </ul>
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### Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In anyway possible, in accordance with the role, support students to achieve their potential
- In anyway possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

### Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

### Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

### Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information. The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety. This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

**The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure & Barring Service) to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Trust.**

Person Specification	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>Other relevant qualifications in the sector (e.g. NPQML, MEd, etc)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Classroom teaching of the subject(s) in a secondary school, including teaching pupils of a range of abilities</li> <li>Supporting pupils in attaining qualifications in the subject(s)</li> <li>Providing an inclusive classroom environment for pupils with SEND, EAL and other needs</li> <li>Liaising with parents, including reporting on pupil progress, effort and attainment</li> <li>Being a form tutor and supporting the wider personal development of pupils</li> </ul>	<ul style="list-style-type: none"> <li>Existing curriculum or pastoral leadership experience (e.g. second in department)</li> <li>Existing experience of managing people</li> <li>Mentoring and coaching trainee and early-career teachers</li> <li>Teaching post-16 courses and supporting pupils with university admissions and careers</li> <li>Supporting pupils in making the transition from primary to secondary school and also to post-16</li> <li>Participation in a wider subject community</li> <li>External evaluation of a department through an inspection or review process</li> </ul>
<b>Skills, Knowledge</b>	<ul style="list-style-type: none"> <li>Knowledge and understanding of the subject(s) taught, to undergraduate degree level or an equivalent standard</li> <li>Knowledge of different curriculum models in the subject(s) and the strengths and weaknesses of these</li> <li>Knowledge of different approaches to teaching the subject(s) and the strengths and weaknesses of these</li> <li>Knowledge of forms of assessment commonly used in the subject(s), including in public examinations</li> <li>Knowledge of opportunities for teacher development in the subject(s)</li> <li>Understanding of the wider role of a teacher in the personal development of pupils, including the main responsibilities of a form tutor</li> <li>Knowledge the statutory requirements concerning Equal Opportunities, Health &amp; Safety, SEND and Child Protection</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding of the structures and processes of initial teacher education and the induction of new teachers through the Early Career Framework</li> <li>Knowledge and understanding of external accountability frameworks, including the Ofsted inspection framework and DfE performance measures</li> <li>Knowledge and understanding of wider education debates surrounding (e.g.) the teaching of literacy, the selection of content for a curriculum or approaches to managing pupil behaviour</li> <li>The ability to use appropriate software and digital platforms to analyse the achievement and attainment of cohorts of pupils</li> </ul>

	<ul style="list-style-type: none"> <li>● Be able to express yourself clearly in written and spoken English</li> <li>● Be able to manage pupil behaviour in line with a school policy</li> <li>● Be able to use appropriate software and digital platforms to create and share curriculum, teaching and assessment resources</li> <li>● The ability to build and maintain effective working relationships with colleagues, pupils, parents and the wider community</li> <li>● Be able to organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard</li> <li>● Be able to interpret quantitative data to reach valid conclusions about pupil attainment and achievement</li> </ul>	<ul style="list-style-type: none"> <li>● The ability to offer extra-curricular and other enrichment activities for pupils</li> </ul>
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Signature .....

Date .....

Name .....