



Head of Spanish

Job Description

Post:	Head of Spanish
Salary:	Teachers' Main / Upper Pay Scale + TLR2 (2) £5,871
Hours:	This post is full/0.8 part-time and permanent
Line Management:	Head of Faculty – Assistant/Deputy Head

Introduction (and General Duties)

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher, or other Senior Leader if appropriate, who will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation. The School's Grievance Procedure will be used to resolve any dispute arising from the job description. Other relevant policies may include the Stress at Work Policy and the Dignity at Work Policy.

Principal Responsibilities

To meet all the requirements of the Teachers' Standards, September 2012: please see:
<https://www.gov.uk/government/publications/teachers-standards>

General Duties

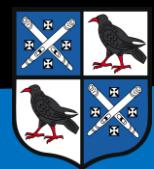
You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation.

Teaching and Learning

1. Plan, prepare and deliver high quality lessons to students at some or all of Key Stages 3, 4 & 5.
2. Report on progress and any concerns to line manager and parents.
3. Contribute to curriculum development work of the team.

Pastoral Care as a Form Tutor

- Build relationships with all students and be available when needed to listen and offer support and encouragement
- Monitor the academic progress of each student using data and alert relevant subject staff and/or the Head of Year (HOY) if there are any areas of concern



- Maintain high standards within the form including monitoring attendance, punctuality, uniform, homework records, attitude and behaviour
- Teach a weekly L4L lesson along with HIGNFY, attend weekly assembly
- Ensure the accuracy of registers at Tutor time
- Disseminate school information, including timetables, and messages from other staff
- Write any special reports or references as required
- Attend Parents/Carers' Consultation Meetings and Year Team Meetings
- Make routine contact with parents/carers in liaison with the HOY

SEND Responsibilities

As a key middle leader in a secondary school, the Head of Department (HoD) plays a vital role in working with the Head of Faculty (HoF) to ensure that students with Special Educational Needs and Disabilities (SEND) are supported to achieve their full potential within their subject area. The HoD is expected to lead inclusive practice in collaboration with the HoF and uphold the school's commitment to equity and access for all learners.

Curriculum and Planning

- Ensure that departmental curriculum planning reflects inclusive principles and provides appropriate challenge and support for students with SEND.
- Work with the SENDCO to adapt schemes of work and lesson plans to meet the needs of students with a range of learning difficulties and disabilities.
- Promote the use of differentiated resources and teaching strategies that support access to learning for all.

Teaching and Learning

- Lead by example in delivering high-quality, inclusive teaching that meets the needs of SEND learners.
- Support teachers in the department to implement adaptive teaching strategies, including scaffolding, chunking, and use of visual aids or technology.
- Encourage the use of formative assessment to identify and respond to individual learning needs.

Monitoring and Evaluation

- Track and analyse the progress and attainment of SEND students within the department, using data to identify gaps and inform interventions.
- Conduct regular learning walks, book looks, and lesson observations with a focus on SEND provision.
- Report on SEND progress and provision as part of departmental self-evaluation and development planning.

Staff Development

- Identify training needs and facilitate CPD opportunities for departmental staff on SEND-related topics (e.g., autism, dyslexia, ADHD, SEMH).
- Promote a culture of reflective practice and continuous improvement in inclusive teaching.
- Support Early Career Teachers (ECTs) and new staff in understanding and applying SEND strategies.



Collaboration and Communication

- Liaise regularly with the SENDCO to ensure consistent implementation of support strategies and interventions.
- Ensure that all departmental staff are familiar with and act upon information in student profiles, EHCPs, and support plans.
- Work with teaching assistants and other support staff to coordinate in-class support effectively.
- Communicate with parents/carers and external agencies as needed to support SEND students' progress and wellbeing.

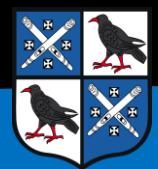
Main Responsibilities

In addition to the duties outlined above, you will be responsible for the following for which a Teaching and Learning Responsibility payment is awarded.

- Monitoring and evaluation of student performance, learning, progress and behaviour throughout the year, with a particular focus on Pupil Premium and other vulnerable groups particularly following each review.
- Tracking To work with the Head of Faculty to scrutinise student performance data to identify student underachievement and success and lead work to address this with Tutors, PSOs and Teachers as appropriate.
- Overview of teaching and learning needs; interventions and successes for Head of Faculty/SLT and contribute to school development and strategic planning.
- To support the Personal Development Curriculum Manager to ensure effective and cohesive delivery of an appropriate PSHE and Citizenship curriculum across the Year and help monitor the quality of tutorial time activities.
- Manage Year specific initiatives to improve learning and behaviour
- To make recommendations to curriculum leaders about student groupings and teaching and learning issues that may affect staffing and/or student learning
- To enrich the curriculum for the most able through working on year specific interventions.

Leading Learning:

- To set high academic expectations and ensure that all students are encouraged to maximise their learning potential.
- To lead work in the Department on maximising, monitoring and evaluating student performance
- To present an overview of learning needs and successes for Head of Faculty meetings and contribute to sharing good practice
- To ensure that curriculum developments, initiatives and courses are suitably explained and tailored to the needs of all students
- To help ensure that lessons are differentiated appropriately for the needs of all students
- To help lead Department specific initiatives to improve learning as detailed in the Department Development Plan
- To work with SENDCo, Pastoral Leaders & others on appropriate student groupings
- To ensure that the Department environment and resources are conducive to good learning and are safe and secure for all students, using risk assessments as appropriate
- To manage extra-curricular clubs



Leading the Spanish Team:

- To work closely with your team leaders to maintain the highest teaching standards and to raise achievement.
- To help ensure the health, safety and welfare of all colleagues
- To lead or timetable purposeful Departmental and other meetings and ensure action points are met. Attend Faculty meetings or other professional meetings as appropriate
- To ensure that curriculum decisions are appropriately communicated to all interested parties
- To assist in the performance management of key individuals within your Department & provide training, advice or support as appropriate
- To lead the process of Department monitoring and self-evaluation, through lesson observations and work sampling
- To facilitate students transition from GCSE to A-Level study
- To contribute to the recruitment of staff
- To play a leading role in developing the Department timetable
- To manage the work of the Department's support staff and contribute to their Professional Development
- To manage the Department budget
- To manage the Department team in developing and maintaining cover resources
- To ensure that school reward and sanction systems are used appropriately and help with supervisory and support roles
- To support school standards in respect of behaviour and uniform

Other Duties

Undertake any other reasonable tasks.

General Responsibilities

All staff employed by Lord Williams's School are expected to work within the following policies and procedures:

Safeguarding

Ensure that all School safeguarding and child protection policies are adhered to and concerns are raised in accordance with these policies.

Health and Safety

- Take reasonable care of their own Health, Safety and Welfare and that of others who may be affected by what they do or do not do.
- Be familiar with emergency and First Aid procedures.
- Co-operate with all issues involving Health, Safety and Welfare.
- Use work items provided correctly and in accordance with training and instructions.



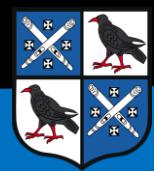
- Not interfere with or misuse anything provided for protection of Health, Safety or Welfare.
- Report any Health, Safety or Welfare concerns to their line managers as soon as is practicable.
- Ensure tasks are completed in a safe manner.

Security and Data Protection

Work within the confines of the General Data Protection Regulation and to take appropriate measures to ensure the security and confidentiality of data.

Equal Opportunities Statement

The School's policy is to employ the best personnel and to provide equal opportunity for the advancement of employees including promotion and training and not to discriminate against any person because of their race, colour, national or ethnic origin, sex, sexual orientation, marital status, religion or religious belief, disability or age.



Person Specification

Qualifications

Essential:	Graduate (in a related discipline) PGCE or other appropriate teacher training qualification Qualified Teacher Status
Desirable:	Spanish graduate

Relevant Experience

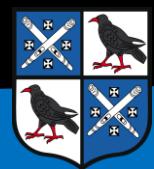
Essential:	Teaching in a comprehensive school
	Teaching Spanish at A-level
Desirable:	Teaching in a mixed 11 – 18 secondary school
	Experience as a Tutor
	Leadership within a Spanish department
	Experience of delivering training and mentoring
	Experience of planning and organising events including off-timetable experiences
	Strategic leadership of interventions and data analysis to raise achievement

Relevant Skills/Aptitudes

Teaching and Learning:

Essential:

- Excellent classroom teacher who models good pedagogy
- Appropriate ICT skills
- Ability to teach Spanish to the full range of abilities
- Ability to teach French or German to Key Stage 4
- Good motivator and inspiring role model
- Good behaviour management strategies with the ability to disseminate good practice
- Good rapport with students, parents and professionals supporting the school's work
- Ability to get the best out of students, helping all to reach their academic potential
- Proactive, visible presence around the school, supporting both Duty Staff and Site Teams



Good people-management skills when working with colleagues and external

Desirable:

- Involvement in activities outside the classroom to motivate students
- Experience of monitoring and evaluating student performance and of strategic thinking
- Broad understanding of what makes a challenging and stimulating curriculum

Safeguarding

Essential:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours

Special Requirements

Essential:

- Committed to high standards from all students
- Team worker
- Love of the subject and ability to inspire
- Understanding of and commitment to equality, diversity and inclusion

Leadership

Essential:

- High expectations of colleagues
- A strong understanding of curriculum and learning issues
- Proactive as a leader of initiatives
- A supportive and guiding influence
- Good team worker, listener and communicator



Terms and Conditions

The Thame Partnership Academy Trust employs teaching staff working at Lord Williams's School on the conditions of service contained in the General Terms and Conditions of Employment for Teaching Staff.

Safeguarding

Lord Williams's School is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

All successful candidates will be subject to enhanced Disclosure and Barring Service checks along with other relevant employment checks.

Any offer of employment is subject to satisfactory medical, reference and DBS clearance and also to The Asylum and Immigration Act ID checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013, 2020 and 2023). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website:

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>