

TEACHER OF MFL PERSON SPECIFICATION

Skills/Abilities	Essential	Desirable	How Identified
Qualifications	<ul style="list-style-type: none"> A relevant honours degree Qualified Teacher status 		<ul style="list-style-type: none"> Evidence of paper qualifications
Teaching	<ul style="list-style-type: none"> Able to teach Spanish at GCSE and French at KS3. Ability to plan and teach effective lessons across the relevant curriculum, age and abilities ranges. Establishes a safe working environment for pupils, rooted in mutual respect. Has good relationships with pupils. Has high expectations of pupils, both in terms of their behaviour and their work in the classroom and beyond. Recent experience of teaching languages at KS3 and KS4. Has a secure knowledge of the relevant subject and curriculum area(s). Able to demonstrate and promote high standards of literacy. Able to reflect systematically on the effectiveness of lessons. Has an understanding of the needs of all pupils, including SEND, more able, EAL. Understands how data is used to monitor pupil progress. 	<ul style="list-style-type: none"> Has a good understanding of recent developments within the MFL curriculum at KS3 and KS4. Able to contribute to the planning of an engaging curriculum within the relevant subject area(s). Has experience of teaching pupils with additional needs, such as SEND, more able, EAL. Has experience of statutory assessments within the relevant subject area(s). 	<ul style="list-style-type: none"> Teaching skills to be assessed through a 30-minute teaching episode. Candidate will have the opportunity to reflect on their lesson and discuss any areas not covered in the lesson during the panel interview. Range of knowledge and experience and literacy skills can also be demonstrated on the application form.
Personal and Professional Conduct	<ul style="list-style-type: none"> Good written and verbal communication skills. Able to plan, organise and manage time effectively. Able to work well with others. Be aware of the current legislation, policies and guidance on the safeguarding of learners and the promotion of their well-being. Excellent attendance and punctuality. 	<ul style="list-style-type: none"> Able to make good use of ICT as a learning resource. If not an NQT, evidence that CPD has been used to improve professional practice. Willing to contribute to the extra-curricular life of the school. 	<ul style="list-style-type: none"> Communication skills, ICT skills and time management to be assessed during the teaching episode. Communication skills, awareness of safeguarding procedures, continuing professional development and extra-curricular experience to be assessed during the panel interview.

			<ul style="list-style-type: none"> • Attendance and punctuality, ability to work with others to be confirmed by references.
Additional Requirements	<ul style="list-style-type: none"> • Enhanced DBS. • Two satisfactory references. 		<ul style="list-style-type: none"> • Receipt of DBS form. • Receipt of references.