



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

Head of  
Modern Foreign Languages  
(MFL)

Astrea Academy  
Sheffield

## **ROLE SPECIFICATION**

<b>Academy / Department</b>	Astrea Academy Sheffield
<b>Post title</b>	Head of Modern Foreign Languages (MFL)
<b>Responsible to</b>	Assistant Principal
<b>Full time Salary</b>	£33,235 - £52,064 + TLR 2d (£5,885)
<b>Line Management Responsibility</b>	Yes
<b>Start Date</b>	September 2026

## **ROLE SUMMARY**

The Head of MFL will ensure the highest standards of learning, development and achievement for scholars throughout the Academy. This will be achieved through the clear and effective leadership of the department. The Head of MFL will be an integral leader in the Academy and embody a passion for all-through education.

### **Operational / Strategic Planning**

- Lead the development of appropriate curriculum, resources, feedback policies, assessment and teaching and learning strategies in the department
- Day-to-day management, control and operation of course provision with the department, including effective deployment of staff and physical resources
- Assist in monitoring and following up scholar progress
- Implement school policies and procedures effectively
- Work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of scholars and to the aims, objectives and strategic plans of the school.
- Support scholars to access home language qualifications that sit outside of the MFL curriculum taught at AAS.
- Ensure that health and safety policies and practices, including risk assessments, throughout the department are in-line with statutory requirements and are updated where necessary, liaising with the site team and Operations Manager
- Be a member of the appropriate teams (such as Heads of Departments) and take a corporate responsibility for the leadership of the school.

### **Curriculum / Assessment**

- Ensure the delivery of an appropriate, comprehensive, high quality and cost-effective knowledge-rich and knowledge-led curriculum programme that complements the academy improvement plan and school self-evaluation.
- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain scholars' interests in these subjects and address misunderstandings and misconceptions
- Develop and constantly evaluate a knowledge rich MFL curriculum which meets the needs of scholars
- Keep up to date with national developments in the subject area and teaching practice and methodology

- Actively monitor and respond to curriculum development and initiatives at national, regional and local and school level
- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set and assess homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding scholars have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum
- Make accurate and productive use of assessment in line with the expectations of the academy
- Make effective use of a range of assessment for learning techniques to measure progress in lessons
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure scholars' progress
- Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give scholars regular feedback, both orally and through accurate marking, and encourage scholars to respond to the feedback

### **Adapt teaching to respond to the strengths and needs of all scholars**

- Know when and how to differentiate appropriately, using approaches which enable scholars to learn more effectively
- Have a secure understanding of how a range of factors can inhibit scholars' ability to learn, and implement strategies to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of scholar, and know how to adapt teaching and learning to support scholars' education at different stages of development
- Have a clear understanding of the needs of all scholars, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- To plan for, direct and be responsible for the work of additional support personnel within the classroom to ensure that support impacts on the learning of scholars

### **Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in both in classrooms and around the academy, in accordance with the academy's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

- Manage classes effectively, using approaches which are appropriate to scholars needs in order to involve and motivate them.
- Maintain good relationships with scholars, exercise appropriate authority and act decisively when necessary.

### **Professional Standards**

- Support and contribute strategic thinking to the ethos, vision, principles and values of the academy
- Model the treatment of colleagues, scholars and all members of the community, with respect and consideration.
- Ensure that all scholars are treated fairly, consistently and without prejudice.
- Set a good example to staff and scholars in terms of appropriate dress, standards of punctuality and attendance.
- Support the aims of the school through ensuring full staff attendance at and participation in events such as open evenings, parent's evenings and the like.
- Ensure that the ethos of the academy is upheld by all staff on the academy site and challenge or support in this where necessary.
- Reflect on own practice as well as the practices of the academy with the aim of achieving excellence in every area of our work.
- Contribute to and ensure adherence to the various policies of the academy and devise and implement school improvement plans.
- Contribute to the development and management of the academy by leading team and staff meetings as required.
- Ensure that all deadlines are met as published in the academy calendar.
- Promote lifelong learning and promote enrichment and extension activities within the academy.

### **General**

- Undertake a shared responsibility for health, safety, hygiene and cleanliness throughout the setting.
- Be familiar with all emergency and security procedures.
- Relate confidently and politely to colleagues, volunteers, parents and members of the public.
- Adhere to Academy policy and procedures particularly Health and Safety and Equal Opportunities and operate with regard to relevant legislation.
- Report any Child Protection incidents or concerns in accordance with the Children in Need procedures, Sheffield child protection procedures and education directorate guidance.
- Flexible approach required to work.
- Any other duties commensurate with the grade and falling within the scope of the post as requested by the Principal.
- Respect confidentiality.
- Demonstrate a commitment to their own development, to take advantage of education and training opportunities and develop their own competence.

### **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the academy.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.

- Deploy support staff effectively (where available)
- Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents, carers and external agencies with regard to scholars' achievements and well-being.

#### **Personal and Professional Conduct**

- Demonstrate a high standard of personal and professional conduct and uphold public trust in the profession by maintaining a high standard of ethics and behaviour in and outside of the academy in line with the academy's policy
- Have professional regard for and actively promote the ethos, policies and practices of the academy and maintain high standards in own dress, attendance and punctuality.
- Understands and acts within the statutory frameworks which set out professional duties and responsibilities.

#### **PERSON SPECIFICATION**

	Essential	Desirable
<b>Education and Training</b>		
Further academic qualifications or management training		•
Qualified Teacher Status	•	
Good Honours Degree	•	
<b>Experience</b>		
Evidence of outstanding teaching at KS3 & KS4	•	
A level experience is desirable		•
<b>Knowledge</b>		
Able to demonstrate a thorough knowledge of the MFL curriculum	•	
Able to demonstrate a knowledge of innovative approaches to the teaching of MFL	•	
<b>Professional Skills</b>		
Must be an effective teacher, skillful in communicating with individuals and have a positive presence in the classroom	•	
Ability and willingness to teach MFL to GCSE and A level	•	
Must be determined to raise achievement	•	
The ability to manage change effectively	•	
High level personal IT skills and the ability to use these effectively in a range of situations	•	
Ability to work under pressure and to deadlines	•	
High expectation of self and others	•	
<b>Personal Qualities</b>		
Confident, enthusiastic and motivated with a passion for education	•	
Commitment to self-development and continual improvement	•	
Strong relationship building skills with the ability to work as part of a team understanding Trust roles and responsibilities and own position within these	•	
Commitment to Diversity, Equality and Inclusion	•	
Ability to command credibility and respect	•	
Flexible and organised approach to work	•	
High levels of resilience and emotional maturity	•	
Inquisitive nature with sound problem solving skills, judgement and initiative	•	
Can-do attitude and solution focused approach with an ability to manage expectations	•	
Able to adapt to changing circumstances and new ideas	•	
High level of integrity with an ability to self-evaluate and	•	

reflect		
<b>Line Management</b>		
This role will have line management responsibility for others.		

### **GENERAL RESPONSIBILITIES**

- ★\* Contribute to the overall aims of the Trust and Academy Improvement Plans.
- ★\* Commitment to continual learning and development of skills.
- ★\* Behave in a manner that is professional, friendly and fair demonstrating and role modelling politeness and respectfulness.
- ★\* Demonstrate an excellent record of attendance and punctuality.
- ★\* Be aware of and comply with Trust policies and procedures including but not exhaustive of:
  - Acceptable Use of IT Policy
  - Code of Conduct
  - Keeping Children Safe in Education (KCSIE 2024)
  - Child Protection and Safeguarding Policy
- ★\* Work cooperatively as part of the Trust wide staff team.
- ★\* This role profile is not exhaustive and undertaking other duties may be required.

### **THIRD PARTY CHECK**

Is this role subject to the following checks?

Disclosure Barring Service Enhanced Check (DBS)	Yes
Section 128 (S128) check	No
Is this role a Senior Leadership Role with management responsibility for the academy?	

### **APPLICATION PROCESS**

Due to the Education sector requirements and that we must comply with Keeping Children Safe in Education (KCSIE) an application form must be completed. We are unable to accept a CV as form of application. We recognise that our application forms are comprehensive. If you have any difficulties completing, please do contact [recruitment@astreaacademytrust.org](mailto:recruitment@astreaacademytrust.org)