



Job Description: Modern Foreign Language Teacher (MPS/UPS)

All Staff are committed to ensuring excellent teaching and learning at every opportunity in line with our school beliefs

Excellent Learning and Progress

Intent

To support the planning of the curriculum by :

- having a clear understanding of the rationale for the sequencing of the curriculum
- giving feedback on the curriculum to the HoF/HoD or KS Coordinator through curriculum team meetings or line management
- understanding that a high level of stretch and challenge for all learners is at the heart of the curriculum
- having effective strategies for scaffolding the work to ensure all learners are supported to meet this challenge and can achieve
- understanding that the development of specific knowledge, the use of knowledge organisers and accompanying review activities
- ensuring it is inclusive and representative of our school community
- supporting learners to be fully equipped to continue their studies at the next key stage/university

Implementation

To be committed to:

- securing excellent teaching and learning for all learners in lessons
- developing pedagogy in line with Rosenshines's principles and to ensure this is reflected in classroom practice
- developing subject specific teaching strategies through excellent curriculum team meetings or other professional development resources

- planning excellent lessons to ensure a consistently high standard of learning in every classroom
- developing excellent AfL strategies to inform future planning
- setting regular and effective homework focusing on securing knowledge and building skills
- marking books/folders and giving feedback in line with the school's policy

Impact

To ensure:

- excellent outcomes for all learners in all key stages, specifically including disadvantaged learners and learners with SEN
- an excellent standard of work in learners' books and folders
- feedback to learners on how to progress is of high quality and in line with school policy
- learners enjoy learning in the subject and understand its relevance in the wider world and to other learning
- learners read well in the subject
- timely and effective in-class intervention to support learners at risk of underachievement with particular regard to disadvantaged learners and learners with SEN

Excellent Aspirations

To develop learner self confidence and aspiration through:

- the use of rewards so that learners are regularly, and fairly rewarded for their effort and progress
- teaching a curriculum which allows the spiritual, moral, social, and cultural development of learners, including the promotion of British Values
- implementing equality, diversity, and inclusion throughout the curriculum, and challenging any stereotypes or discrimination
- promoting careers education, and ensure that teaching and learning illustrates how the subject might lead to career opportunities
- supporting learners at key transition points such as with their options
- championing subject specific super-curricular and co-curricular clubs, events, trips, and visits
- being a member of a pastoral year team as a form tutor, or a support tutor

Excellent Behaviour Safety and Care

To be responsible for:

- having a child-centred approach and taking the safety of learners seriously
- always passing on any safeguarding concerns, either direct disclosures or their own concerns about learners, to the safeguarding team on the same day as the concern arises.
- managing learner behaviour in lessons and corridors consistently and in line with behaviour processes in place for all staff to adhere to
- treating learners with respect and kindness in line with 'calm consistent adult behaviour' principles and those contained in the school's vision for behaviour
- encouraging full attendance for all all learners so that they have the most opportunities for success within the school and faculty

Excellent Communication

To ensure:

- parents are kept fully apprised of their child's progress in line with school policies and protocols (e.g reports/parents' evenings)
- learners have clear guidance on how to improve their work and engage in a dialogue with staff about this in line with our marking policy
- learners are rewarded for through the use of school rewards systems