

<b>Post:</b> Head of MFL	<b>Line Manager:</b> designated SLT member
<b>Scale:</b> TLR 2b	<b>Responsible for:</b> MFL Team
<p><b>Purpose of Post</b></p> <ul style="list-style-type: none"> <li>Ensuring students follow a curriculum which is agreed with RET advisers and prepares them for external examination demands</li> <li>Promoting outstanding outcomes and a love of learning, driven by consistently effective teaching</li> <li>The job profile below draws on National Standards for Subject Leaders. For further clarification of any point, please refer to that document</li> </ul>	
<p><b>Key Tasks</b></p> <ol style="list-style-type: none"> <li><b>Strategic Leadership</b> <ol style="list-style-type: none"> <li>Developing and implementing department policy and practice in line with whole-school and Trust expectations</li> <li>Using data to inform policies, practices, expectations, targets and teaching methods</li> <li>Formulating the department development plan in line with whole-school SDP</li> <li>Monitoring and evaluating progress in achieving the department's plans and targets.</li> </ol> </li> <li>Ensuring the <b>curriculum</b> for each year group:                     <ol style="list-style-type: none"> <li>Is in line with national and Trust developments (see RET Subject Network Meetings and HOD Handbook)</li> <li>Systematically develops skills, knowledge, concepts and attitudes demanded by external examinations</li> <li>Promotes progression and continuity</li> <li>Develops numeracy and literacy, including SPAG, and the technical language of the subject</li> <li>Is informed by close liaison with the SENDCO, to ensure all students can access learning</li> <li>Develops students' broader understanding of the subject</li> <li>Promotes learning outside the school and classroom contexts, as appropriate to the subject</li> <li>Promotes school and Trust values, particularly in respect of diversity and equalities</li> <li>Is recorded in the required school and Trust format</li> <li>Is regularly and systematically evaluated, in light of national changes and assessment/exam data</li> <li>Is systematically amended, where required, in light of the above evaluation</li> </ol> </li> <li><b>Target-Setting, Tracking, and Intervention</b> – ensuring:                     <ol style="list-style-type: none"> <li>Staff and students know school and Trust expectations of: progress; what constitutes hard work in lessons and homework; what student behaviour is and is not acceptable</li> <li>Staff know how and when current attainment (therefore progress over time) is assessed and recorded</li> <li>Current attainment data are systematically analysed, with underachievement identified by student 'group' and teaching group, using question-level analysis to identify common weaknesses</li> <li>Adjustments to teaching schedules and pedagogy are made in the light of the above analyses, supplemented (particularly in KS4) by out-of-hours underachiever interventions</li> </ol> </li> <li>Securing and sustaining <b>effective teaching</b>, ensuring:                     <ol style="list-style-type: none"> <li>All teachers know national, school and Trust expectations for teaching (including marking and assessment)</li> <li>All teachers are trained in effective lesson planning, pedagogy, classroom management, and marking approaches, in line with school and Trust expectations</li> <li>Teaching is planned and delivered, and learning assessed, in line with the above expectations</li> </ol> </li> <li><b>Leading and managing staff</b> by:                     <ol style="list-style-type: none"> <li>Inducting new staff into school and Trust systems and expectations, and school/department priorities</li> <li>Working effectively with the designated SLT line manager, and other key post-holders</li> <li>Making effective use of departmental time for activities including planning, moderation, and training</li> <li>Evaluating staff effectiveness as required by school/Trust policy, and using this to inform collective and individual professional development plans, the latter being planned with the SLT professional development lead</li> <li>Ensuring the effective planning and organisation of resources, and efficient deployment of staff, particularly in respect of deployment of teachers to key teaching groups</li> <li>Ensuring departmental areas are safe, and attractive places for learning</li> <li>Keeping the senior team informed in respect of departmental needs and outcomes</li> </ol> </li> </ol>	

## 6. General

- a. Assist in the delivery of the curriculum through the scheduled teaching programme and the provision of cover for absent teachers in emergencies
  - b. Perform duties and attend meetings as reasonably required
  - c. Assess and record pupils' achievements, to prepare reports and take part in parental consultations.
  - d. Participate in the School's performance management scheme
  - e. Undertake training, and professional development activities
  - f. Contribute to the school's pastoral system
  - g. Implement school and Trust policies
  - h. Carry out such particular duties as the Headteacher may reasonably direct from time to time, in accordance with the Teachers' Pay and Conditions of Service Act 1987
- Person Specification

## Experience and Leadership

- a. Development of good and outstanding teaching
- b. Leading the achievement of outstanding outcomes across the full range of student abilities
- c. Successfully leading change
- d. Managing, motivating and developing staff
- e. Using data and benchmarks to ensure the progress of every student

## Professional knowledge

- a. How to effectively support students' pastoral and emotional needs and care for the "whole child".
- b. Current educational issues and developments within the subject area
- c. Ofsted criteria for outstanding quality of education.

## Skills

- a. An excellent classroom practitioner who leads by example – able to consistently deliver good and outstanding lessons.
- b. Develops, articulates and maintains a clear vision and leads others to plan and deliver it.
- c. Communicates in a way that inspires and motivates children and adults.
- d. Improves and maintains a level of attainment and success.
- e. Reviews, monitors and evaluates progress and results.
- f. Leads, coordinates and delegates.
- g. Thinks both strategically and operationally, according to the situation.
- h. Analyses, evaluates and uses data to support decision making.
- i. Manages change and works well under pressure.
- j. Manages the performance of others effectively.

## Attributes

- a. Supportive of the ethos of the school.
- b. Creates robust, trusting, honest, and supportive relationships.
- c. Flexible and resourceful.
- d. Displays moral, intellectual and personal integrity and authority.
- e. Shows determination, optimism and resilience in the face of challenges and set-backs.
- f. Committed to equality of opportunity, community cohesion and student social mobility.

## Qualifications

- a. Qualified to degree level.
- b. Qualified teacher status.
- c. Recent, relevant professional development.