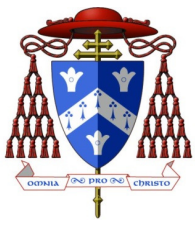


Cardinal Wiseman Catholic School

Part of The Romero Catholic Academy

JOB DESCRIPTION – LEAD PRACTITIONER (FRENCH & SPANISH) - MODERN FOREIGN LANGUAGES

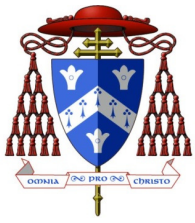
Purpose:	<p>Under the direction of the Assistant Principal/Head of Faculty:</p> <ul style="list-style-type: none"> To support the Catholic ethos of the school through delivery of thought for the week, attendance at assembly and other acts of collective worship. To provide effective leadership and management for KS3-KS5 French and Spanish subject areas and thereby build and maintain an effective teaching team which continually enhances the quality of learning and achievement. To be responsible for leading and developing KS3-KS5 French and Spanish subject areas with high quality schemes of work and using data from various sources to lead teaching. To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. To contribute to raising standards of student attainment and achievement within the whole subject area and to monitor and support student progress. To monitor and support the overall progress and development of students as a manager within the MFL Faculty and as a Form Tutor. To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
Working Time:	<p>Full-time</p>
Salary/Grade:	<p>Teachers' Pay-Scale (TLR negotiable)</p>
Disclosure level	<p>Enhanced</p>
MAIN (CORE) DUTIES	
General Responsibilities	<ul style="list-style-type: none"> To work alongside Assistant Principal and Head of MFL Faculty to coordinate interventions and target underperformance. The day-to-day management, control and operation of KS3-KS5 French and Spanish subject areas. To assist in monitoring and following up student progress. To ensure that within the programmes of study there are sufficient challenge. To keep up to date with national developments in the subject area and teaching practice and methodology. Support the department in work towards a 'knowledge curriculum' by developing resources and knowledge organisers. To support all students so all are able to access their learning and that barriers to learning are overcome.
Operational/ Strategic Planning	<ul style="list-style-type: none"> To lead the development of appropriate key-stage syllabuses, in particular KS5 French and Spanish subject areas, resources, schemes of work, marking policies, assessment and teaching strategies in the curriculum area and faculty. To contribute to the Curriculum Area and faculty's improvement plan and its implementation. To plan and prepare courses and lessons. To work with colleagues to formulate aims and objectives for the department which have coherence and relevance to the needs of students and to the aims and objectives of the school. To contribute to the faculty and whole school's planning activities.
Curriculum Provision:	<ul style="list-style-type: none"> To liaise with the Head of Faculty, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
Curriculum Development:	<ul style="list-style-type: none"> Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. To liaise with the Head of Faculty to maintain accreditation with the relevant examination and validating bodies.
Staffing Staff Development:	<ul style="list-style-type: none"> To work with Head of Faculty to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. To continue personal development in the relevant areas including subject knowledge and teaching methods.



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Recruitment/ Deployment of Staff	<ul style="list-style-type: none"> To engage actively in the Appraisal Process. To ensure the effective/efficient deployment of classroom support. To work as a member of a designated team and to contribute positively to effective working relations within the school
Quality Assurance:	<ul style="list-style-type: none"> To ensure the effective operation of quality assurance systems. To contribute to the process of monitoring and evaluation of the curriculum area/development in lien with agreed school quality assurance procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. To review from time to time methods of teaching and programmes of work. To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
Management Information:	<ul style="list-style-type: none"> To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMS, registers, etc. To track student progress using school systems and use information to inform teaching and learning.
Communications:	<ul style="list-style-type: none"> To communicate effectively with the parents of students as appropriate. Where appropriate, to communicate and co-operate with persons or bodies outside the school. To follow agreed policies for communications in the school.
Marketing and Liaison:	<ul style="list-style-type: none"> To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner schools. To contribute to the development of effective subject links with external agencies.
Management of Resources:	<ul style="list-style-type: none"> To contribute to the process of the ordering and allocation of equipment and materials. To assist the Head of Faculty to identify resource needs and to contribute to the efficient/effective use of physical resources. To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.
Pastoral System:	<ul style="list-style-type: none"> To be a Form Tutor to an assigned group of students. To promote the general progress and well-being of individual students and of the Form Tutor group as a whole. To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System. To register students, accompany them to assemblies; facilitate and lead collective worship in tutor groups and year assemblies; encourage their full attendance at all lessons and their participation in other aspects of school life. To evaluate and monitor the progress of students and keep up-to-date student records as may be required. To contribute to the preparation of Action Plans and progress files and other reports. To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff. To contribute to PSHE and citizenship and enterprise according to school policy. To apply the Behaviour management systems so that effective learning can take place.



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<p>Teaching:</p>	<p>Plan and teach well-structured lessons</p> <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s). <p>Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, 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. <p>Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • 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 pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
<p>Responsible for:</p>	<p>The provision of a full learning experience and support for students for French & Spanish.</p>
<p>Responsible to:</p>	<p>Head of MFL Faculty, Head of School/Executive Principal</p>
<p>Other Specific Duties:</p> <ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school. • To actively promote the school's corporate policies. • To continue personal development as agreed. • To actively engage in the staff review and development process. • To undertake any other duty as specified by STPCB not mentioned in the above. <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p> <p>This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.</p>	

Effective date: May-18