



## Teaching and learning Responsibility (TLR2a) Job Description

Job title:	<b>MODERN FOREIGN LANGUAGE &amp; INTERNATIONAL LINKS SUBJECT LEADER</b>
Whole school area of accountability:	<b>Teaching and Learning responsibility for MFL &amp; International Links</b>
Grade:	<b>Standard national scale in line with the current School Teachers' Pay and Conditions document plus the appropriate TLR2a payment</b>
Responsible to:	<b>The Headteacher, members of the Senior Leadership Team and the Governing Body</b>
Supervisory responsibility:	<b>MFL Teacher &amp; MFL Support Staff</b>

The Job Description should be read alongside the range of professional duties of Teachers set out in the Teachers' Pay and Conditions Document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the minimum expectations within the Teachers' Standards (DfE, 2011).

### **Main purpose of the job:**

Provide professional leadership and management in MFL & International Links in order to secure high teaching, the effective use of resources (physical and human) and improve standards of learning and achievement of all pupils.

### **Main duties and responsibilities:**

- Have an impact on educational progress beyond your assigned pupils
- Line manage and appraise identified staff
- Monitor and evaluation of books and the quality of MFL & International Links teaching
- Model excellent teaching in your own class
- Provide feedback through coaching to other staff
- Organise electronic and physical resources
- Plan and deliver staff training to enhance practices of others
- Take an active role in organising special curriculum events
- Review the curriculum to embed a culture of backwards planning in primary MFL & International Links which enables our pupils to be prepared for secondary school, university and beyond
- Have overall responsibility and accountability for the TLR area ensuring curriculum continuity, consistency, balance, match, progression and skills.
- Work in partnership with subject leaders to embed international links into their units of work.

- Ensure that short, medium and long term planning is in place for the development and resourcing of MFL & International Links in line with the School Development Plan
- Support teachers with medium and day to day planning.
- Monitor and evaluate the work and improve all areas of responsibility over time
- To write an MFL & International Links action plan and evaluate the effectiveness of the plan on a half-termly basis
- To advise and inform staff about assessment, recording and reporting procedures
- Develop links with school/organisations nationally and internationally - organising visits and hosting schools/organisations.
- Uphold our International Schools status and progress towards achieving the highest award.
- Create successful bids to enable staff to participate in reciprocal visits as part of their CPD.
- Use data analysis effectively (national, local, school data and inspection data) to inform policies, teaching and learning and whole school improvement.
- Play an active part in the performance management cycle

### **Leadership and management**

- Support and implement the vision and ethos of the school
- Contribute to, implement and evaluate the success of School Development Plan relevant to your TLR area
- Ensure that the work of the whole school (as relevant) is inclusive and issues are addressed in curriculum and/or pastoral management
- Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments
- Together with SLT, lead on the school self-evaluation process for your TLR area including lesson observations, monitoring of school standards and bringing about improvement
- Provide guidance and support to ensure high standards of teaching and learning, measured by pupils' engagement in their learning and their quality of outcomes.
- Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range
- Manage effectively the transition of pupils to and from your phase and within it
- Promote cross curricular approaches to teaching and learning
- Promote the subject through displays, school website and social media
- Be a proactive and effective member of the senior/middle leadership team
- Be an effective role model for your team in terms of teaching, behaviour and classroom management
- Show commitment to the extra-curricular activities of the school

### **Monitoring and assessment**

- Together with the senior leadership team (SLT) of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your TLR area
- Monitor standards including recorded work as relevant to your TLR area across the school including reviewing long and medium term planning

**Manage resources**

- Be responsible for the organisation, planning and evaluation of the school programs as relevant to your TLR area of responsibility
- Manage, monitor and accurately account for any budget for your area.
- Evaluate, organise and monitor the use of resources

**Staff development**

- Act as a reviewer with the arrangements for the appraisal of all identified staff
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- Ensure you keep up to date with current developments in your TLR area and disseminate information as appropriate

**Other**

- Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the Headteacher, Deputy and Assistant Headteachers
- Undertake other various responsibilities as directed by the Headteacher or SLT

**Role review**

This job description is not the contract of employment, or any part of it. It sets out the main duties of the post at the time of drafting and cannot be read as an exhaustive list. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation with the post holder subject to the Headteacher’s approval. This document must not be altered once it has been signed but will be reviewed annually as part of the post holder’s performance review.

**Signature of post holder**..... **Date** .....

**Signature of Headteacher** ..... **Date** .....

**Person Specification: Modern Foreign Language & International Links**

Evidence will be gathered from letter of application, references, interview and tasks.

Attributes	Requirements	
	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Evidence of recent professional development impacting on quality of teaching and pupil outcomes</li> <li>• Experience of implementing National Curriculum 2014 and EYFS curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• 4 years full time teaching experience</li> <li>• NCSL Leading from the Middle or equivalent leadership qualification with evidence of impact on teaching and learning</li> </ul>
<b>Experience and Skills</b>	<ul style="list-style-type: none"> <li>• Evidence of high level of expertise in teaching and learning Evidence of recent success in leading on and securing significant improvements in outcomes in MFL</li> <li>• A working knowledge of strategies and techniques for raising pupil attainment generally including different groups of pupils notably SEN, EAL and Ever6.</li> <li>• Active involvement in the development of school policies as a member of a school leadership team</li> <li>• Experience of a range of summative and formative assessment procedures</li> <li>• Experience of allocating and managing a budget</li> <li>• Ability to use the computer and the internet effectively for international links</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in Foundation Stage, KS1 and KS2</li> <li>• Experience of leading and managing a team within a school.</li> </ul>
<b>Leadership &amp; Management</b>	<ul style="list-style-type: none"> <li>• Analytical skills and experience and skills in self-evaluation processes in MFL</li> <li>• Experience in utilising school processes to drive continuous improvement in MFL</li> <li>• Ability to persuade and influence and hold others to account in MFL</li> </ul>	<ul style="list-style-type: none"> <li>• .</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Knowledge and experience of school development planning</li> <li>• Ability to map and develop an MFL curriculum that ensures a seamless</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic leadership and management skills</li> </ul>

	<p>transition from KS1 so that children can build on their prior knowledge and progress in their learning.</p> <ul style="list-style-type: none"> <li>• Relevant skills and expertise in tracking children's learning and progress with the ability to present complex information in a clear and concise manner to a range of stakeholders.</li> </ul>	
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• An excellent classroom</li> <li>• practitioner able to model</li> <li>• good/outstanding teaching</li> <li>• Knowledge and experience of a range of teaching and learning styles which reflect structured sequences of learning to include cross curricular and skills focused learning.</li> <li>• Knowledge and understanding of ICT for learning and leadership/management</li> <li>• Experience of mentoring or supporting colleagues</li> <li>• Experience of monitoring and evaluating the quality of learning and teaching with positive outcomes for teachers and learners</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of organising/ delivering teacher or support staff training</li> <li>• Experience of leading</li> <li>• performance management and appraisal</li> <li>• Experience of supporting whole school behaviour management</li> </ul>
<b>Working with people</b>	<ul style="list-style-type: none"> <li>• Strong interpersonal skills:</li> <li>• ability to lead, motivate, challenge and inspire colleagues and give feedback in a supportive manner</li> <li>• Able to build team capacity</li> <li>• Able to establish positive relationships with parents, carers and governors</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with other agencies of organisations</li> </ul>
<b>Resource Management</b>	<ul style="list-style-type: none"> <li>• Proven ability to maximise resources, including human resources, to impact pupil progress</li> </ul>	<ul style="list-style-type: none"> <li>• Able to maximise potential of all staff</li> <li>• Knowledge and understanding of leadership and management procedures</li> </ul>
<b>Knowledge of education</b>	<ul style="list-style-type: none"> <li>• Clear vision of education in a wider context</li> <li>• Clear set of values to create a positive learning ethos Examples of wider reading and educational issues and how this has impacted learning</li> </ul>	<ul style="list-style-type: none"> <li>• Clear understanding of the educational and political landscape; recognising the impact in schools</li> </ul>
<b>Key skills, qualities and attributes</b>	<ul style="list-style-type: none"> <li>• High expectations and a commitment to raising standards of attainment for all pupils</li> <li>• Commitment to equal opportunities and equal value for students and colleagues</li> </ul>	

	<ul style="list-style-type: none"><li>• Examples of professional resilience, and positivity</li><li>• Able to embrace change and help others to manage the change process</li><li>• Good organisational and personal management skills</li><li>• Able to work effectively as part of teams at all levels</li><li>• Commitment to safeguarding procedures</li><li>• Able to work independently and proactively</li><li>• Possesses a 'can do', 'will do' work ethic</li></ul>	
--	--	--