



PERSONAL GROWTH | ACADEMIC EXCELLENCE

## REDDISH VALE HIGH SCHOOL JOB DESCRIPTION

|                                |  |
|--------------------------------|--|
| <b>Post Title:</b>             | Head of Department - MFL   |
| <b>Responsible to:</b>         | SLT  |
| <b>Main purpose of the job</b> | <ul style="list-style-type: none"><li>• Work closely with the Senior Leadership Team and Middle Leaders to provide professional leadership and management for MFL across the School and within the Trust</li><li>• Ensure the department delivers high quality teaching, effectively using the resources available and aiming to raise standards of learning and achievement for all students</li><li>• Actively supporting the vision and values of Reddish Vale High School and South Manchester Learning Trust.</li></ul> |

### Areas of responsibility and key tasks:

#### Strategic Direction and Development of MFL

- Develop and implement policies and practices for the MFL department which reflect the school's commitment to high achievement, whereby students are inspired to reach their potential and staff aspire to continuously develop and raise standards, setting stretching targets for students and staff
- To provide strong leadership that results in a clear and shared understanding across the MFL Department of the importance of high quality teaching of MFL that engages students and enables them to aspire to and achieve stretching goals
- Analyse data, ensuring effective progressive plans are in place for individual and groups of students
- Analyse and interpret national, local and school data, translating requirements and expectations into policy and practice.
- Ensure data analysis results in effective action plans that are well communicated and understood, monitored and evaluated, resulting in appropriate outcomes.

#### Teaching and Learning

- Ensure teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students effectively
- Ensure teaching and learning in MFL is of a consistently high standard and that best practice is shared across the department
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students, including the allocation of students to teaching groups
- Ensure effective development of students' literacy, numeracy and information technology skills
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement at an individual and group level, utilising this information to recognise achievement and to assist students in setting stretching targets
- Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject
- Provide staff and students with clear direction, expectations, guidance and support, constructive feedback and targets in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs
- Evaluate the teaching of MFL in the school, utilising this information to identify effective practice and areas for improvement, taking appropriate action to improve the quality of teaching
- Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school

- Ensure teachers of MFL are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local schools, colleges and the community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.

#### **Leading, Managing Staff and Resources**

- Establish clear expectations and positive, healthy working relationships amongst staff involved with the subject, encouraging collaboration, team working and mutual support and respect; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and an accountable culture
- Performance manage staff as required to develop personal and professional effectiveness, recognising high performance and tackling inadequate performance, ensuring staff have access to appropriate training, learning and development opportunities
- Lead the professional development of staff through example and support
- Ensure trainee and newly qualified teachers are appropriately trained, supported, monitored and assessed against national and local standards and expectations
- Work directly with the SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs
- Ensure that the Headteacher, Senior Leadership Team (SLT) and Governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans via the SLT link
- Assist the Senior Leadership Team in appointment processes relating to your department
- Establish staff and resource needs for the subject and advise senior managers of likely priorities for expenditure, allocating available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money and high quality outcomes
- Lead the appropriate deployment of staff and ensure the effective and efficient management and organisation of learning resources, including information and communications technology
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Utilise accommodation to create an effective and stimulating environment for the teaching and learning of MFL
- Ensure there is a safe working and learning environment in which risks are properly assessed.

#### **Form Tutor Responsibilities**

- Complete registers accurately
- Monitor attendance and punctuality, including follow-up
- Monitor standards of uniform and personal appearance and address any issues as they arise
- Escort groups to assembly and attend assembly
- Responsible for the co-ordination of reports and other records
- Respond to disciplinary problems as required, referring serious misconduct to the Head of House as appropriate
- Share information from the Head of Year to the tutor group in a prompt manner
- Encourage inter-form competitions and the participation of the tutor group in other school activities
- Be available to meet parents as appropriate
- Curriculum issues:
  - Activities supporting Learning in tutor periods
  - Knowledge of the tutor programme
  - Knowledge of the SEN students and their targets
  - Target group members in the tutor group.

#### **Safeguarding**

- To be committed to safeguarding and promoting the welfare of students, including recording/reporting any concerns promptly and accurately.

|                               |              |
|-------------------------------|--------------|
| <b>Signed by Post Holder:</b> | <b>Date:</b> |
| <b>Signed by Headteacher:</b> | <b>Date:</b> |

**PERSON SPECIFICATION**  
**Head of Department – MFL**

|   |   |
|---|---|
| <b>Qualifications and Professional Development</b>  |   |
| Qualified Teacher Status  | E |
| Good honours degree in relevant subject   | E |
| Evidence of commitment to own professional development  | E |
| Leadership qualification(s)   | D |
| Recent relevant CPD   | D |
| <b>Knowledge and Understanding</b>  |   |
| Knowledge of school improvement and effectiveness strategies including processes for monitoring and evaluating performance at both student and team levels, including knowledge of strategies for raising standards | E |
| Processes and systems for quality assurance   | E |
| An understanding of the principles associated with managing and leading others  | E |
| Project planning  | D |
| Knowledge of current and potential future developments in relation to the national and local education scene  | E |
| Up to date knowledge and understanding of the curriculum in the subject   | E |
| Knowledge of assessment for learning and how to use it to engage students   | E |
| <b>Skills</b>   |   |
| Good IT skills  | E |
| High level of verbal and written communication skills   | E |
| High level of research skill; translating national and local changes into appropriate pathways and approaches, ensuring other stakeholders are involved and knowledge is shared                                     | D |
| Horizon scanning to enable a strategic view to be taken of potential future changes   | D |
| Ability to lead others, managing day-to-day operational issues collaboratively  | E |
| The ability to create innovative resources and learning opportunities to engage students  | E |
| The ability to form good relationships with colleagues, students, parents and other professionals   | E |
| Ability to work part of a team  | E |
| The ability to meet deadlines using effective time management skills  | E |
| Able to demonstrate a proven track record of effective behaviour management strategies  | E |
| The ability to effectively use data, assessment and target setting to address weaknesses and raise standards  | E |
| <b>Experience</b>   |   |
| Effective teaching at Key Stage 3 and 4   | E |
| Proven track record as a subject leader   | E |
| Experience of planning and teaching secondary curriculum  | E |
| An outstanding teaching and learning practitioner   | E |
| Experience of coaching and mentoring  | D |
| <b>Personal Qualities</b>   |   |
| Able to lead and supervise in order to provide others with a clear direction and set appropriate standards of behaviour that aligns with the vision and values of the school  | E |
| Able to adhere to principles and values e.g. upholds ethics and values  | E |
| A commitment to continuing personal professional development  | E |
| A commitment to safeguarding and promoting the welfare of young people  | E |