

MATRIX ACADEMY TRUST
Job Description – Teacher of Modern Foreign Languages

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| Reports to: | Director of Learning |
| Responsible for: | <ul style="list-style-type: none"> • Improving quality of teaching & learning in Modern Foreign Languages. • Ensuring all students are working towards achieving the necessary progress in line with national standards. • Providing a secure and engaging learning environment. • Delivering learning that is appropriate to the national curriculum & exam board criteria. • Working to achieve whole school development plan. |
| Main Purpose: | <ul style="list-style-type: none"> • Proactively ensuring that learning is taking place according to the expectations of the department and school policies. Working to endeavor that all students make progress according to the national standards by providing a supportive and engaging learning environment. To work alongside other staff members and the department management to achieve any objectives. |
| Main Activities: | <ul style="list-style-type: none"> • Contributing resources and materials to the department. • Attending meetings and cascading information to the students. • Attending meetings and acting upon information provided. • To respond to day to day issues within the curriculum area, constantly displaying professionalism and using initiative along with commitment to the departments development plan. • Work collaboratively and sharing good practice with staff members. • Promoting a stimulating and inspiring learning environment that ensures the engagement of students within Modern Foreign Languages. • Reporting to Director of Learning on student performance within the curriculum area. • Reporting to Director of Learning on the impact of implemented teaching and learning strategies. • Continuing to develop and improve skills and knowledge of the curriculum area through attending CPD training and personal research. • Ensure there is an understanding of syllabus/course selection, student exam/assessment entries and this is implemented into teaching practice. • Providing a professional role model for students. • Develop teaching and learning within the curriculum area. • Monitoring the progress of students and acting upon this information. |

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| | <ul style="list-style-type: none"> • To provide remote teaching where required. • Contribute to the extra curricular programme to enrich learning. • Contribute to the development of cultural capital for pupils. |
| Pastoral System: | <ul style="list-style-type: none"> • To act as a form tutor and monitor and support pupils progress, within your tutor group. • Deliver and contribute to the PSHE, citizenship and enterprise programmes within your tutor group. • To ensure the Behaviour Management system is implemented in the department so that effective learning can take place |
| Additional Duties: | <ul style="list-style-type: none"> • Adhere to the Teacher Standards • To play a full part in the life of the school community and to support its distinctive mission and ethos. • To encourage pupils to follow this example. • To actively support school policies. • Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with. • Any other duties as directed by the Headteacher |

This job description may be amended at any time, following consultation between the Headteacher and postholder. These are broad descriptions of the types of duties/activities expected of the post and are not an exhaustive list.

The Headteacher retains the right, as a condition of your employment, to require you to undertake such other duties as may reasonably be expected of you in this post, as specified by School Teachers Pay and Conditions Document not mentioned in the above. These duties will correspond to the general character of the post and are commensurate with its level of responsibility.

Postholder Name: Date:

Postholder Signature: Date:

MATRIX ACADEMY TRUST
Person Specification – Teacher (secondary)

| Factors | Essential or desirable | Measured by A – application S - selection metho I - interview |
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| Qualifications | | |
| Qualified Teacher Status | E | A |
| Relevant degree in subject area or related area | E | A |
| Ability to teach ages 11-16 | E | A/I |
| Ability to teach Post 16 (for schools with Sixth Form) | D | A/I |
| Abilities | | |
| Ability to create a learning environment that allows pupils to focus on learning. | E | A/S |
| Ability to clearly instruct pupils, checking prior knowledge, imparting new knowledge and thoroughly checking they have 'got it' before moving on. | E | A/S |
| Has up to date subject knowledge. | E | A/S/I |
| Has to date subject pedagogical knowledge (how to teach their subject). | E | A/S/I |
| Ability to identify misconceptions, unpick them and then teach pupils so they have a better understanding. | E | A/S |
| Can motivate pupils by having them maintain a high success rate. | E | A/S |
| Ability to assess pupils accurately, use this information to adapt their planning and guide pupils to improve their understanding. | E | A/S/I |
| Ability to reflect on their teaching and precisely identify how they can make their teaching even better. | E | I |
| Know the legal requirements, policies and guidance on safeguarding. | E | I |
| For more experienced teachers, a track record of strong pupil outcomes. | E | A |
| Practical Skills, Personal Qualities and Behavioural Attributes | | |
| Excellent communication, planning, organisational, listening and time management skills. | E | A/S/I |
| Commitment to regular and on-going professional development and training to establish effective classroom practice. | E | A/I |

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| Collaborate with practitioners from their school – and beyond – to design and implement an ambitious, well sequenced and well resourced curriculum. | E | A/I |
| Work effectively alone and as a part of a team. | E | A/I |
| Develop positive relationships and act as a role model to staff and students. | E | A/S/I |
| Resilience, motivation and commitment to driving up standards of achievement. | E | A/S/I |
| Uphold all teacher standards, including abiding by relevant legislation and following policies and procedures of the school/trust. | E | A/S/I |