

MATRIX ACADEMY TRUST
Job Description – Unqualified Teacher of French

Reports to:	Director of Learning
Responsible for:	<ul style="list-style-type: none"> • Planning, delivering and assessing French lessons in line with the school curriculum (allocation of 15 hours per week whilst unqualified) • Ensuring all pupils are working towards achieving the necessary progress in line with national standards • Providing a secure and engaging learning environment
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. • Supporting 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 effectively
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 department 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 French • 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 • Providing a professional role model for students

<p>Training provided:</p>	<ul style="list-style-type: none"> • 15 hours per week teaching across the full 11-16 age range and the ability range • Bespoke professional development programme on Fridays designed and directed in partnership with Barr Beacon SCITT • Mentor teacher (who will conduct weekly lesson observations and meetings) • Unqualified teaching experience (between 4-6 weeks) in a second school organised by Barr Beacon SCITT across a series of Fridays • Unqualified teachers are required to complete 2 years' FTE unqualified teaching before they can apply to join the Assessment Only route through Barr Beacon SCITT, which lasts for 12 weeks. After successful completion of this route, they will hold QTS and proceed with their ECT Induction period. • Unqualified teachers are expected to gather evidence to show they meet all of the Teachers' Standards in order to apply for the Assessment Only Route in line with Barr Beacon SCITT's documentation.
<p>Pastoral System:</p>	<ul style="list-style-type: none"> • To act as a co-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
<p>Additional Duties:</p>	<ul style="list-style-type: none"> • Develop towards to the Teachers' 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
<p>Additional Requirements:</p>	<p>In order to be eligible for the Assessment Only Route (following 2 years unqualified teaching experience) unqualified teachers need to evidence they:</p> <ul style="list-style-type: none"> • have achieved a standard equivalent to a grade 4 in the GCSE examinations in English and mathematics. Where these qualifications are not from the UK, an ENIC certificate, certified translation or equivalency test will be required. • hold a 2:2 honours first degree from a United Kingdom higher education institution or equivalent qualification. Where this qualification is not from the UK, an ENIC certificate, certified

	translation and assurance through a degree awarding body will be required.
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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 – Unqualified Teacher of French (secondary)

Factors	Essential or desirable	Measured by A – application S - selection method I - interview
Qualifications		
Willingness to work towards Qualified Teacher Status and evidence the Teachers' Standards in full via the Assessment Only route	E	A
Relevant degree (2:2 honours degree or above or equivalent) / subject knowledge in subject area	E	A
Relevant GCSEs in English and Mathematics at grade 4 or above or equivalent qualification		
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 work to create a learning environment that allows pupils to focus on learning.	E	A/S
Ability to work 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
Willingness to develop subject pedagogical knowledge (how to teach their subject).	E	A/S/I
Ability to work 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 work 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
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
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
Develop towards all Teachers' Standards, including abiding by relevant legislation and following policies and procedures of the school/trust.	E	A/S/I