**1a High quality teaching and learning**

1. To teach the classes/courses agreed in consultation with the CTL/Head of Department and to ensure that the teaching materials and methodologies

develop the full potential of, and provide access for, every student.

1. To create a classroom culture that is based on praise and recognition of progress.
2. To believe in a “can do” culture and that everyone can make progress beyond expectations.
3. To have an evidence-informed approach to teaching and learning.
4. Plan and deliver lessons that actively engage students in stimulating and challenging work.
5. Consistently deliver the school’s teaching and learning priorities.
6. Set challenging work with a good or better pace and apply Bloom’s Taxonomy.
7. Maximise the students’ progress within the duration of the lesson.
8. Plan lessons to take full account of the students’ prior attainment and learning.
9. Differentiate by both task and outcome.
10. Use the students’ experiences to contextualise their learning.
11. To have a problem-solving and solution-focused attitude by being open to diverse ideas and suggestions to improve student’s progress and experiences in the classroom.
12. Develop the use of the community as a valuable learning resource.
13. Strategically mark the students' work with informative feedback which enables the students to progress.
14. To be a self-reflective practitioner and purposefully develop your own areas for improvement.
15. To believe that great teaching improves student's’ progress.
16. To keep up to date records of your lesson planning, students’ punctuality, attendance, attainment progress, work done and homework set, according to school and departmental policy.
17. To maintain a stimulating learning environment in your teaching area.
18. To keep up to date with new developments in the curriculum and liaise with colleagues as appropriate.
19. To have a willingness to run progress clubs, homework clubs or other forms of interventions when required to support student’s learning and progress.

**1b Leadership to achieve high standard of teaching and learning**

1. To have a thorough understanding of the school and own subject curriculum, subject pedagogy, assessments in MFL and strategies to motivate students for them to learn best.
2. To lead on identifying strengths and areas for development in order to develop the quality of teaching using the appropriate pedagogy.
3. To focus on KS 3 & 4 through rigorous assessment data to identify areas where students are making accelerated progress or are underachieving.
4. To develop specific strategies within the Department, and with specific teachers, to address underachievement.
5. To work with targeted students/groups in order to enhance their progress.
6. To coach and mentor designated staff in order to ensure that high standards of Teaching and Learning are delivered.
7. To identify best practice that can be shared to develop the team.
8. To maximise and share the good practice of curriculum team members to enhance Teaching and Learning in conjunction with the Curriculum Team Leader.
9. To lead aspects of the department training and to devise and plan appropriate training programmes that will inform teaching practice, develop pedagogy and accelerate student’s progress.
10. To monitor and evaluate the effectiveness of Teaching and Learning of all curriculum members using a range of appropriate strategies.
11. To be responsible for transition from KS2 to years 7 – 9(KS3).
12. To have robust system in place to analyse Spanish data regularly in order to have accurate interpretation of students’ performance and progress, and devise intervention strategies that will enable all students to make progress
13. To assist in developing a departmental after-school programme and playing a major part in its delivery.
14. To assist and lead in the administration of internal tests and exams, mocks and public examinations.
15. To monitor and develop outstanding behaviour for learning within MFL and to put intervention in place to support teachers and the department as a whole.
16. To develop the leadership role, creating and sustaining an effective and inspired team within the department.
17. To remove barriers that prevent teachers from teaching and students from learning
18. To take a leading role in the department in the absence of the Curriculum Team Leader
19. To work alongside the Curriculum Team Leader in the day-to-day running of the MFL department.

**2a Exercise professional skills, expertise and judgement**

1. To take on specific responsibilities concerned with administering the department and/or supporting and developing the curriculum. (These tasks to be defined following consultation with the Head of Department and SLT Line Manager)
2. Ability to form and maintain appropriate relationships and personal boundaries with children and young people, including those with challenging behaviour.
3. To live by the school values of Courage, Commitment and Compassion and apply these to both staff and students.
4. To establish good working relationships with staff and students.
5. To be committed to the professional obligation to keep abreast of latest initiatives and development in the curriculum and to improve own practice.
6. Responsibility for promoting and safeguarding the welfare of children and young people.
7. To show resilience.

**2b Innovate and create curriculum and pedagogy**

1. To ensure the curriculum matches the needs of students and provides for inclusion.
2. To monitor and evaluate the effect of the curriculum which should provide coverage, continuation and ensure progression is made.
3. To keep up to date with new local and national initiatives and cascade this information to your CTL and department.
4. To create, innovate and propose action on new initiatives that will enhance the development of the curriculum of Teaching and Learning using research and best practise.
5. To assist with the establishment and implementation of clear policies and practises for assessing and recording student achievement and attainment.
6. To ensure designated staff maximise and fully utilise prior attainment to secure sustained student progress.
7. To ensure challenging and appropriate targets are set by designated staff based on student prior attainment, and that the impact on student progress is regularly evaluated.

**3a. School strategies and policies**

1. To deliver the school’s teaching and learning priorities to the highest possible standards.
2. To implement Little Ilford’s and the LA’s policy on equal opportunities.
3. To play an active part in the overall organisation and development of the school.
4. To implement the LA and School policies and to challenge and address incidents where there is inconsistency.
5. To collaborate with the CTL in the devising of departmental policies.
6. Take responsibility for ensuring policies are consistently delivered.
7. To share responsibility for updating the department handbook.
8. To lead or help with the planning and organisation of trips/exchanges abroad.
9. To play an active part in promoting the department and school by attending open days/evenings and any other extra curricular activities, including meetings with primary sports co-ordinators and underachievers meetings.

**3b Strategic planning to inform progress**

1. To assist the CTL in devising and producing the Department Progress Plan.
2. To work with the CTL to identify priorities for the whole department.
3. To strategically plan, with the CTL, the improvement strategies for the priorities within your designated area/Key Stage.
4. To ensure that delegated aspects of the plan are fully delivered and evaluated with remedial action where necessary to ensure its delivery is to the highest standard.

**4a Impact on own pupils**

1. To ensure all students achieve their potential in relation to their prior attainment.
2. To achieve the targets set for individual students and for the class.
3. To track and monitor student progress.
4. To actively intervene to ensure NO student underachieves.
5. To ensure your students know how to improve their work and their progress through applying aspects of Assessment for Learning.

**4b Impact on other pupils**

1. To analyse and evaluate selected data, identifying trends and areas needing direct intervention.
2. To lead and direct appropriate actions that will tackle specific identified areas or groups needing particular support.
3. To monitor and evaluate the impact of the intervention on student progress.
4. To ensure that student attainment is progressive and equals or exceeds department, school and national expectations.
5. To ensure designated staff set clear targets for pupil attainment. Track monitors and evaluate this process and intervene where necessary.

**5a Enhancing student personal development and well being**

1. To have responsibility for the care and welfare of all students and, when necessary liaise with the Head of Department, Form Tutors, Year Team Leader and Senior Staff as appropriate.
2. To be a form tutor and play a full part in pastoral activities.
3. To liaise with, advise and contribute to the work of colleagues with cross-curricular responsibilities and to contribute to the development of a Personal, Social and Health Education programme within the school.

**6a Report to**

1. To report to and be accountable to CTL, SLT, Parents, Governors and Stakeholders.
2. To write reports relevant to the designated Key Stage or area of the curriculum required by CTL, SLT and the Headteacher.
3. To produce accurate and honest reports.

**6b Performance management**

1. To appraise and monitor the team performance of designated staff, set targets, and to review and monitor progress to a high standard.
2. To provide support to designated staff to achieve targets as necessary, challenging underperformance.

**7 Line management**

1. To line manage, motivate and monitor designated members of staff**.**

**8 Resources**

1. To assist with the management and deployment of staff effectively and efficiently to maximise impact on Teaching and Learning and departmental progress.

2. To assist with the organisation and co-ordination of the deployment of learning resources and support delivery of high quality of Teaching and Learning.

1. To assist with monitoring effectiveness of resources and measuring the value for money.