



**JFS SCHOOL, THE MALL, KENTON, HARROW, HA3 9TE**

Acting Headteacher: Simon Appleman

Roll: 2,000 (incl. 600 in Sixth Form)

Tel: 020 8206 3100

## **Subject Leader – MFL**

**MPS/UPS (Inner London)plus TLR 1H**

**September 2018**

*Are you an experienced, inspirational and outstanding practitioner with the vision and drive to provide strategic leadership to this exciting area. If you are looking for a new challenge and are passionate about MFL, with a desire to empower children to exceed expectations, this could be the school for you.*

*You will have the opportunity of working with a dynamic team of people in a school committed to providing a good work-life balance with an emphasis on staff well-being as well as having opportunities for career development and leadership.*

*Our MFL department is committed to developing students who are enthusiastic, excited and engaged. The department work together to ensure that they provide a rich curriculum which challenges students to develop their knowledge and skills.*

### **Key responsibilities will include:**

- *To establish and promote the department as a beacon of good practice within the School through the provision of high quality learning and teaching, continuous academic progress and the effective use and management of all the department's resources.*
- *To lead and manage the department, by modelling the school's vision and values through implementation of agreed policy, practices and procedures.*
- *To work closely with the Deputy Headteacher for Teaching, Learning and Curriculum and other HoF's/SL's to promote effective working to constantly seek to improve learning and teaching and raise progress and achievement for all students.*

JFS is a co-educational inclusive, modern, orthodox Jewish school that strives to produce well-educated, faithful and proud Jews who will be responsible and contributing members of society. JFS is a truly wonderful school. This is clear from our stunning annual public examination results which see us consistently placed in the top five schools in the country outside the independent sector.

Our modern campus is on a 26-acre greenfield site with a welcoming inclusive and warm, caring family environment.

Applications from teachers of faith or non-faith backgrounds are most welcome.

For an application pack, please visit our website ([www.jfs.brent.sch.uk](http://www.jfs.brent.sch.uk)) or contact the School.

**Closing date for applications: noon on Tuesday 22 May 2018**

**JFS shall reserve the right to shortlist candidates and interview prior to the closing date.**

***We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. The appointment will be subject to pre-employment checks, including satisfactory Enhanced Level DBS clearance.***



## JOB DESCRIPTION

<b>Job Title:</b>	<b>Subject Leader MFL</b>
<b>Responsible to:</b>	SLT Line Manager with responsibility for Subject
<b>Duties:</b>	The School Teachers' Pay and Conditions Document (Part XI) specifies the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.
<b>Allowance Attached to the Post:</b>	<b>TLR1H</b>

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### CORE PURPOSE OF SUBJECT LEADER POST

A Subject Leader is accountable to a line manager who is a member of the Senior Leadership Team (SLT). In addition to the management and leadership responsibilities outlined in this job description, the Subject Leader will undertake all MPS responsibilities, as reflected in the School Teachers' Pay and Conditions Document.

### CORE RESPONSIBILITIES

The Subject Leader will provide professional leadership and be responsible for the effective management of the delivery of the subject to ensure:

- a high quality of teaching and learning which meets the needs of all students;
- the maintaining and improving of such standards through systematic monitoring, review and evaluation of the work of both students and staff;
- the continuing professional development and motivation of staff through regular guidance and support of both individuals and the team as a whole;
- the efficient and effective management of resources to support the above processes and outcomes;
- the upholding and, where relevant, the promoting of the Jewish ethos of the School.

The Subject Leader will encourage and enable the contribution of all team members to policy and planning, so that there is a commitment to - and an understanding of - the purpose of all work undertaken and how it contributes towards meeting whole-school aims and the School Improvement Plan.

### ASSOCIATED RESPONSIBILITIES AND ACTIVITIES

#### **Ensure a high quality of teaching and learning which meets the needs of all students**

- Ensure that the Department's development planning involves the contribution of all team members as appropriate and that it is guided by the School Improvement Plan and whole-school policies.
- Lead the subject team in producing, continuously developing and updating appropriate schemes of work for students of all ages and abilities, in response to regular review and evaluation of the effects of the curriculum in raising standards.

- Produce, maintain and annually update the department plans, interpreting and applying whole-school aims and policies, with particular emphasis on Assessment (value-added) Recording, Reporting and Homework and the monitoring of their implementation.
- Chair departmental meetings and structure the time available so as to limit the treatment of administrative matters, focusing principally on qualitative debate of key educational issues.
- Promote students' interest in and commitment to the subject through positive and challenging learning experiences (including an appropriate range of extra-curricular programmes and/or activities) and oversee the regular and frequent praising and rewarding of good work and effort (including the use of display materials and performance opportunities, where appropriate).
- Maintain high standards of classroom management, order and discipline throughout the Department, both by example and by line management.
- Ensure that the Department is actively involved in cross-departmental links, including appropriate discussion of and provision for the more able, SEN and EAL students.
- Encourage active and positive partnership with students and parents by:
  - coordinating and ensuring a high quality of production of all learning and curricular material and information disseminated by the Department;
  - liaising with parents on the quality of - and effort being put into - all students' work, including homework;
  - liaising with the appropriate SLT line manager over the drafting of all non-routine letters to parents.

**Ensure the maintenance and improvement of a high quality of teaching and learning through systematic monitoring, review and evaluation of the work of both students and staff**

- Establish a high quality of all monitoring procedures by ensuring that:
  - they have an agreed focus;
  - they have a structure and coherence for feedback;
  - there are formal evaluation procedures;
  - staff receive appropriate training;
  - the School's Performance Management policy is followed.
- Regularly monitor all departmental policies with a view to:
  - evaluating their effect on student performance;
  - implementing the whole-school Assessment policy;
  - using banks of exemplar material to support moderation of assessment;
  - promoting consistency of practice.
- With a view to raising standards, confirm that the planned curriculum is being delivered and that it informs future priorities and targets by means of frequent and systematic programmes of:
  - lesson observation (including mutual observation of team members' lessons) according to agreed criteria and accompanied by debate about effective practice;
  - scrutiny of students' work, including live or recorded performance, where appropriate.

- Be accountable for the appropriate progress of students (both individual and whole classes) and for external examination results by using the above monitoring systems, as well as systematically using records of attainment and baseline assessments to inform target setting for raising standards. The Subject Leader will, therefore, need to:
  - liaise with the appropriate SLT line manager to analyse the Department's examination results and trends;
  - agree targets as part of the whole institutional response [liaising, for this purpose, with the Assessment Co-ordinator];
  - use data which informs students' potential (e.g. SATs, CATs,) to support staff in implementing effective academic reviews.
- Ensure that public examination entries are accurate.
- Liaise with the SLT line manager on all aspects of monitoring, review, evaluation, planning and the progress of team members in improving standards.

**Ensure the continuing professional development and motivation of staff through regular guidance and support of both individuals and the team as a whole**

- Provide strong and purposeful but consultative leadership from which practice all team members can learn.
- Ensure the effective and equitable delegation of responsibilities (over and above the 'formal' pay structure) so that everyone can contribute to the work of the Department as a whole and gain a variety of experience and a sense of being valued.
- Encourage team building by establishing mutual respect through high levels of co-operation and supportive ways of working.
- Advise on and promote opportunities to enhance professional subject knowledge and expertise.
- Within the framework of Performance Management, establish a regular cycle of one-to-one meetings to discuss and advise on individuals' progress, professional development and INSET needs, liaising, as necessary, with the Professional Development Co-ordinator.
- Participate appropriately in the whole-school induction programme for newly qualified teachers (NQTs) and teachers new to the School.
- Provide appropriate support for inexperienced and non-specialist teachers (e.g. sub-group meetings for NQTs, assessment standardisation etc) and others with identified weaknesses.
- Keep the Department up-to-date with new initiatives and teaching aids (e.g. dissemination of and discussion about a variety of current educational literature and practice).
- Ensure self development through appraisal, training and INSET according to the School Improvement Plan.
- Ensure that the Department's development planning identifies training needs.
- In addition to all of the above, implement the School's formal Performance Management policy.

**Ensure the efficient and effective management of resources**

- Advise on the optimum deployment of staff (based on detailed knowledge of skills and experience) and effective organisation of classes, so as to facilitate high standards of teaching and learning).

- Be responsible for producing, costing and updating the Department's Improvement Plan, identifying realistic resource requirements.
- Be accountable for the departmental budget, ordering equipment, text-books and other materials and monitoring expenditure and stock control, liaising with the Bursary.
- Be responsible for liaising with the School's PFI partner, to ensure the maintenance and regular updating of the Department's asset register.
- Ensure that the departmental Health and Safety Policy is kept up-to-date and that all members of staff are fully conversant with its content and that it is reflected in their practice.

### **Developing Self and working with others**

- Work with the Headteacher to build a professional learning community which enables others to achieve.
- Support staff in achieving high standards through effective continuing professional development.
- Be committed to your own professional development.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own professional development.

### **Uphold and, where relevant, promote the Jewish ethos of the School**

- Part of the School's mission statement states that "*JFS is a Jewish comprehensive school, committed to the development of thoughtful, tolerant, responsible and caring young citizens*". All teachers, together with their line managers, are asked to respect the Jewish ethos of the School and to seek advice from, and liaise with, appropriate colleagues, e.g. Deputy Headteacher (Jewish Dimension) over any matters pertaining to this ethos.

### **Other**

- The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder's responsibility for promoting and safeguarding the welfare of children and young persons, for whom s/he is responsible or with whom s/he comes into contact, will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post, the postholder becomes aware of any actual or potential risk to the safety or welfare of children in the School, s/he must report any concerns to the School's Child Protection Officer.
- The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- Assume other duties which may be reasonably required or delegated by the Headteacher, from time to time.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name (*in caps*): \_\_\_\_\_

**Date of Issue: May 2018**



**PERSON SPECIFICATION  
SUBJECT LEADER - MFL**

CRITERIA	ESSENTIAL/ DESIRABLE	EVIDENCE *
<b>QUALIFICATIONS AND TRAINING</b>		
Qualified Teacher Status	E	F
Sound academic background in the relevant subject or field	E	F
Evidence of continuing professional development	E	F
<b>PROFESSIONAL EXPERIENCE</b>		
Has worked in a Middle Leadership position in one or more schools across the 11 to 19 age and ability range (preferably, but not essentially, including a comprehensive school)	D	F
Raising levels of achievement, in value-added terms	E	I
Involvement in curriculum development	E	A
Managing and involving others in developmental work	E	A
Minimum of five years' teaching experience	E	F
Experience of strategic leadership with productive outcomes	D	A
<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>		
Thorough knowledge of the National Curriculum for the subject and examination syllabi up to 'A2' Level	E	I/L
Recent developments in teaching and learning associated with the subject/field	E	A/L/R
Strategies for raising achievement in the curriculum for the subject/field	E	A/L/R
Different teaching and learning styles for the mixed ability classroom	E	L
The use of performance data to track student progress and monitor achievement	E	A/I/R
Constituents of effective teaching, assessment and monitoring processes	E	A/I/L
Role of the subject within the curriculum as a whole	E	A/I
<b>ABILITIES AND SKILLS</b>		
Ability to collaborate effectively with other subject departments	E	I/R
Ability to delegate within proper parameters and hold people to account for that delegated responsibility	E	I/R/T
Ability to form and maintain appropriate relationships with children	E	I/L/R
Ability to lead, motivate and inspire staff	E	I/R/T
Ability to plan strategically	E	I/L
Ability to prioritise effectively and efficiently	E	I/R/T
Ability to use benchmark data/value-added measures effectively	E	I/R
Excellent teaching skills	E	L/R
Good judgement	E	I/L/T
High order of organisational and administrative skills	E	I/R/T
Very good communication skills, both verbal and written	E	A/I/L/T
Well-developed ICT skills	E	A/L
<b>PERSONAL QUALITIES</b>		
Appropriate motivation to work with children	E	I/L/R
Commitment to equal opportunities and inclusion	E	I/L
Commitment to students' well-being	E	A/I
Enthusiasm, energy, integrity and a positive outlook	E	A/I
Good role model	E	I/L/R
Impact and presence	E	I/L/R
Promotes confidence in staff, students and parents	E	I/L/R
Resilience	E	I/L/R
Understanding of the importance of flexibility	E	R
Understanding of appropriate use of authority and of disciplinary procedures	E	I/L/R
Willingness to be involved in the School as a community	E	A/R
Willingness to keep learning	E	A/I/R

\* **A = Application Letter**

**F = Application Form**

**L = Demonstration Lesson**

**I = Interview**

**TT = Task**

**R = Reference**

The School is committed to safeguarding and promoting the safety and welfare of children and young people and expects all staff to share this commitment. All appointments will, therefore, be subject to Enhanced Level Criminal Records Bureau disclosures and other relevant pre-employment screening, including checks with past employers. In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children and young people. Candidates also should be aware that any relevant issues arising from their references will be taken up at interview.

05/2018