



JOB DESCRIPTION

Teacher of Spanish

Job Title:	Teacher of Spanish
Reporting to:	Head of MFL
Working Arrangements:	Full-Time /Part Time 195 days per year
Salary/Grade:	MPS/UPS
Responsible for:	The provision of full learning experience and support for pupils

Job Purpose:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate
- To monitor and support overall progress and development of pupils as a teacher/Form Tutor
- To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential
- To contribute to raising standards of pupil attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

Main Responsibilities

Operational/ Strategic Planning	<ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. • To contribute to the Curriculum Area and department's development plan and its implementation. • To plan and prepare courses and lessons. • To contribute to the whole school's planning activities.
Curriculum Provision:	<ul style="list-style-type: none"> • To assist the Curriculum Leader and the Assistant Head Teacher with responsibility for Teaching and Learning, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
Curriculum Development:	<ul style="list-style-type: none"> • To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school's Mission and Strategic Objectives.

<p><u>Staffing</u></p> <p>Staff Development:</p> <p>Recruitment/ Deployment of Staff</p>	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Appraisal Review process. • To ensure the effective/efficient deployment of classroom support. • To work as a member of a designated team and to contribute positively to effective working relations within the school.
<p>Quality Assurance:</p>	<ul style="list-style-type: none"> • To help to implement school quality procedures and to adhere to those. • To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. • To regularly review methods of teaching and programmes of work. • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
<p>Management Information:</p>	<ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant, accurate and up-to-date information for SIMs, SISRA, registers, etc. • To complete the relevant documentation to assist in the tracking of pupils. • To track pupil progress and use information to inform teaching and learning.
<p>Communications:</p>	<ul style="list-style-type: none"> • To communicate effectively with the parents/carers of pupils as appropriate. • Where appropriate, to communicate and co-operate with persons or bodies outside the school. • To follow agreed policies for communications in the school.
<p>Marketing and Liaison:</p>	<ul style="list-style-type: none"> • To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, liaison events with partner schools etc. • To contribute to the development of effective subject links with external agencies.
<p>Management of Resources:</p>	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.

	<ul style="list-style-type: none"> • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the pupils.
Pastoral System:	<ul style="list-style-type: none"> • To be a Form Tutor to an assigned group of pupils. • To promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole. • To liaise with a Raising Achievement Coordinator to ensure the implementation of the school's Pastoral System. • To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. • To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required. • To contribute to the preparation of Action Plans and progress files and other reports. • To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents/carers of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff. • To contribute to PSHCE and enterprise according to school policy. • To apply the Behaviour management systems so that effective learning can take place.
Teaching:	<ul style="list-style-type: none"> • To teach, pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere. • To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils. • To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of pupils. • To undertake a designated programme of teaching. • To ensure a high-quality learning experience for pupils which meets internal and external quality standards. • To prepare and update subject materials. • To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of the syllabus. • To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures.

	<ul style="list-style-type: none"> To mark, grade and give written/verbal and diagnostic feedback as required.
Other Specific Duties:	
<ul style="list-style-type: none"> To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example. To support the school in meeting its legal requirements for worship. To promote actively the school's corporate policies. To continue personal development as agreed. To comply with the school's Health and safety policy and undertake risk assessments as appropriate. To undertake any other duty as specified by STPCB not mentioned in the above. <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p>	

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

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.

Hurworth School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This post is subject to a satisfactory enhanced DBS check.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Please note that a copy of the School's Pay Policy is available on the school website.



PERSON SPECIFICATION

SPANISH TEACHER

Key

- AF - Application Form including letter of application
- C - Certificates
- I - Interview
- R - Employment References
- D - Enhanced Disclosure and Barring Service Criminal Checks

	Application	Essential/Desirable	Stage Identified
1.	Application fully supported by employment references	E1	R
2.	Well-structured supporting letter indicating beliefs, understanding of important educational issues and style of management.	E2	AF
	Qualifications		
3.	Graduate in relevant subject with Qualified Teacher Status	E3	AF/C
4.	Experience in delivering a range of courses at KS3/4.	D1	AF/C
	Experience and Knowledge	Essential/Desirable	Stage Identified
5.	Good classroom practitioner at KS3 & 4	E4	AF/T/R
6.	Up to date, excellent knowledge in subject, national and local policy, pedagogy and classroom practice.	E5	AF/I

7.	Track record of embracing innovation.	E6	I
8.	Experience of monitoring and evaluating staff and pupil performance.	D2	AF/I/R
	Professional Development	Essential/Desirable	Stage Identified
9.	Commitment to CPD in the relevant subject area.	E7	AF/I
	Evidence of active interest in staff development through appraisal and school improvement planning.	D3	I
	Skills	Essential/Desirable	Stage Identified
10.	Ability to communicate effectively in a variety of situations with a range of audiences.	E8	AF/I/R
11.	Demonstrable ability to work effectively in a wide range of partnerships to achieve school improvement.	E9	I/R
12.	Ability to use ICT effectively in the classroom and to support learning.	E10	AF/T/I
13.	Commitment to raising standards and achieving the highest standards of achievement for young people	E11	R/I
14.	Ability to coach/mentor, support and challenge staff and pupils	D4	I
15.	Evidence of being able to build and sustain effective working relationships with staff, Governors, parents/carers and the wider community.	D5	AF/R
	Personal Attributes	Essential/Desirable	Stage Identified
16.	Ability to demonstrate enthusiasm and sensitivity while working with others.	E12	I/R
17.	A good health and attendance record.	E13	AF/I/R

18.	Ability to work in ways that promote equality of opportunity, participation, diversity and responsibility.	E14	I/R
19.	Ability to form and maintain appropriate relationships and personal boundaries with children.	E15	I/R
20.	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.	E16	I/R
21.	Suitability to work with young people.	E17	D

Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments are subject to satisfactory references.