



**PERSON SPECIFICATION**

<b>Job Title:</b>	Teacher of MFL
<b>Qualifications:</b>	<ul style="list-style-type: none"> <li>▪ Good honours degree in Spanish, German or French</li> <li>▪ Qualified Teacher Status</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>▪ Experience of working within a school or education setting (secondary)</li> <li>▪ Awareness of data protection, security and confidentiality</li> <li>▪ Effective working with young people of a range of abilities</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Maintain an up-to-date knowledge and understanding of the professional duties and core standards of teachers and the statutory framework within which they work, especially those relating to MFL.</li> <li>▪ Knowledge of the Spanish, German or French curriculum at KS3 and KS4</li> <li>▪ Know the assessment requirement and arrangements for Spanish, German or French GCSE</li> <li>▪ Knowledge of a second language to KS3 standard.</li> <li>▪ Know how to use local statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment</li> <li>▪ Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.</li> <li>▪ Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners</li> <li>▪ Know how to make effective personalised provision for those they teach, and how to take practical account of diversity and promote equality and inclusion in their teaching</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Teach challenging, engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.</li> <li>▪ Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.</li> <li>▪ Convey a genuine passion for languages.</li> <li>▪ Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development.</li> <li>▪ Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate to sustain learners' progress and to extend and consolidate their learning.</li> <li>▪ The ability to build positive and reliable professional relationships with staff, parents and carers.</li> <li>▪ Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences</li> <li>▪ Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline.</li> <li>▪ The ability to communicate clearly both verbally and in writing.</li> </ul>

<b>Attributes</b>	<ul style="list-style-type: none"><li>▪ Flexibility in approach.</li><li>▪ Calm under pressure.</li><li>▪ Evident integrity, warmth and sensitivity to the needs of others.</li><li>▪ A participative/collaborative working style.</li><li>▪ Accuracy and attention to detail.</li><li>▪ A willingness to be involved in extra-curricular linguistic and cultural activities.</li><li>▪ Ability to manage workload effectively.</li><li>▪ Willingness to share expertise and knowledge with others.</li><li>▪ Willing to learn new skills and adapt existing ones.</li><li>▪ To have an excellent record of attendance and punctuality.</li><li>▪ A sense of humour, warmth, energy, stamina and resilience.</li><li>▪ A team player with the ability to establish good working relationships with staff, pupils and parents.</li><li>▪ <b>Fully supportive of the Catholic ethos, however, you do not need to be a Catholic.</b></li></ul>
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