

## TEACHER OF MFL PERSON SPECIFICATION

Skills/Abilities	Essential	Desirable	How Identified
Qualifications	<ul style="list-style-type: none"> <li>• A relevant honours degree</li> <li>• Qualified Teacher status</li> </ul>		<ul style="list-style-type: none"> <li>• Evidence of paper qualifications</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>• Able to teach at least Spanish at GCSE and French at KS3.</li> <li>• Ability to plan and teach effective lessons across the relevant curriculum, age and abilities ranges.</li> <li>• Establishes a safe working environment for pupils, rooted in mutual respect. Has good relationships with pupils.</li> <li>• Has high expectations of pupils, both in terms of their behaviour and their work in the classroom and beyond.</li> <li>• Recent experience of teaching languages at KS3 and KS4.</li> <li>• Has a secure knowledge of the relevant subject and curriculum area(s).</li> <li>• Able to demonstrate and promote high standards of literacy.</li> <li>• Able to reflect systematically on the effectiveness of lessons.</li> <li>• Has an understanding of the needs of all pupils, including SEND, more able, EAL.</li> <li>• Understands how data is used to monitor pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a good understanding of recent developments within the MFL curriculum at KS3 and KS4.</li> <li>• Able to contribute to the planning of an engaging curriculum within the relevant subject area(s).</li> <li>• Has experience of teaching pupils with additional needs, such as SEND, more able, EAL.</li> <li>• Has experience of statutory assessments within the relevant subject area(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching skills to be assessed through a 30-minute teaching episode.</li> <li>• Candidate will have the opportunity to reflect on their lesson and discuss any areas not covered in the lesson during the panel interview.</li> <li>• Range of knowledge and experience and literacy skills can also be demonstrated on the application form.</li> </ul>
Personal and Professional Conduct	<ul style="list-style-type: none"> <li>• Good written and verbal communication skills.</li> <li>• Able to plan, organise and manage time effectively.</li> <li>• Able to work well with others.</li> <li>• Be aware of the current legislation, policies and guidance on the safeguarding of learners and the promotion of their well-being.</li> <li>• Excellent attendance and punctuality.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to make good use of ICT as a learning resource.</li> <li>• If not an NQT, evidence that CPD has been used to improve professional practice.</li> <li>• Willing to contribute to the extra-curricular life of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills, ICT skills and time management to be assessed during the teaching episode.</li> <li>• Communication skills, awareness of safeguarding procedures, continuing professional development and extra-curricular experience to be assessed during the panel interview.</li> <li>• Attendance and punctuality, ability to work with others to be confirmed by references.</li> </ul>
Additional Requirements	<ul style="list-style-type: none"> <li>• Enhanced DBS.</li> <li>• Two satisfactory references.</li> </ul>		<ul style="list-style-type: none"> <li>• Receipt of DBS form.</li> <li>• Receipt of references.</li> </ul>