



# Morley Memorial Primary School

## Job Description and Person Specification

### **Primary Teacher/Instructor of French**

May 2018

We hope that this recruitment pack will give you all of the information you need to complete your application for the position of teacher of French at Morley Memorial Primary School.

Please pay close attention to the advert, job description and person specification as shortlisting will be based on meeting the criteria stipulated in these documents.

Morley Memorial Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. DBS checks and disqualification declaration may be required for this post. Shortlisted candidates will be contacted and references sought prior to interview. Any offer of a position will be subject to satisfactory references and DBS checks.

Please forward your completed application form to [office@morley.cambs.sch.uk](mailto:office@morley.cambs.sch.uk)



## Job Description

**Post Title** Teacher of French (MPR)

**Responsible to** Deputy Headteacher

### **Purpose of the job**

- To carry out all duties and responsibilities of a teacher as outlined in the current national STPCD conditions of employment including:
- To maintain the positive ethos and promote the values of the school
- To plan and deliver effective modern foreign language lessons which deliver good progress and achievement for all pupils
- To be responsible for the pastoral wellbeing of pupils
- To build positive relationships with pupils, staff, parents and governors which support the work of the school

### **Main Activities and Responsibilities**

#### **1. Teaching**

- 1.1 Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of pupil attainment, progress. and outcomes;
- 1.2 Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- 1.3 Set and mark work to be carried out by the pupil in school and elsewhere;
- 1.4 Participate in arrangements for preparing pupils for external examinations.

#### **2. Whole school organisation, strategy and development**

- 2.1 Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- 2.2 Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- 2.3 Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so. (You will only rarely be required to provide such cover in circumstances that are not foreseeable).

### **3. Health, safety and discipline**

- 3.1 Promote the safety and well-being of pupils in accordance with the school's Child Protection and other relevant policies.
- 3.2 Maintain good order and discipline among pupils in accordance with the school behaviour policy.

### **4. Management of staff and resources**

- 4.1 Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- 4.2 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 4.3 Deploy resources delegated to you in accordance with school policies.

### **5. Professional development**

- 5.1 Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
- 5.2 Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

### **6. Communication**

- 6.1 Communicate with pupils, parents and carers in accordance with the school ethos, policies and practice.

### **7. Working with colleagues and other relevant professionals**

- 7.1 Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- 7.2 Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgment.

### **8. Fulfil wider professional responsibilities**

- 8.1 Make a positive contribution to the wider life and ethos of the school;

This job description and related documents provide the standards and framework for Performance Management Objectives for a Main Pay Range teacher which will be set under

the school's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the educational opportunities of pupils at that school.

### Morley Memorial Primary School

#### Person Specification: Primary Teacher

|                                    | Essential   | Desirable   |
|------------------------------------|---|---|
| <b>Qualifications</b>              | <ol style="list-style-type: none"> <li>1. Successful DBS and safeguarding clearance</li> </ol>  | <p>UK recognised qualified teacher status</p> <ul style="list-style-type: none"> <li>▪ Evidence of further professional development or qualification</li> </ul> |
| <b>Knowledge and Understanding</b> | <ol style="list-style-type: none"> <li>1. The knowledge and understanding of effective teaching and best practice and capacity to deliver consistently good lessons</li> <li>2. Clear understanding of the role of high expectations in improving pupil outcomes</li> <li>3. Effective differentiation which ensures progress for all pupils through personalised learning</li> <li>4. Using and interpreting data to inform teaching</li> <li>5. A wide repertoire of teaching strategies to engage and motivate a range of learners</li> <li>6. Secure knowledge of national</li> </ol> |   |

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|   | <p>curriculum for MFL</p> <ol style="list-style-type: none"> <li>7. A range of effective strategies for promoting positive behaviour and maintaining a calm and purposeful learning environment</li> <li>8. Giving effective feedback</li> <li>9. Experience of working with children with Special Educational Needs.</li> <li>10. Developing productive home school partnerships</li> <li>11. Statutory guidance and best practices for safeguarding</li> </ol>  |   |
| <b>Experience</b>                       | <ol style="list-style-type: none"> <li>1. Teaching experience</li> <li>2. Ability to demonstrate evidence of consistently good practice</li> <li>3. Proven record of raising attainment and improving progress</li> <li>4. Working effectively as part of a team</li> <li>5. Planning and delivering creative and inspiring lessons</li> <li>6. Using formative and summative assessment effectively</li> <li>7. Contributing to and implementing whole school policies</li> </ol>  | <ul style="list-style-type: none"> <li>• Experience of teaching primary aged children</li> </ul>  |
| <b>Characteristics and competencies</b> | <ol style="list-style-type: none"> <li>1. Desire and ability to promote the values and ethos of the school</li> <li>2. Show willingness to learn and motivation to teach well</li> <li>3. Model highest professional standards</li> <li>4. An appetite for challenge and the ability to inspire enthusiasm and confidence in others</li> <li>5. Demonstrate resilience, determination and a positive outlook</li> <li>6. Highly effective communication</li> <li>7. Ability to empathise and demonstrate care and compassion</li> <li>8. Ability to create a happy, stimulating and challenging learning environment</li> <li>9. Confidence and competence</li> </ol> | <ul style="list-style-type: none"> <li>• Desire to develop expertise</li> <li>• Is proactive in seeking out opportunities for professional development</li> </ul> |

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