



Person Specification

Job Title: Associate Director of MFL

| <u>Qualifications</u> | <u>Essential</u> | <u>Desirable</u> |
|--|-------------------------|-------------------------|
| Degree in MFL or MFL related subject PGCE | ✓ | |
| Masters degree in MFL or Education / further study | | ✓ |
| Evidence of involvement in external CPD | | ✓ |
| <u>Knowledge</u> | <u>Essential</u> | <u>Desirable</u> |
| Excellent understanding of MFL secondary curriculum | ✓ | |
| Knowledge of current issues facing MFL departments | ✓ | |
| Evidence of leading departmental CPD, or providing CPD in an outreach capacity | | ✓ |
| Good understanding of school improvement and Ofsted inspection programmes | ✓ | |
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| Ability to use Raise Online and other data to analyse and evaluate school/departmental performance | ✓ | |
| Ability to provide clear evaluation and strategies for improvement for leadership teams and departments | ✓ | |
| Knowledge of departmental monitoring and tracking systems and their role in securing improvement | | ✓ |
| Good understanding and knowledge of current and new examination specifications | ✓ | |
| Ability to offer advice on examination preparation for GCSE examinations | ✓ | |
| Able to deliver strategic measures to enable students to achieve their potential and beyond in examinations | ✓ | |
| Experience of exam board marking | | ✓ |
| Knowledge and understanding of marking criteria, and using experience of this to support departmental colleagues | | ✓ |
| <u>Experience</u> | <u>Essential</u> | <u>Desirable</u> |
| Experience of leading a department or providing support to a school/department, resulting in rapid improvement | ✓ | |
| A track record of successful impact, either as a departmental leader or in giving support and challenge to a department/school | ✓ | |

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|---|-------------------------|-------------------------|
| Evidence of involvement in transformational change within a department | ✓ | |
| Outreach work / supporting a department in challenging circumstances | | ✓ |
| Experience of working in one or more areas: <ul style="list-style-type: none"> • KS4 intervention work • whole-school programmes • developing KS3 as a foundation for KS4 work | | ✓ |
| <u>Skills</u> | <u>Essential</u> | <u>Desirable</u> |
| To be able to demonstrate high quality teaching, | ✓ | |
| To be able to analyse and review departmental teams and provide feedback and high quality reports | ✓ | |
| To be able to develop intervention strategies that brings about rapid improvement | ✓ | |
| Willing to teach, and demonstrate teaching, across the Family of Schools, including extended periods where necessary | ✓ | |
| Able to work flexibly and under pressure. | ✓ | |
| Able to provide clear strategies for improvement, following analysis/review of data and/or performance | ✓ | |
| Able to deliver bespoke CPD to colleagues and trainees | | ✓ |
| High level interpersonal skills | ✓ | |
| To show confidence when working with Principals, Heads of Department and senior leaders. | ✓ | |
| To be able to provide resources for departments. | ✓ | |
| Develop and deliver resources for examination and intervention work, | ✓ | |