

**Post: Modern Foreign Language (MFL) Teacher - Arabic**

**Salary:**  According to qualification and experience

**Contract type:** Teacher’s Pay and Conditions

**Contract term:** Permanent

**Job Specification**

**Job Purpose**

To take responsibility and provide effective teaching and learning of Arabic across Key Stage 1 and Key Stage 2.

**Responsible to:**

Phase Leader responsible for Arabic.

**Duties:**

* As stated within the latest School Teachers’ Pay and Conditions document. The post holder will be expected to undertake duties in line with the professional standards for teachers taking account of their current position on the pay spine.
1. **Strategic Direction and Development**

To contribute to the discussion of the aims and policies of the organisation. To participate in the implementation of school policies, plans, targets and practices.

* Take responsibility for implementing school policies and practices;
* Plan and assess pupil’s learning in Arabic using knowledge of school policies, schemes of work and National Curriculum requirements for Modern Foreign Languages;
* Maintain the positive ethos and core values of the school, both inside and outside the classroom;
* Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors;
* Have lead responsibility for Modern Foreign Languages and develop plans which identify clear targets and success criteria for its development and/or maintenance;
* Participate in meetings which relate to the school's management, curriculum, administration or organisation;
* Promote the school’s Islamic ethos
1. **Teaching and Learning**

To secure and sustain effective teaching of Arabic across Key Stage.1 and 2. Develop the quality of teaching, assess the standards of pupil’s achievements and set targets for improvement.

* Use school policy and National Curriculum requirements to set clear targets for improvement of pupils’ achievement and monitor pupil progress towards these targets;
* Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to a faith based school
* Make accurate assessments, independently, in line with the school’s assessment system, and performance standards associated with other relevant tests;
* Plan effectively to ensure that pupils have the opportunity to meet their potential, notwithstanding differences of race or gender, and taking account of the needs of pupils who are: underachieving, most able, disadvantaged, not yet fluent in English, making use of relevant information and specialist help where available;
* Plan effectively, where applicable, to meet the needs of pupils with Special Educational Needs and, in collaboration with teaching staff and the Head of Inclusion, make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Support Plans;
* Take appropriate account of ethnic and cultural diversity to enrich the curriculum and raise achievement;
* Reflect on own teaching to improve effectiveness.
1. **Managing and Working with People**

To lead, manage and work collaboratively with pupils and, as appropriate, with other adults and colleagues.

* Secure a high standard of pupil behaviour through establishing appropriate rules and high expectations of discipline which pupils respect, acting to pre-empt and deal with inappropriate behaviour in line with the school’s behaviour policy;
* Lead, organise and direct support staff effectively in the classroom, involving them, where appropriate, in the planning and management of pupils’ learning;
* Work as a member of a team, planning co-operatively, sharing information, ideas and expertise;
* Communicate and cooperate effectively with specialists from outside agencies;
* Liaise effectively with pupils, parents and carers through informative oral and written reports on pupils’ progress and achievements, discussing appropriate targets and encouraging them to support their children’s learning, behaviour and progress;
* Take responsibility for own professional development, setting objectives for improvements, and take action to keep up-to-date with research and developments in pedagogy and in the subjects taught;
* Participate in the performance management system for the appraisal of own performance, or that of other staff.
1. **Deployment of Staff and Resources**

To develop, monitor and control resources within the teaching areas

* Organise and maintain a stimulating working environment appropriate for a range of activities;
* Teach pupils to take responsibility for resources and the environment;
* Ensure that resources are organised and readily available to promote a purposeful environment for teaching and learning to take place.

**Additional Duties**

* To be aware of and comply with policies and procedures relating to Child Protection and Safeguarding, Health and Safety, and report all concerns to the appropriate person.
* Undertake other general tasks that the Headteacher may reasonably ask.

**Modern Foreign Languages Teacher Person Specification**

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|  | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Educated to degree level | ✓ |  |
| Qualified teacher status  |  | ✓ |
| Relevant qualification in Arabic  | ✓ |  |
| Evidence of continuing professional development | ✓ |  |
| **Experience** |  |  |
| Successful record of teaching experience  | ✓ |  |
| Successful record of teaching Arabic | ✓ |  |
| Experience of teaching pupils with a range of SEND through previous teaching posts or trainee placements | ✓ |  |
| Experience of teaching in a multicultural environment through previous teaching posts or trainee placements |  | ✓ |
| **Professional Knowledge and Understanding** |  |  |
| Know and understand the structure and balance of the National Curriculum in order to plan and deliver a curriculum which motivates and inspires  | ✓ |  |
| Understanding of curriculum and pedagogical issues relating to learning and teaching | ✓ |  |
| Understanding of the teaching and learning of a Modern Foreign Language and skills required as specified in the National Curriculum | ✓ |  |
| Good understanding of Assessment for Learning | ✓ |  |
| Interest and depth of knowledge in Arabic  | ✓ |  |
| Understanding of and commitment to the school policies, in particular:* Participation and implementation of the School Behaviour Policy
* Staff code of conduct and Safeguarding policy
* Gatton Teaching & Learning Policy
* Awareness of Health and Safety implementation in the work place
* Implementation of the school Equal Opportunities Policy
 | ✓ |  |
| Understand what constitutes good practice and support for bilingual learners | ✓ |  |
| Display commitment to the safeguarding and protection of children and fulfil relevant duties for child protection  | ✓ |  |
| Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with EAL and SEND | ✓ |  |
| Familiarity with writing and delivering effective Individual Support Plans for pupils with SEND | ✓ |  |
| **Professional Skills and Abilities** |  |  |
| An enthusiasm and energy for teaching | ✓ |  |
| Sound ICT knowledge and skills relating to the class teaching, able to demonstrate the effective use of ICT to enhance the learning and teaching | ✓ |  |
| Able to plan lessons for all the pupils in a class, setting clear learning intentions and differentiated tasks | ✓ |  |
| Able to evaluate the impact of own teaching on the progress of all learners, and modify planning and classroom practice where necessary | ✓ |  |
| Able to keep records of pupil progress in line with school policy | ✓ |  |
| Uses a range of teaching strategies in order to effectively teach all children | ✓ |  |
| High expectations of children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive relationships with them | ✓ |  |
| Maintain a high standard of behaviour through the use of praise and clear expectations | ✓ |  |
| Plan and work collaboratively with colleagues | ✓ |  |
| Liaise successfully with learning assistants to ensure they are effective in supporting children with their learning  | ✓ |  |
| Create a stimulating environment, which promotes learning and celebrates the children’s successes  | ✓ |  |
| Participate fully in school improvement initiatives | ✓ |  |
| **Personal Qualities** |  |  |
| Willing and enjoys engaging parents in order to encourage their close involvement in the education of their children  | ✓ |  |
| Flexible approach to work and enjoys being a good team member | ✓ |  |
| Good communication skills both orally and in writing | ✓ |  |
| Able to manage own work load effectively  | ✓ |  |
| Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships | ✓ |  |