



Job description - Part-time Teacher of French

Context

Steiner Academy Exeter is a state funded school which opened in September 2013 and moved into our permanent, purpose built home in September 2015. We are adding year groups at reception (kindergarten) and year 7 (class 6) every year until we reach our full capacity of 624 children from 4-16 years in 2021. We will start the 2018-19 academic year with approximately 480 pupils.

We are now looking for an experienced specialist French teacher to join our middle- and upper school team in September 2018. The postholder will be working within our Modern Foreign Languages team as we consolidate our GCSE curriculum in the Steiner Waldorf approach and continue to grow and embrace the opportunities of delivering Steiner education within the maintained education sector.

Responsible to: Vice Principal (Upper school lead)

Job purpose: To teach French to classes from year 7 upwards, working with the Steiner Waldorf curriculum, methodology and developmental approach. In the 2018-19 academic year, the teaching load will consist of **at least nine forty minute lessons each week, over two days.**

Key working relationships -

- Principal, vice principal and department leads;
- Upper school steering group;
- SENDCo and learning support team;
- Class and subject teachers;
- Representatives of external support agencies and other schools.
- Safeguarding officers.

Key working relationships - supervisory

- Learning support assistants

Other professional relationships

- Parents;
- School support staff;
- External advisory services.

Main responsibilities of the post

Teaching and learning

1. To teach (GCSE) French lessons, using the Steiner Waldorf curriculum.

This post is 0.36 of FT. A full time teaching post equates to 25 lessons per week, with lessons generally 40 minutes long. In addition to timetabled lessons, the teacher may be asked to teach cover lessons as required and to supervise outside of timetabled lessons, including before and after school and during break and lunch times.

2. To take responsibility for the management of the timetabled classes for the subject, including:

- recording and assessing the pupil progress in line with the school's assessment framework;
- supervising and managing pupil behaviour, working closely with the SEND team;
- liaising with colleagues and parents;
- management of the classroom environment;
- participating in the open days, inductions for new pupils/classes;
- working in line with and contributing to the School Improvement Plan.

Standards and quality assurance

1. To work within the teaching group and the wider school workforce to help the smooth day-to-day running of the whole school;
2. To support the aims and ethos of the school;
3. To maintain confidentiality at all times;

4. Set a good example in terms of dress, punctuality and attendance;
5. Attend and participate in open evenings and student performances;
6. To undertake appropriate preparation, study and training as necessary both for the effective discharge of this role and also to advance the school's ethos, principles and objectives;
7. Attend team and staff meetings;
8. To be aware of the school's policies and procedures and to fully compliant in their implementation;
9. **Promote a love of languages** within the school among students, colleagues and parents, including:
 - demonstrate good teaching and passion in your subject area,
 - promote student achievement and evidence pathways, culminating in the Steiner Academy Exeter Upper School Portfolio,
 - promote students' broader capacities for self-discovery and teamwork,
 - promote students' progression beyond class 10 (year 11) via externally validated qualifications,
 - liaise with other individuals, projects and institutions that can enhance students' experience and learning.

Professional standards

1. **Contributing to the development of and care for resources** in the MFL department, including:
 - a. maintaining an up-to-date library of teacher and student resources within the subject room,
 - b. maintaining and caring for the aesthetics of the French room as a beacon of inspiration for your subject,
 - c. being responsible for subject related resources, stock ordering and inventory.
2. **Ensuring pupil progress**, achievement and attainment in maths throughout the school, including:
 - a. upholding the quality of teaching and learning in your subject,
 - b. using assessment data effectively for planning adjustments to lessons,
 - c. promoting excellence and pupil attainment in your subject in balance with a care and respect for progress in other subject areas and a commitment to the students' developing relationship with truth and authenticity.

The above list is not exclusive or exhaustive and the post holder will be required to undertake such duties as may reasonably be expected within the scope of the post. All members of staff are required to be professional, co-operative and flexible and undergo reasonable and directed professional development. This may require out of 'normal hours' and personal study which may be unpaid.

Person specification - Essential to this post

Qualifications and training:-

- a teaching qualification relevant to the subject;

Knowledge and understanding

- An interest in the Steiner Waldorf curriculum as it relates to the GCSE maths curriculum/class 8 upwards;
- Understanding and experience of the GCSE framework in the UK;
- Ability to work effectively in a team and keen to work with colleagues in the development of the school in its pioneering phase and beyond, and with its curriculum;
- awareness of the challenges and opportunities that attach to working in a Steiner school within the maintained sector;
- a commitment to bringing Steiner education to children who would not otherwise have access to this form of education.

Experience

- experience of teaching KS3/KS4 French, preferably in a Steiner Waldorf setting;
- experience of working with children from a wide variety of backgrounds, including children with special educational needs;

Professional qualities

- Ability to establish and maintain excellent professional relationships with pupils, parents and colleagues;

- Ability to set appropriate expectations of all pupils and be committed to raising educational achievement;
- A flexible approach to working in a pioneering school environment;
- Excellent verbal and written communication skills, with the ability to communicate effectively with pupils, colleagues and parents;
- Ability to maintain confidentiality;
- A commitment to bringing Steiner education to children who would not otherwise have access to this form of education.

Person specification - Desirable:-

- A willingness to teach a range of subjects across the secondary age group;
- Experience of working in state education;
- Qualified teacher status;

Remuneration

Salary range £22,800 - £28,000 *pro rata*, depending on organisational and pastoral responsibilities.

This is a part-time, fixed term post, based on 44 weeks per year (term-time only) in the first instance. It is likely that the post will expand considerably in the next few years until the school reaches its full capacity in September 2021.

Essential application information

Steiner Academy Exeter is committed to safeguarding children and young people and expects all staff and volunteers to share this commitment. Candidates must be suitable to work with children and will be expected to undertake an advanced DBS disclosure.

Candidates must have the right to work in the United Kingdom. Candidates from abroad will be asked to provide criminal records clearance from countries of residence, as well as evidence of eligibility to work in the United Kingdom.

Applications for the post must be made on the standard application form, which can be found on our website at <http://www.steineracademyexeter.org.uk/current-vacancies>

Closing date for receipt of completed applications 12 noon on Friday 13th July 2018

Interviews are likely to be on 20th July

Please be aware that the SAE is not able to guarantee a school place for the children of staff. Whilst every effort will be made to ensure that staff who wish to enrol their children in SAE will be able to do so, the school's admissions arrangements and its statutory commitments to inclusion mean that no commitment can be made or certainty offered.

Alan Swindell, Principal July 2018