

Job Description



Post title:	Teacher of Mandarin
Terms and Tenure:	Main/Upper Scale
Line Manager:	Head of Department (in the first instance)

Purpose of the role

It is expected that you will have a suitable teaching qualification and be able to teach classes in Years 7 – 13, with responsibility for the preparation and delivery of a two-weekly timetable of lessons as determined by the Headteacher. You will be an excellent subject teacher who enthuses and challenges the students you teach, to ensure they are given the best opportunities to succeed and to reach their potential. You will also be a Learning Mentor of a mixed age (11-16) tutor group within our vertical House system or a Personal Tutor at sixth form, looking after the wellbeing of students in your care, setting high expectations of behaviour, uniform, conduct and respect.

The job description should be read alongside the range of professional duties as set out in the DfE Teachers' Standards document. All staff need to have regard for their personal and professional conduct defined in the Teachers' Standards and have proper regard for ethos of Christopher Whitehead Language College and Sixth Form (CWLC&SF) as a tolerant, inclusive, multi-faith school where staff and students follow the mission statement 'In pursuit of excellence' in all that they do.

As a class teacher at CWLC&SF, you are expected to:

Meeting needs and closing gaps	• Use data to inform your planning, feedback and management of classes • Know your disadvantaged/SEND/EAL/ Higher Learning Potential students and any gaps in their attainment • Create seating plans that reflect the needs and levels of support for your students • Get to know any barriers to learning in your students and actively support the progress of the student(s) • Know how to communicate effectively with LSAs and deploy their expertise that has the most impact on student progress • Promote reading and numeracy strategies in your subjects and in the whole-school reading and numeracy programmes • Actively use and promote subject-specific vocabulary • Insist on high standards in written work and presentation • Have provision in place for student absence in line with departmental and/or whole-school policies • Set appropriate home learning according to department and whole-school policies • Encourage a mindset in your students where effort, perseverance and resilience are valued • Communicate effectively with home and the Pastoral Team • Use assessment information from both curriculum and Mandarin Excellence Programme (MEP) provision to identify gaps in language acquisition and fluency. • Monitor students' progress in speaking, listening, reading and writing Mandarin and provide timely intervention where required. • Explicitly teach and reinforce Mandarin characters, pinyin and tone accuracy to support long-term language retention. • Promote participation and engagement in the Mandarin Excellence Programme, supporting students to develop resilience and independence in language learning. • Communicate effectively with families regarding student progress, attendance, participation and opportunities linked to Mandarin learning.
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Pedagogy – Classroom practice for impact	• Deliver highly effective language teaching which develops confidence and proficiency in speaking, listening, reading and writing Mandarin. • Use evidence-informed approaches to language acquisition, including regular retrieval practice, spaced review and high-frequency vocabulary instruction. • Ensure students have frequent opportunities for spoken Mandarin practice and meaningful communication. • Develop students' understanding and appreciation of Chinese language and culture through carefully planned learning experiences. • Support students in mastering Mandarin characters through explicit instruction, modelling and regular practice. • Plan for progression across both curriculum lessons and Mandarin Excellence Programme sessions. • Teach and supervise Period 6 Mandarin Excellence Programme sessions as required, maintaining high expectations for attendance, engagement and achievement.
Marking and Feedback	• Understand how your department policy fits in with the whole-school policy and how you can meet the expectations of both • Explicitly teach students to check key concepts, vocabulary and presentation before submitting their work • Promote the use of key literacy words and terms in your marking and feedback for students • Know and practise the feedback strategies that have the highest impact on student progress and explicitly teach these to your students • Take responsibility for entering meaningful data within deadline and engaging with outcomes to shape planning and any subsequent interventions • Complete data entries that contribute to monitoring reports to deadline, that are individualised and with no errors • Provide feedback that supports students in improving accuracy in pronunciation, tones, vocabulary use, character formation and grammatical structures. • Use assessment information to identify misconceptions and gaps in language knowledge, adapting future teaching accordingly. • Promote strategies that enable students to become increasingly independent language learners.
Your Professional Development	• Maintain a commitment to your own professional development through the school's CPD offer, our STEP programme and external providers. • Attend and actively engage in whole-school, pastoral and/or subject CPD training to embed, enhance and develop your practice and professionalism • Complete statutory CPD within deadline • Use statutory training to inform best practice in safeguarding and health and safety standards in your environments within school • Understand the importance of evidence in education and seek to find out more • Ask for/give developmental feedback on your own and colleagues' practice • Welcome feedback and actively reflect on it as an opportunity for growth • Engage in further CPD opportunities in line with the stage you are at in your career • Engage with professional development opportunities linked to the teaching of Mandarin, language acquisition and the Mandarin Excellence Programme. • Keep up to date with developments in language pedagogy and evidence-informed practice in modern foreign languages. • Contribute to the development and sharing of effective Mandarin teaching practice within the department and wider school community.

Whole-School Responsibilities	• Build and maintain effective working relationships with colleagues based on respect, empathy and professionalism • Share responsibility for improving the lives of all students and staff • Be punctual, well-presented, motivated • Actively promote Christopher Whitehead Language College and Sixth Form ethos and community values • Promote high standards of conduct, including the appropriate use of social media • Share in the participation and supervision of approved extra-curricular activities for students where appropriate • Attend meetings punctually and as directed and actively engage with briefings, bulletins, newsletters • Undertake duties pro-actively and on time • Manage your workload and wellbeing, using support if needed • Promote the value of language learning and intercultural understanding across the school community. • Support enrichment opportunities including cultural events, educational visits, competitions, exchanges and activities linked to Mandarin and Chinese culture. • Contribute to the success and development of the Mandarin Excellence Programme within the school. • Be prepared to teach and support Period 6 sessions as part of the school's extended day and Mandarin Excellence Programme commitments. • Support recruitment, retention and high attendance within the Mandarin Excellence Programme.
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General and review

To understand and be prepared to support the ethos of the school by:

- Promoting good relationships with students, parents, colleagues, governors, LA and agency staff and visitors to the school.
- Promoting high standards of student behaviour inside the classroom and around the school generally, following the school's behaviour policy.
- Promoting high standards of personal presentation and conduct, including being punctual and using social network media appropriately.
- Completing training in the relevant areas to meet all safeguarding and health and safety standards as advised by CWLC and government policy.
- Being aware of all matters of health and safety related to the working environment.

This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate. It may be subject to change or modification at any time after consultation.

Christopher Whitehead Language College and Sixth Form has a strong commitment to achieving equality of opportunities in its service to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Christopher Whitehead Language College and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment to this post will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of qualifications, satisfactory references and eligibility to work in the UK checks.

As part of our recruitment processes, in accordance with statutory guidance KCSIE, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account.