Teacher Educator
Centre for Excellence for Modern Foreign Languages Pedagogy, Department of Education

Closing date: 19 November 2018
Interview date: 5 December 2018
Vacancy reference: 7137
INTRODUCTION

The recently announced Department for Education funded Centre for Excellence for Modern Foreign Languages Pedagogy has an ambitious set of aims to strengthen language pedagogy and re-situate language learning at the core of secondary school education. Recognising the academic, social and economic importance of language education, its core purpose is to improve curriculum design and pedagogy, leading to higher take up at GCSE and greater teacher knowledge and confidence in delivering the recommendations of the Review of MFL Pedagogy published by the Teaching School’s Council in 2016.

The Centre for Excellence will drive, support, and monitor the work of 18 Specialist Teachers in nine Lead Schools, working with their local Hub schools (45 schools in total) as well as with a wider network of a further 90 schools linked to the Hubs. Working with a network of language education researchers (at the Universities of Newcastle, Oxford, Reading, York) and expert teachers and teacher trainers, the Centre will deliver a substantial programme of research-informed professional development, resource creation, and workshops. The Centre will run for two years in the first instance, with a possible extension from the DfE for a further two years, and possibly more.

We seek to appoint an outstanding Teacher Educator with a proven track record of highly effective CPD in Modern Foreign Languages teaching, such as in-school work with languages teachers and/or senior leadership teams. With an excellent understanding of classroom languages teaching in England, the post holder will have a clear commitment to research-informed pedagogy and curriculum development work, and understanding of (or, ideally, direct experience of undertaking) research to evaluate its impact. The post-holder will actively engage with a rigorous, theoretically-driven research evidence base, in order to create and provide CPD that delivers the recommendations of the Review of MFL Pedagogy. The post-holder’s activities will focus particularly on the teaching of grammar, vocabulary, and phonics, though not exclusively.

Working closely with the Co-Director (Dr Rachel Hawkes), Director (Prof Emma Marsden), and the Centre Manager, the person appointed will be a key part of the Centre’s senior management team, playing a pivotal role in the development and implementation of the Centre’s work. The post holder will manage and take a leading role in the research-informed training of the Lead School Specialist Teachers, supporting and monitoring their work in the Hubs. Given the extensive travelling that will be required, there will be the possibility of working remotely, to be arranged at the discretion of the Director and Co-Director.
Main purpose of the role

- The purpose of the role is to make a major contribution to the Centre for Excellence’s research-informed professional development programme. The teacher educator will do the following:
  - Plan, with guidance and in close collaboration with the Centre’s experts, a substantial programme of research-informed professional development, including residential events and workshops.
  - Create and co-ordinate the creation of professional development materials for Centre and Hub training events, focusing mainly on vocabulary, grammar, and phonics, and using the research of the Centre’s experts to inform the design of the materials.
  - Co-ordinate and lead a series of ‘Teacher Research Group’ meetings in the Lead Schools, engaging with summaries of research and activities that draw on the ideas and findings in the research on effective teaching of vocabulary, grammar, and phonics.
  - Deliver, in conjunction with other subject experts, training in research-informed pedagogy and curriculum development to the 18 Specialist Teachers from the Lead Schools.
  - Provide expert advice and guidance to the Specialist Teachers in their work in the Hubs, focussing particularly on vocabulary, grammar, and phonics.
  - Contribute to the monitoring of progress in the Hubs.
  - As part of the Centre SMT, extend and embed the reach of the Centre’s professional development programme to the wider group of 90 schools, as appropriate.

Key responsibilities

The role holder will undertake some or all of the tasks and assume some or all of the responsibilities below:

- Understand and actively engage with the research underpinning the recommendations in the Review of MFL Pedagogy, particularly in relation to the learning and teaching of vocabulary, grammar, and phonics.
- Work collaboratively and independently to plan the Centre’s research-informed professional development programme to increase Specialist Teachers’ knowledge and confidence in delivering the recommendations of the Review of MFL Pedagogy.
- Create the research-informed professional development materials for the Centre residential events, workshops, and Teacher Research Groups at the Lead Schools, focussing particularly on vocabulary, grammar, and phonics.
- Develop ideas for training in research-informed pedagogy, curriculum development, advocacy to and training of senior leaders, and languages subject leadership.
- Support and advise Specialist Teachers in their planning of Hub events and workshops.
- Guide Specialist Teachers in their bespoke in-school support in Hub schools, to increase uptake of MFL GCSEs in the network schools and to increase teacher confidence in delivering the report’s recommendations.
- Provide feedback for Specialist Teachers on their professional development resources.
- Review and provide pedagogical commentaries, where appropriate, on videoed lesson extracts produced by Specialist Teachers with their Hubs.
- Liaise with the Centre’s experts to ensure coherence across the professional development programme, drawing on their research expertise to inform the CPD and resources.
- Collaborate with academics in the Centre to ensure synergy between the CPD, resources, and the digital game being developed in the Centre (Gaming Grammar).
- Work closely with the Resource Developer and researchers in the Centre to secure maximal synergy.

JOB DESCRIPTION

At a glance

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<th>Grade 7—£39,609-£48,677 a year</th>
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<td>Hours of work</td>
<td>Full-time—37 hours a week</td>
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<tr>
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between Centre training, the teaching resources, and the principles underpinning the MFL Pedagogy Review.

- Write or contribute to publications or disseminate the Centre’s work, as appropriate.
- Make presentations at conferences or exhibit work at other appropriate events.
- Attend Centre meetings as required and undertake appropriate managerial and administrative tasks to support and develop the work of the Centre.
- Develop and initiate collaborative working internally and externally, and foster internal and external networks in order to advance the Centre’s work and exploit opportunities for collaboration.
## PERSON SPECIFICATION

### Qualifications

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<tr>
<th>Essential / Desirable</th>
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<tbody>
<tr>
<td><strong>First degree in modern foreign languages, preferably with expertise in two of French, German or Spanish.</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Teaching qualification, e.g. Postgraduate Certificate in Education (PGCE)</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Higher degree (e.g. Masters or PhD) in languages education or related area, or equivalent experience</strong></td>
<td>Desirable</td>
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<tr>
<td><strong>A level or equivalent in any of the three languages (French, German or Spanish) not taken at degree level</strong></td>
<td>Desirable</td>
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### Knowledge

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<tr>
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<tbody>
<tr>
<td><strong>In depth knowledge of language teacher education and professional development to be able to lead on research-informed pedagogy and curriculum development</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Thorough knowledge of primary and secondary languages curricula in the UK</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Detailed understanding of recent developments and issues of current concern to teachers and policymakers</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Understanding of the Review of MFL Pedagogy and the research and principles underpinning its recommendations</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Understanding of the importance of a body of knowledge and practice of vocabulary, grammar, and phonics for successful classroom foreign language learning</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Expertise in the creation of high quality research-informed CPD and curriculum resources</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Knowledge of a range of research techniques and methodologies</strong></td>
<td>Desirable</td>
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<tr>
<td><strong>Well-developed ICT knowledge for both classroom pedagogy and resource creation</strong></td>
<td>Desirable</td>
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### Skills, abilities and competencies

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<tr>
<td><strong>Proven ability to convincingly engage teacher audiences with a wide range of backgrounds, experience and</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Ability to interpret key findings from theoretically-driven research</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Highly developed communication skills, both orally and in writing, using a range of media</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Ability to design, deliver and evaluate research-informed teacher professional development</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Ability to lead identified parts of a large project</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Ability to supervise the work of others, for example in teams or projects</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Ability to develop objectives, projects and proposals for own and joint research projects</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Competency to conduct individual and collaborative projects</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Able to manage own time effectively and deliver outputs to strict deadlines</strong></td>
<td>Essential</td>
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<tr>
<td><strong>Competency to make presentations at national conferences or exhibit work in other appropriate events</strong></td>
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<tr>
<td>Extensive secondary classroom languages teaching experience</td>
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<tr>
<td>Involvement in languages education beyond the classroom, e.g. work at a University or equivalent, publishing experience, examining experience, delivery of CPD courses</td>
<td>Essential</td>
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<tr>
<td>Evidenced positive impact on secondary languages teaching and learning, e.g. work as a Specialist Leader of Education or Advanced Skills Teacher in schools</td>
<td>Essential</td>
</tr>
<tr>
<td>Experience of writing language teacher professional development materials for use by others</td>
<td>Essential</td>
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<tr>
<td>Experience of working on projects requiring collaboration with several stakeholders, involving a geographical spread</td>
<td>Essential</td>
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<tr>
<td>Active in a national organisation or network in the field of languages teaching (e.g. The Association for Language Learning)</td>
<td>Desirable</td>
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<tr>
<td>Evidenced active participation in the leading of projects, including pedagogy and curriculum development projects or research projects</td>
<td>Essential</td>
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<tr>
<td>Successful management of projects including supervision of the work of others and providing expert advice and guidance to teams</td>
<td>Essential</td>
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<tr>
<td>Experience of engaging with high quality, theoretically informed research</td>
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### Personal attributes

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<tr>
<td>Willingness to be open to new knowledge, to learn, and to change</td>
<td>Essential</td>
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<tr>
<td>Perseverance to understand new, complex concepts</td>
<td>Essential</td>
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<tr>
<td>Attention to detail and commitment to high quality</td>
<td>Essential</td>
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<tr>
<td>Collaborative ethos</td>
<td>Essential</td>
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<tr>
<td>Commitment to undertaking work that has an impact in the classroom</td>
<td>Essential</td>
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<tr>
<td>Positive attitude to colleagues and students</td>
<td>Essential</td>
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<td>Willingness to work proactively with colleagues in other work areas/institutions</td>
<td>Essential</td>
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<tr>
<td>Ability to plan and prioritise own work in order to meet deadlines</td>
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<tr>
<td>Commitment to personal development and updating of knowledge and skills both for themselves and the</td>
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THE DEPARTMENT

The Department of Education

The Department of Education at the University of York is widely recognised in the UK and beyond as a leader in the field of education with a national and international reputation for the excellence of our degree programmes, research, and curriculum developments. Consistently ranked in the top ten Education departments in the country, our world leading research activity focuses on language education, science education, psychology in education and education and social justice.

The new Centre for Excellence for Modern Foreign Language pedagogy will be based in the Department of Education at the University, and affiliated to the Centre for Research in Language Learning and Use (CReLLU), one of the department’s four research centres.

The Centre for Excellence will comprise a Senior Management Team, including its Director, Co-Director, Manager, and the Professional Development Provider. The main activities within the Centre will be (1) to develop, enrich, and disseminate research-informed pedagogic knowledge and resources, (2) monitor and evaluate the Centre and its network schools’ performance against the Key Performance Indicators (KPIs), as specified in the DfE’s Invitation to Tender. The KPIs focus on increasing teacher capacity and confidence in delivering the recommendations of the Review of MFL Pedagogy published by the Teaching School’s Council in 2016, and increasing pupil uptake of MFL at GCSE.

Further information about the Department can be found at www.york.ac.uk/education/
THE UNIVERSITY

Founded on principles of excellence, equality and opportunity for all, the University of York opened in 1963 with just 230 students. In 2018 it is the home of more than 17,000 students across more than 30 academic departments and research centres. Since opening over fifty years ago, we have become one of the world’s leading universities and a member of the prestigious Russell Group.

We are consistently recognised as one of the leading Higher Education Institutes and are ranked 16th in the Times & Sunday Times league table (2017). The University of York has won six Times Higher Education (THE) Awards and five Queen’s Anniversary Prizes.

The University is proud of its association with Athena SWAN, holding 12 awards in support of gender equality, representation and success for all, with gold awards for Chemistry and Biology and a University-wide bronze award.

Of 154 universities that took part in the Research Excellence Framework (REF) in 2014, The University of York ranked 14th overall and 10th for the impact of our research. The University is consistently in the top ten UK research universities and attracts over £60m a year of funding from research alone.

Our vision is to make the University of York a world leader in the creation of knowledge through fundamental and applied research, the sharing of knowledge by teaching students from varied backgrounds and the application of knowledge for the health, prosperity and well-being of people and society.

A place where we can ALL be ourselves #EqualityatYork
Attractive workplace

Centred around the picturesque village of Heslington on the edge of the city of York, our colleges are set in an attractive landscaped campus. York enjoys a safe, friendly atmosphere with facilities including bars, shops, theatres and concert halls all within easy walking distance.

The University has undergone an unprecedented period of expansion and renewal since 2000. We have invested in twenty new buildings on the original campus and have completed the first and second phases of a £750m campus expansion. Our investment in new colleges, teaching and learning spaces, laboratories, research facilities and a new sports village mean there has never been a better time to join us.

During this period of change we’ve worked hard to retain our friendly, informal and collegiate atmosphere, which is important to our core values of inclusivity and interdisciplinarity.

We have a thriving international community and are committed to providing staff moving to York with as much support as possible through our Relocation Package and Welcome Officers.

The University is committed to promoting a diverse and inclusive community - a place where we can all be ourselves and succeed on merit. We offer a range of family friendly, inclusive employment policies, flexible working arrangements, staff engagement forums, campus facilities and services to support staff from different backgrounds.

For further information please visit our employee benefit pages.
The City of York

 Internationally acclaimed for its rich heritage and historic architecture, York’s bustling streets are filled with visitors from all over the world. Within its medieval walls you will find the iconic gothic Minster, Clifford’s Tower and the Shambles - just a few of the many attractions.

 But York isn’t just a great place to visit - it’s also a great place to live and work. While nourishing a vibrant cosmopolitan atmosphere, York still maintains the friendly sense of community unique to a small city.

 Visit [www.visityork.org](http://www.visityork.org) for more information on the city of York.

 Shopping, culture and entertainment

 York boasts specialist and unique boutiques but also all the high street stores on its busy shopping streets. Alongside them you will find cinemas, theatres, an opera house, art galleries, a vast range of restaurants, live music venues and clubs. York is particularly renowned for its multitude of pubs and bars, from the modern to the medieval.

 Housing and schools

 Whether you choose to live close to the city, in one of the surrounding villages or further afield, you will find a wide range of housing within comfortable distance of York and the University. For families, the area has a range of excellent schools both in the state and independent sector.

 Great location

 York is one of Britain’s best-connected cities. Halfway between London and Edinburgh on the East Coast mainline, on intercity trains you can reach London King’s Cross in less than two hours and Edinburgh in two and a half hours. York is also well served by road links, and it is easily accessible from the A1, M1 and the M62.

 For those travelling from overseas, Manchester Airport is two hours away and Heathrow Airport just three and a half. Flights from nearby Leeds Bradford Airport provide easy access to mainland Europe. By Eurostar from London St Pancras, Paris is just over six hours away.

 Yorkshire

 The Lonely Planet guide recently declared Yorkshire the third best region in the world to visit. There is something to cater to every taste, whether it be the rugged landscapes of the Moors or the Dales, the picturesque seaside towns of Scarborough and Robin Hoods Bay, the gothic architecture of Whitby or the vibrancy of cosmopolitan Leeds.
Apply online

- Go to https://jobs.york.ac.uk
- Find this job using reference 7137
- Complete the online application form

You will need to submit your completed application by midnight (local UK time) on 19 November 2018

What will I need?

We will ask you for details of:

- your employment history
- relevant qualifications
- two referees

You need to be ready to show us how you meet the requirements of the job, either in a written statement and / or by answering questions.

Help and assistance

Direct any informal queries to Professor Emma Marsden, Centre Director (Tel: 01904 323335 / Email: emma.marsden@york.ac.uk)

If you have any questions about your application, contact the HR Services team:

recruitment@york.ac.uk
+44 (0)1904 324835