Resource Developer
(Research Informed Materials Creator)
Centre for Excellence for Modern Foreign Languages Pedagogy,
Department of Education

Closing date: 3 December 2018
Interview date: 19 December 2018
Vacancy reference: 7163
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 pedagogy, curriculum design, and resources, leading to higher take up and greater success at GCSE, in line with the Review of MFL Pedagogy published by the Teaching School’s Council in 2016.

Initially, 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. The Centre will deliver a substantial programme of research-informed professional development, resource creation, and workshops, running for two years in the first instance, with a possible extension from the DfE for a further two years.

We seek to appoint a talented, knowledgeable, experienced, and creative research-informed Resources Developer. The person appointed will make a major contribution to the Centre’s production of research-informed curriculum materials, for use in the nine lead schools, the hubs, and wider networks of schools. A major undertaking will be contributing to the creation of the Centre’s user-friendly, searchable resource database, which will be openly accessible. The post-holder will be expected to: build on the principles and examples provided by the Centre’s experts in order to create extensive sets of materials and resources that are aligned with the Review of MFL Pedagogy, particularly in the areas of vocabulary, grammar, and phonics teaching; co-ordinate the contributions of others to resource creation (such as illustrators, translators, and technical aspects of audio/video creation) create engaging CPD resources and activities around thematic clusters of summaries of research hosted on OASIS and contribute materials to OASIS; adapt materials (e.g. on IRIS) to make them accessible and useful to teachers’ activities in the network; work with teachers and teacher educators to improve and monitor take-up of the resources and engagement with them.

The post would suit an innovative languages graduate or postgraduate, with an established track record of experience in research related to second language learning and pedagogy or high-quality, research-informed classroom teaching. We are primarily seeking someone with a flair for and experience in resource creation, with previously published (publicly available or demonstrably used by teachers/teacher educators) research-informed resources an advantage. An excellent understanding of research-informed pedagogy and curriculum design is essential, as are secure IT skills and the willingness to develop further technical and digital literacy, as required.
Main purpose of the role

- The person appointed will make a major contribution to the Centre’s work, leading on the production of research-informed curriculum materials. In particular, the post holder will:
  - Develop resources, building on sample ideas and principles provided by Centre experts and specialist teachers
  - Co-ordinate and contribute to the development of professional-quality versions of resources in French, German and Spanish
  - Work with teachers, teacher educators, and academics to co-ordinate and quality assure the development of a large number of resources that align with the Review of MFL Pedagogy and are useful for teachers working with a range of types and levels of pupils.
  - Monitor and evaluate the uptake of, engagement with, and attitudes towards the resources among teachers
  - Provide quarterly reports about resource usage among teachers to the Centre’s directors with plans of action to improve uptake.
  - Edit or write (with some guidance from the Centre experts, other academics in the OASIS network, or the original authors of the research), teacher-friendly summaries of high quality, international peer-reviewed journal publications, which will be hosted on OASIS
  - Create professional development activities around the summaries of research, closely linking the research to reflection about principles for classroom pedagogy and related materials and classroom techniques.

Key responsibilities

(Role holders will be required to undertake some or all of the duties below)

- The role holder will undertake some or all of the tasks and assume some or all of the responsibilities below:
  - Populate and develop the Centre resource database, working in partnership with the digital team at the Centre and the Centre’s experts and Specialist Teachers in Lead Schools.
  - Develop research-informed curriculum resources by extending and enriching the sample ideas and principles provided by Centre experts and lead school specialist teachers.
  - Co-ordinate and assist/play a key role in the creation of professional quality, ‘school-ready’ versions of resources in French, German and Spanish.
  - Make explicit the alignment between a digital game (known as ‘Gaming Grammar’, being further developed as part of the Centre’s activities) and an existing set of vocabulary, speaking, and writing materials (that have already been created to accompany the game), by drafting a teacher-friendly scheme of work that clearly maps the alignment and progression between the Game and these additional materials.
JOB DESCRIPTION

- Co-ordinate the use of external support services, such as illustrators, audio-recording services, translators, native speakers, sourcing freely available pictures and resources wherever possible
- Oversee the creation of sound and video recordings to materials, including clear and accurate transcripts and answer sheets
- Revise and extend a series of existing Processing Instruction (listening and reading grammar) materials, adapting them for KS3 and KS4 learners
- Develop draft schemes of work, focusing on vocabulary, grammar, and phonics, for other Centre senior team members to comment on and edit
- In collaboration with members of the CoE team, create or edit frequency-based lists for vocabulary, using established, research-based sources
- Align the full range of resources developed, working closely with the Teacher Educator and other members of the CoE team, to secure maximal synergy between Centre training and teacher resources and between Centre resources and GCSE specifications
- Help to manage the resource budget, with oversight from the senior management team
- Develop and co-ordinate the development of short video clips to demonstrate classroom practice or pedagogy issues that are the focus of CPD events and align with the MFL Pedagogy Review, liaising with the Centre experts and Specialist Teachers in the Lead Schools.
- Understand, edit, or write teacher-friendly OASIS summaries of high-quality international peer-reviewed research and generate accompanying resources for CPD that relate to the recommendations in the MFL Pedagogy Review.
- Adapt research materials on IRIS to make them accessible and useful to teachers for the activities in the network (such as those planned for the Teacher Research Groups) and ensure that the materials align with the MFL Pedagogy Review, working closely with the Centre experts and Specialist Teachers in the Lead Schools.
- Provide support, where necessary, to Centre and teachers to work with the Classroom Video Observation software (used for recording and commenting on network school lessons)
- Attend Centre meetings as required and undertake appropriate managerial and administrative tasks to support and develop the work of the Centre.
## PERSON SPECIFICATION

### Qualifications

**Essential**

- A first degree in a language related subject, preferably including some component of French, German, or Spanish
- Teaching or research qualification, e.g. Postgraduate Certificate in Education (PGCE), Masters, PhD, in languages education or related area, or equivalent experience
- Research qualification in applied linguistics / language learning and teaching (Masters or PhD)
- A level or equivalent in any of the three languages (French, German or Spanish) that have not been taken at degree level

**Desirable**

- Knowledge of a range of pedagogy techniques to enthuse and engage school pupils
- Understanding of recent developments and issues of current concern to teachers and policymakers

### Knowledge

**Essential**

- Sound knowledge of (or desire and willingness to become familiar with) primary and secondary languages curricula in the UK
- Demonstrable ability to innovate in the development of research-informed teaching materials
- Demonstrable expertise in the creation of professional quality (i.e., classroom-ready) research-informed resources
- Knowledge of a range of pedagogy techniques to enthuse and engage school pupils
- Highly-developed ICT knowledge for both classroom pedagogy and resource creation
- Sound knowledge of research underpinning subject knowledge and pedagogical application
- Understanding of recent developments and issues of current concern to teachers and policymakers

**Desirable**

- Knowledge of research underpinning subject knowledge and pedagogical application

### Skills, abilities and competencies

**Essential**

- Ability to design and develop innovative research-informed language teaching resources, aligned with ideas and examples provided by Centre experts.
- IT literacy, and the willingness to further develop own technical and digital literacy
- Ability to present specialist material in a logical, coherent and engaging format for all stakeholders
- Ability to foster positive collaborative relationships with a range of groups involved in the Centre, including the Centre senior management team, the technical team, external service providers, subject experts and specialist teachers
- Highly developed communication skills to engage effectively with a wide ranging audience, both orally and in writing, using a range of media
- Ability to learn new knowledge relating to language learning and teaching, e.g., by reading and understanding research
- Ability to lead the monitoring and evaluation of uptake and engagement with the resources
- Able to manage own time effectively and deliver outputs to strict deadlines
- Ability to provide regular, informative and accurate reports
PERSON SPECIFICATION

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<th>Experience</th>
<th>Essential / Desirable</th>
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<tr>
<td>Languages teaching experience (this may include experience outside mainstream UK 11-18 schools)</td>
<td>Essential</td>
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<td>Experience of developing research-informed pedagogy materials for use by others</td>
<td>Essential</td>
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<td>Experience of developing research-informed professional resources</td>
<td>Essential</td>
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<td>Experience of leading formal or informal Quality Assurance processes to evaluate resources written by others</td>
<td>Desirable</td>
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<td>Experience of working on projects requiring collaboration with several stakeholders, involving a geographical spread</td>
<td>Essential</td>
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<td>Successful management of projects including supervision of the work of others and providing expert advice and guidance to teams</td>
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<td>Involvement in languages education beyond the classroom, e.g. work at a University or equivalent, publishing experience</td>
<td>Desirable</td>
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<td>Active in a regional or national organisation or network in the field of languages teaching (e.g. The Association for Language Learning, NALDIC)</td>
<td>Desirable</td>
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<td>Experience of monitoring and evaluation of use of resources and engagement with training</td>
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<th>Personal attributes</th>
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<tr>
<td>Enthusiasm</td>
<td>Essential</td>
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<td>Attention to detail and commitment to high quality</td>
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<td>Displays creativity, initiative and judgement in approaches to resource development, oversight and quality assurance</td>
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<td>Collaborative ethos</td>
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<td>Positive attitude to colleagues and students</td>
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<td>Willingness to work proactively with colleagues in other work areas/institutions</td>
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<td>Ability to plan and prioritise own work in order to meet deadlines</td>
<td>Essential</td>
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<td>Commitment to personal development and updating of knowledge and skills</td>
<td>Essential</td>
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<td>Flexibility</td>
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THE DEPARTMENT

The Centre for Excellence for Modern Foreign Languages Pedagogy

The Centre for Excellence will comprise a Senior Management Team, including its Director, Co-Director, Manager, and Professional Development Provider/Teacher Educator. 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. These include increasing teacher capacity to 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.

The Department of Education

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

The Department of Education, one of the six founding departments of the University of York, has undergone significant growth in the last six years, and currently has 51 academic and teaching staff, numerous researchers and visiting fellows and 14 support staff. It registers over 700 students per annum, with approximately two-thirds at postgraduate level. The Department now has one of the largest graduate schools of education in the UK.

The Department was ranked in the top ten of Education departments in the country for the proportion of 4* world leading research and was rated in the top ten for the impact of its 3* and 4* research in the Research Exercise Framework 2014. The Department also routinely achieves a high level of external recognition for its teaching.

In 2014 the Department became one of only 17 departments in the country to have achieved Bronze level in Equality Challenge Unit’s trial gender equality charter mark, designed to address gender imbalance and underrepresentation in the arts, humanities and social sciences in higher education.

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.
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](https://jobs.york.ac.uk)
- Find this job using reference 7163
- Complete the online application form

You will need to submit your completed application by midnight (local UK time) on 3 December 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 on email (emma.marsden@york.ac.uk) or telephone (+44 (0)1904 323335)

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

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