Resource Developer
(research-informed materials creator for the National Centre for Excellence for Language Pedagogy)

Department: Education
Hours of work: Up to Full-time (37 hours a week), minimum of 0.4 FTE (14.8 hours a week)
Contract type: Fixed term up to 2 Dec 2021
Available as a job share/part-time from 23 November 2020
Salary: £32,817-£40,322 a year (pro-rated for part-time working) / Grade 6
Introduction

Resource Developer (research-informed materials creator for the National Centre for Excellence for Language Pedagogy)

The Department for Education funded National Centre for Excellence for Language Pedagogy (NCELP) aims to ensure that foreign language pedagogy, curriculum design, and resources in secondary schools are informed by research and are in line with the Review of MFL Pedagogy published by the Teaching School’s Council in 2016. The Centre for Excellence is delivering a substantial programme of research-informed professional development, resource creation, and workshops. The Centre started in December 2018 and is now funded until December 2021, with a possible extension from the DfE for one to three years. Currently, the Centre supports 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. NCELP also makes all resources freely available to all via this Resources Portal.

We seek to appoint a knowledgeable and creative research-informed Resources Developer (or, if part time, more than one). The person (or people) appointed will make a major contribution to the Centre’s work and will be engaged in the production of research-informed teaching and testing materials that will be made freely and openly available on the NCELP Resources Portal. The post-holder(s) will be expected to: build on the principles and examples provided by the Centre’s experts in order to create sets of materials and resources that are aligned with the Review of MFL Pedagogy; create engaging resources and activities informed by clusters of summaries of research hosted on OASIS; adapt research materials (e.g., held on IRIS) to make them accessible and useful to teachers’ activities; work with feedback from various sources to help ensure take-up of the resources and engagement with them.

The post will suit innovative languages or applied linguistics graduates or postgraduates, with experience in research into second language learning and pedagogy and/or with experience of high-quality, research-informed classroom teaching. We are primarily seeking someone with a flair for and/or experience in materials and test/stimuli creation. An excellent understanding of and willingness to learn about research-informed pedagogy and curriculum design are essential, as are secure IT skills, especially powerpoint, 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:

- Create and co-ordinate the development of high-quality classroom-ready resources for learners of French, German or Spanish in secondary schools, drawing on and aligning with examples and principles provided by the researchers and expert teachers working with the Centre
- Ensure materials align with the Review of MFL Pedagogy and are useful for teachers working with a range of types of pupils.
• Edit or write teacher-friendly summaries of high quality, international peer-reviewed journal publications, which will be hosted on OASIS
• Adapt research materials held on IRIS to make them accessible and useful to teachers
• Collaborate with and/or co-ordinate the work of external support services, such as: illustrators; native speakers, for creating audio-recordings and/or checking resources; resource creation assistants.
• Develop and maintain a range of documentation to support curriculum design and assessment, including schemes of work, frequency-based vocabulary lists, and tests

**Key responsibilities**

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

• Develop research-informed, high quality, ‘school-ready’ teaching resources for learners of French, German or Spanish in secondary schools, by extending and enriching the examples and principles provided by Centre experts and Specialist Teachers
• Upload resources to the Centre’s database of resources (the NCELP Resource Portal).
• Help to co-ordinate the use of external support services, such as: illustrators; native speakers (for making audio-recordings or checking resources); assistants
• Source freely available pictures and resources wherever possible and keep in mind copyright issues
• 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 (aged 11-16).
• Develop draft schemes of work, focussing on vocabulary, grammar, and phonics, for other Centre senior team members to comment on and edit
• In collaboration with members of the NCELP team, create or edit frequency-based lists for vocabulary, using established, research-based sources
• 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’ activities in the network.
• 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)
• Maintain excellent levels of communication and collegiality with other resource developers to ensure parity, wherever possible, across the resources across the three languages.
• Attend Centre meetings as required and undertake appropriate managerial and administrative tasks to support and develop the work of the Centre
**Person specification**

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<th>Qualifications</th>
<th>Essential / Desirable</th>
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<tr>
<td>A first degree in French, German or Spanish</td>
<td>Essential</td>
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<td>Teaching or research qualification, e.g. Postgraduate Certificate in Education (PGCE), Masters, or PhD; in languages education or related area such as applied (psycho)linguistics, or equivalent experience</td>
<td>Essential</td>
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<tr>
<td>Research qualification in applied linguistics / language learning and teaching (Masters or PhD)</td>
<td>Desirable</td>
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<td>A level or equivalent in a language (French, German or Spanish) not taken at degree level</td>
<td>Desirable</td>
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**Knowledge**

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<td>Sound knowledge of (or desire and willingness to become familiar with) secondary languages curricula in the UK</td>
<td>Essential</td>
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<td>Demonstrable ability to follow existing NCELP models and also innovate in the development of research-informed teaching materials</td>
<td>Essential</td>
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<td>Substantial expertise in the creation of high quality research-informed resources</td>
<td>Essential</td>
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<td>Knowledge of a range of pedagogy techniques to enthuse and engage school pupils</td>
<td>Essential</td>
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<td>Highly-developed ICT knowledge for both classroom pedagogy and resource creation, especially Microsoft Office Powerpoint</td>
<td>Essential</td>
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<td>Sound knowledge of research underpinning subject knowledge and pedagogical application</td>
<td>Desirable</td>
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<td>Understanding of recent developments and issues of current concern to teachers and policymakers</td>
<td>Desirable</td>
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**Skills, abilities and competencies**

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<th>Essential / Desirable</th>
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<td>Ability to design and develop innovative research-informed language teaching resources that are very closely aligned with ideas and examples provided by Centre experts.</td>
<td>Essential</td>
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<td>IT literacy, especially in the use of Microsoft Office Powerpoint, and the willingness to further develop own technical and digital literacy</td>
<td>Essential</td>
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<td>Ability to present specialist material in a logical, coherent and engaging format for all stakeholders</td>
<td>Essential</td>
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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.  

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  

**Experience**  

Classroom teaching experience, teaching a language  

Experience of writing research-informed pedagogy materials for use by others  

Experience of authoring published research-informed professional resources  

Experience of leading Quality Assurance processes to review resources written by others  

Involvement in languages education beyond the classroom, e.g. work at a University or equivalent, publishing experience  

Experience of monitoring and evaluation of use of resources  

**Personal attributes**  

Enthusiasm  

Attention to detail and commitment to high quality  

Displays creativity, initiative and judgement in approaches to resource development, oversight and quality assurance, to ensure alignment with NCELP materials and approaches  

Collaborative ethos  

Ability to plan and prioritise own work in order to meet deadlines  

Ability to make accurate estimates of how long tasks will take  

Commitment to personal development and updating of knowledge and skills  

Flexibility