



Call for expressions of interest

Schools Adviser for Language Futures

The Association for Language Learning (ALL) is seeking to appoint an experienced adviser/consultant with expertise in language teaching in secondary schools in the UK, to advise and support in the development of an innovative and highly engaging way of learning languages in school settings.

Language Futures has recently been transferred to ALL from the Paul Hamlyn Foundation through a grant funded arrangement.

Applicants should have an in-depth understanding of language learning pedagogies, be a qualified languages teacher with teaching experience in UK secondary schools, have excellent facilitation and communication skills and experience of advising or coaching others and/or supporting staff development in a school context.

The successful candidate will be appointed on a consultancy contract from 1st September 2015 to the end of the 2016/2017 academic year. The anticipated commitment from the appointed advisor is expected to be around 22 days per year. This role is remunerated at a rate of £450 per day.

This consultancy role is expected to be home-based with travel to schools and partners across England, as required. There will be a requirement to travel to ALL's Leicester office as required, and to meet with partners in London.

Potential applicants wishing to find out more should contact ALL's Director, Rachel Middleton, at rachelm@all-languages.org.uk or on 0116 2297603. General background information about the approach which underpins Language Futures can be found [here](#).

To apply for this role please write to us, specifying your relevant experience, skills and professional involvement in work relating to language learning and in an advisory or consultancy capacity (up to 2 pages). Additionally please submit a detailed CV. Please provide the names and contact details of two professional colleagues who can attest to your suitability for the role.

This information should be submitted to Rachel Middleton at rachelm@all-languages.org.uk by **Friday 3 July 2015**. Shortlisted applicants will then be invited to an interview during the **week beginning Monday 13 July 2015**.

Background to Language Futures

Language Futures originated as part of a wider Paul Hamlyn Foundation Special Initiative, 'Learning Futures,' delivered in partnership with the Innovation Unit. It was developed by Linton Village College, a co-educational comprehensive school in Cambridgeshire, as a prototype for a very different model of language learning – potentially offering a paradigm shift in pedagogy in the same way that the Paul Hamlyn Foundation already achieved for music education in schools (www.musicalfutures.org).

In summer 2015 the Language Futures initiative was transferred to the Association for Language Learning (ALL) with legacy grant funding from the Paul Hamlyn Foundation for the 2015/2016 and 2016/2017 academic years.

ALL has made a commitment, alongside partners Whole Education and the British Council, to oversee the further development of the Language Futures Programme. There will be five key thrusts to the new programme throughout the funded period:

- support for schools who are already using or wishing to adopt Language Futures as an approach to language learning **in curriculum time**
- support for schools wishing to pursue Language Futures **as an after school model,**
- development of resources, case studies and best practice guidance for use across both curriculum models
- developing an engaging online forum for teachers to foster discussion and share ideas about the Language Futures approach
- fostering links with partner schools overseas

Additionally, ALL has also committed to conducting a rigorous research exercise which will evaluate impact of the Language Futures approach on learner autonomy, engagement and motivation and language learning provision. It will evaluate how Language Futures fits into school's strategic approaches to learning and how the programme is delivered. Importantly, it will also evaluate the impact of the approach on learners' achievement.

What is different about Language Futures?

The Language Futures approach is not designed to 'teach' a language, but to equip students to be autonomous and informed language learners – to create a community of language learners supported by a school, home and the wider community. Students' learning is enabled through online learning, family support and mentoring, with the class teacher acting as a facilitator of language learning rather than a teacher of a specific language.

There are 5 core features which underpin the Language Futures approach:

- Student choice and agency
- Teacher as designer and facilitator
- School as base camp
- Project-based learning
- Building a learning community

[More information on these 5 core features](#)

The Language Futures approach is versatile. It can draw upon the expertise of native speakers who form part of the school community, as well as a partner school overseas. It can be adapted for various curriculum contexts:

- as a first language choice
- as a second language choice (with the possibility of developing home language skills if this is a preferred option)
- as a means of introducing more engaging teaching and learning approaches (e.g. using staff and parents as language mentors)

[More information on the adaptability of the model](#)

Role Description - Language Futures Schools Adviser

We aim to recruit a consultant who will be excited about developing a highly engaging way of learning languages in school settings:

The Language Futures Schools Adviser role will be:

- to advise, support and challenge schools as they develop the *Language Futures* pedagogical approach in curriculum time and as after school clubs
- to facilitate effective collaborative working and shared learning across schools implementing the *Language Futures* approach
- to build a cohort of schools and/or practitioners who will test the *Language Futures* approach and help to problem-solve the challenges arising
- to build a wider 'community of interest' in order to raise the profile of, and interest in the initiative
- to report regularly to the Language Futures Project Manager on progress and issues arising
- to work collaboratively with *Language Futures* partners and administrators to ensure consistency of advice and practice across models
- to work collaboratively with the Language Futures Education Researcher to advise schools on how to capture and collect qualitative and quantitative feedback to develop the research strand of the *Language Futures* initiative
- to support the Language Futures Project Manager, so that *Language Futures* practice can be documented, analysed, consolidated and potentially scaled-up throughout the sector.

By way of illustration, this may include:

- Co-designing implementation strategies, events or staff development programmes with staff cohorts
- Co-designing and helping to create tools, case studies and resources with schools that could be used by other schools wishing to replicate or develop the approach;
- Refining existing resources and best practice guidance to complement the in-curriculum and after-school models of language learning
- Leading occasional events that bring together the 'community of engagement' and support the further development of the *Language Futures* model;
- Speaking at national events to help raise the profile of the programme and grow the community of interest;

- In conjunction with the *Language Futures* Project Manager and Education Researcher, documenting outcomes and insights from the work and contributing to materials (of publishable standard) to transfer learning and practices to the wider sector.

This role will include regular visits to schools who have adopted the Language Futures approach (or have expressed interest), meetings with the Language Futures project team and events with the wider group of Language Futures partners.

The Language Futures Schools Adviser will work across the in-curriculum and after school models. They will report into the Language Futures Project Manager.

Person Specification - Language Futures Schools Adviser

Area	Essential	Desirable
Qualifications	Qualified languages teacher	
Experience	Experience of teaching languages in UK secondary schools	Previous experience of leading/supporting national/regional education initiatives
	An in-depth understanding of language learning pedagogies	Utilising online and social media platforms to facilitate practice sharing and collaborative learning
	Experience of advocating change within education	
	Advising/coaching others/supporting staff development within a school context	Previous experience of acting as a critical friend to develop teachers' practice and pedagogical approaches
	Recent experience of developing and evaluating innovative resources to support language learners	
	Working as a member of a small team; working without direct supervision; managing own workload and responsibilities	
Skills/Abilities	Excellent interpersonal skills with the ability to form constructive working relationships with teachers and school leaders	
	A creative and analytical response to problem-solving	
	Excellent written, verbal and public presentation skills	
	Managing external/media communications to positive effect	
	Strong organisational and planning skills and ability to meet deadlines	
	Flexibility and the ability to respond quickly and appropriately to an evolving programme	
Knowledge	Knowledge of current (schools-related) education policy initiatives	
	Interest in alternative models of pedagogy and 21 st century learning	

Qualities	Commitment to the aims and values of the initiative and the partner organisations	
	Willingness to undertake necessary travel in carrying out responsibilities	