**JOB DESCRIPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title:** | Language Assistant (French) | **Department:** | French |
| **Hours of Work:** | 16 hours per week in the department | | |
| **Responsible To:** | Head of French | **Responsible For:** | N/A |

**Summary of Role:**

To assist the students with their speaking skills and to assist the department with administrative tasks.

**Specific Responsibilities:**

* Prepare and carry out conversation lessons with Years 10, 11, 12 and 13 (in small groups)
* Support Year 7, 8 and 9 classes with their speaking skill
* Help with bilingual students (conversation, cultural knowledge)
* Keep display boards up-to-date (pupils’ work, news items and articles of interest)
* Carry out administration tasks (photocopying, filing, developing resources)
* Bring up-to-date cultural knowledge of French-speaking countries into lessons
* Speak French to students, not English
* Help with extra-curricular activities organised by the department (trips, clubs, Open day)

**Organisation:**

It takes about 2 weeks to set up the assistant’s timetable in September. So, before you start preparing your lessons, you will spend time getting to know the French teachers, the students, the resources available, the exam specifications for GCSE & A Level.

The Head of French will meet with you at the start to go through what you will need to do with the students and for the French department. The Head of French will meet with you regularly to talk about your classes, the content of your lessons and to specify what needs doing in the department.

To start with, get to know the pupils with games and general conversation. This will make them relaxed, establish a nice relationship between you and the students, and give you a chance to see what level they are at in order to prepare your lessons according to their level & needs.

**GENERAL INFORMATION on exam classes:**

**Year 10**: 1st year of GCSE course (girls aged 14-15). No public examination.

**Year 11**: 2nd year of GCSE course (girls aged 15-16). Public examination

**Year 12** called **Lower 6th:** AS Level (girls aged 16-17). No public examination.

**Year 13** called **Upper 6th:** A2 Level (girls aged 17-18). Public examination.

You will concentrate on training the students for the **Speaking examination**.

**GCSE ORAL:** Role-play, photo-card & general conversation on the following topics: myself- family-friends, technology, free-time activities, customs & festivals, home-town-region, social & global issues, travel & tourism, education & work.

**A LEVEL ORAL:** Discussion on a stimulus card (famille, cyber-société, bénévolat, diversité, marginalisation, criminalité, patrimoine français, musique, cinéma, politique, grèves, immigration) + discussion on an Individual Research Project.

**PERSON SPECIFICATION**

|  |  |
| --- | --- |
| **Essential** | **Desirable** |
| **Operational Excellence** |  |
| * Create a happy, challenging and effective learning environment. * Use effective strategies to monitor motivation and progress / Provide feedback in relation to progress and achievement * Have high expectations for all pupils providing clear structures for lessons maintaining pace, motivation and challenge * Provide feedback to pupils in relation to progress and achievement under the guidance * Confident in using ICT for a range of purposes * Support pupils consistently whilst recognising and responding to their individual needs. * Promote the inclusion and acceptance of all pupils. Encourage pupils to interact with others and engage in activities led by the teacher. * Liaise with the head of department and the rest of the teachers, to support achievement and progress of pupils. | * An understanding of the principles of good classroom management. * Promote independence and employ strategies to recognise and reward achievement. * Ability to challenge and support all pupils to do their best. |
| **Teamwork and Communication** |  |
| * Communicate effectively (both orally and in writing). * Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit * Ability to work independently and as part of a team * Acting as a role model and setting high expectations. * Sensitivity to the needs of others * Enthusiasm, commitment and energy. * Good organisational and interpersonal skills. * Openness and willingness to address and discuss relevant issues * Develop good personal relationships within the team. * Ability to work constructively as part of a team. Flexibility. * Establish constructive relationships with pupils and interact with them according to individual needs. | * Ability to motivate others. |
| **Ethos and Whole School Values** |  |
| * Able to operate at the heart of the school community * Committed to the Sacred Heart Values * Commitment to Woldingham as a school with high academic standing providing a holistic education and outstanding pastoral care | * Willingness to contribute to whole school initiatives, and support school improvement programmes * Set challenging and demanding expectations and promote self-esteem and independence |
| **Safeguarding and Pastoral** |  |
| * Committed to safeguarding and promoting the welfare of children and young people. * A satisfactory Enhanced Disclosure from the DBS. | * Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities. * Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes. |

**Terms and Benefits**

* **Start Date:** September 2021
* **Working hours**: This is a part-time role, term time only, although flexibility in these working hours will be required to meet the demands of the role.
* **Salary**: Competitive
* **Lunch:** Complimentary meals, when on duty, in the Dining Room.
* **Parking.** There is free parking on site.
* **Gym and Pool.** There are staff sessions for use of these facilities.
* **EAP.** Employment Assistance Programme