



## JOB DESCRIPTION

<b>Job Title:</b>	French Assistant (residential)	<b>Department:</b>	French & Boarding
<b>Hours of Work:</b>	20 hours per week in the department and 20 hours per week in boarding. <b>Fixed term – August 2024 to early July 2025.</b>		
<b>Responsible To:</b>	Head of Boarding & Head of French	<b>Responsible For:</b>	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 (small groups/one-to-one)
- 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:** 1<sup>st</sup> year of GCSE course (girls aged 14-15). No public examination.

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

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

**Year 13** called **Upper 6<sup>th</sup>**: 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.

## **Boarding**

20 boarding hours per week are spent working across our boarding houses, supporting our residential team on a rota basis. You will be working across different age groups from Year 7 (aged 11) to 13 (aged 18).

## **Weekdays**

Weekday boarding duties could include, but are not limited to:

- Wake up duty - this includes waking up boarders and supervising them at breakfast
- Supervising study sessions
- Providing admin support during the day to a house team
- Supper duty
- Evening duty - this includes supervision with study (homework), snack time, taking in electronics for overnight storage and bedtime routine in the year areas and in the dormitories, as well as any other duties (e.g. administration) which the Head of Year/Housemistress may request.
- Escorts - accompanying students to medical or other appointments.
- Station duty - supporting students arriving to and leaving from school via train on a duty rota.

## **Weekends**

Weekend boarding duties could include, but are not limited to:

- Assist with Friday Fun (activity such as cupcake decorating, craft)
- Supervise study
- Covering breaks in houses
- Assist with admin tasks in the year area
- Run an activity with the girls such as watching movie or going for a walk
- Ensuring the year area is tidy
- Help supervise the year area and be a presence in the year office
- Assist with the regular evening routine, including snacks, electronics and bedtime
- Assist with trips offsite, e.g. ice-skating, shopping

## **Duty at the beginning and end of each term**

Assistants/graduates must return to school on the evening prior to the Staff Conference Days at the start of term in order to participate in meetings and boarding house prep. Assistants/graduates are expected to attend all INSET days with the main staff body during term time.

At the end of each term, assistants/graduates are expected to assist in boarding during the morning and to remain in school until early evening in order to assist residential staff to tidy and clear Year areas.

Assistants/graduates are expected to work a full day in boarding at the start of term to welcome back boarders (day before lessons begin).

## **Time Off**

Time off will be on a rota basis depending on the needs of the French and Boarding departments. Typically, this would be two off duty periods per week.

## **Terms and Benefits**

**Start Date:** Late August 2024

**Working hours:** This is a fixed term, term time only position; however, the Assistant/Graduate is also required to be available to attend INSET days and for periods prior to and at the end of terms. The hours of work during term time are varied and include weekends. The Assistant/Graduate will be entitled to a period off duty each week in term time in addition to school holidays.

**Salary:** £15,000 pa over 11 months.

**Accommodation:** A single room within a shared flat within the School is provided throughout the period of employment, inclusive of all bills. Because this is a girls' Senior School and all accommodation is within the girls' boarding houses, we are required to appoint a female member of staff for this role.

**Pension:** Auto enrolled into the School's pension scheme, which includes life assurance.

**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.

**Fees:** Subject to Governors' discretion, school fee remission may be available for dependants of the job holder attending the school. If not already at the school, any child would have to meet all of the usual entrance requirements.

## PERSON SPECIFICATION

Essential	Desirable
Qualifications	
<ul style="list-style-type: none"> <li>Honours degree or equivalent experience in French or an appropriate related discipline from a recognised university</li> </ul>	<ul style="list-style-type: none"> <li>Work experience within a particular French-related field</li> <li>Boarding experience or previous experience working with children</li> </ul>
Personal Behaviours	
<ul style="list-style-type: none"> <li>Create a happy, challenging and effective learning environment.</li> <li>Use effective strategies to monitor motivation and progress / Provide feedback in relation to progress and achievement</li> <li>Have high expectations for all pupils providing clear structures for lessons maintaining pace, motivation and challenge</li> <li>Provide feedback to pupils in relation to progress and achievement under the guidance</li> <li>Confident in using ICT for a range of purposes</li> <li>Support pupils consistently whilst recognising and responding to their individual needs.</li> <li>Promote the inclusion and acceptance of all pupils. Encourage pupils to interact with others and engage in activities led by the teacher.</li> <li>Liaise with the head of department and the rest of the teachers, to support achievement and progress of pupils</li> <li>An energetic person with considerable stamina who is able to cope with the long hours of work that this post demands.</li> <li>A person who enjoys the company of young people, is relaxed in their company and who is keen to help them with their academic studies and guide them in good habits generally.</li> </ul>	<ul style="list-style-type: none"> <li>An understanding of the principles of good classroom management.</li> <li>Promote independence and employ strategies to recognise and reward achievement.</li> <li>Ability to challenge and support all pupils to do their best.</li> </ul>
Knowledge and Skills	
<ul style="list-style-type: none"> <li>Communicate effectively (both orally and in writing).</li> <li>Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit</li> <li>Ability to work independently and as part of a team</li> <li>Acting as a role model and setting high expectations.</li> <li>Sensitivity to the needs of others</li> <li>Enthusiasm, commitment, and energy.</li> <li>Good organisational and interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to motivate others.</li> </ul>

<ul style="list-style-type: none"> <li>• Openness and willingness to address and discuss relevant issues</li> <li>• Develop good personal relationships within the team.</li> <li>• Ability to work constructively as part of a team. Flexibility.</li> <li>• Establish constructive relationships with pupils and interact with them according to individual needs.</li> </ul>	
<b>Ethos and Whole School Values</b>	
<ul style="list-style-type: none"> <li>• Able to operate at the heart of the school community</li> <li>• Committed to the Sacred Heart Values</li> <li>• Commitment to Woldingham as a school with high academic standing providing a holistic education and outstanding pastoral care</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to contribute to whole school initiatives, and support school improvement programmes</li> <li>• Set challenging and demanding expectations and promote self-esteem and independence</li> </ul>
<b>Safeguarding and Pastoral</b>	
<ul style="list-style-type: none"> <li>• Committed to safeguarding and promoting the welfare of children and young people.</li> <li>• A satisfactory Enhanced Disclosure from the DBS.</li> </ul>	<ul style="list-style-type: none"> <li>• Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.</li> <li>• Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.</li> </ul>