



MONKTON SENIOR SCHOOL FRENCH ASSISTANT – FIXED TERM CONTRACT

RELATIONSHIPS: The post holder will be responsible on a day-to-day basis to the Head of Languages and also to the Deputy Head Pastoral but ultimately to the Principal.

FUNDAMENTAL TASKS: To support the Languages department and prepare pupils for International GCSE and A level examinations in French. Other pastoral and supervision duties will be included.

MAIN RESPONSIBILITIES:

- To help with the preparation and support of pupils for their International GCSE and A level speaking examinations both in small groups (two weekly 40 minute periods) and on an individual basis (two weekly 40 minute periods).
- To encourage and support pupils to develop their oral fluency.
- To help pupils develop their knowledge of Francophone culture.
- To help devise material for conversation class if requested.
- To maintain an attendance register and inform the Head of Languages should there be any absences.
- To monitor individual pupil's progress, achievements and development, record them and report these to teaching staff to inform decisions.
- To run a weekly language clinic.
- To help with the termly Erasmus (Language) Society events.
- To carry out two weekly bed duties (8.30-11.00) and a weekly prep duty (6.30-8.30) in a boarding house.
- To run some Sunday afternoon activities (generally not more than 5 over the year).
- To set a good example to all pupils and set high personal standards.
- To adhere to safeguarding procedures
- To ensure the security of the buildings before leaving.

Note:

The post holder may be reasonably required to perform duties other than those given in the job description for the post and consistent with those required by Graduate Teaching Assistants. The particular duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of the responsibility entailed.



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PERSON SPECIFICATION

	Essential	Desirable
Qualifications		<p>Educated to degree level or equivalent</p> <p>Native speaker with an excellent command of English and of the target language (oral and written).</p>
Experience		<p>Proven success of working with young people.</p> <p>Previous experience of teaching International GCSE and A level students.</p>
Knowledge And Understanding	Equal Opportunities, Health and Safety, SEN and Child Protection.	
Skills	<p>Fluent French speaker.</p> <p>Ability to communicate well and establish firm and consistent boundaries.</p> <p>Good communication skills, including the ability to enthuse, inspire, influence and motivate others.</p>	High level of spoken English (C1 desirable).
Personal Attributes	<p>Warm and caring disposition.</p> <p>Empathy with and positive regard for young people.</p> <p>Flexible, adaptable and able to prioritise; resilient under pressure.</p> <p>A strong team player.</p> <p>Sympathy with School's Christian ethos.</p> <p>A commitment to professional development.</p> <p>Able to work flexible hours.</p>	A desire/commitment to being part of the whole school community.



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TERMS OF EMPLOYMENT

- Salary** The salary will be c. £11,500 per annum. In addition to this you will receive free board and lodging to end of July 2019. Meals will be provided whilst the kitchens are open for School staff. This is our standard Graduate Teaching Assistant package. The salary will normally be reviewed annually in September.
- NB: This post is a fixed term contract for twelve months and ends on 31st August 2019.
- Pension** Monkton provides access to a stakeholder pension scheme as required by law. The School will comply with its obligations under the Government's auto-enrolment scheme at the relevant time. You will be provided with details of the scheme and your right to opt out in due course.
- Holiday** You will be entitled to the usual School holidays as holidays with pay. The mid-term and inter-term holidays of the school shall be such as are specified by the Principal from time to time and except for varying short periods normally after the end and before the beginning of terms the French Assistant shall not be required for duty during these holidays. Public holidays occurring during term time are working days and therefore there will be no entitlement to days in lieu.
- Lunch** See Salary above.
- Notice** This position is subject to a probationary period of one term and during that time there will be a notice period of one working term. After this time your notice period will be one working term.
- Retirement** The normal retirement age for this employment is 65. However, the mechanics for compulsorily retiring employees have now been abolished so employees are required to provide notice in line with their contractual obligations, above, when they wish to retire.
- Security** Monkton Combe School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and Disclosure and Barring Service.



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Safeguarding and Child Protection incl EYFS (Nov 15)

Monkton takes Child Protection very seriously. To this end, all appointments are made subject to satisfactory DBS clearance. The interview will include questions about safeguarding children. Monkton's Child Protection Policy includes the following information:

The framework provided is an ordered, purposeful, happy and caring community. Pupils are encouraged to develop moral discernment. High standards of behaviour are expected and young people are asked to treat others with courtesy and respect. The School sets out to create a secure basis for living in community and to achieve a balance between thoughtfulness towards others and freedom for the individual to develop his or her own personality. Good pastoral care is central to the life of the School, through the Principal/Heads, Houseparents, Tutors, the Chaplain, the Medical Centre Sister and other members of staff.

Specific Objectives

- 1 To foster pupils' educational development through all areas of the curriculum so that their self-esteem is raised, enabling them to acquire skills, attitudes and coping strategies which will help them to make reasoned decisions based upon sound judgement and valid information.
- 2 To provide a variety of opportunities for discussion with their peers and teachers in which the ground rules of confidentiality, tolerance and trust are observed.
- 3 To teach problem-solving techniques, assertiveness skills and respect for themselves and for other people. To encourage them to be responsible members of the school community, who will develop into caring adults with regard to their families and to society.
- 4 To maintain links with parents and representatives of outside agencies.
- 5 To view seriously any instances of bullying and to deal with them effectively.
- 6 To ensure that all members of the school staff understand Child Protection procedures and Prevent duties and are alert to signs of potential or actual abuse in the categories of physical injury, neglect, emotional or sexual abuse.
- 7 To have in place effective reporting and action procedures, as required by the Children Act 1989 (Pupil > Member of Staff > Designated Teacher > Principal/Head > School Medical Officer (where appropriate) > Social Services). These are set out in more detail in the policy 'Child Abuse/Protection' in this section of the Staff Handbook.

The full Child Protection document can be found through URL:

https://docs.google.com/document/d/1FZCg7yFnaQkCqR_CkmG3FgVq99YnQAgs_Svrmt0FR_Ck/edit

If you are unable to access the internet, please request a hard copy.



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Equal Opportunities Policy, including EYFS (Nov 15)

The Equal Opportunities Policy Statement and Policy Statement on Harassment at Work are designed to implement the commitment of the School to Equal Opportunities. It is the responsibility of every employee to ensure his or her own conduct conforms to the expected standards and reflects these Policy Statements.

The aim of the Policies is to encourage harmony and mutual respect between individuals in order to promote good working practices with a view to maximising performance.

If these Policies are not implemented, then valuable talent and potential are wasted. Moreover, when unfair discrimination, harassment, bullying or victimisation take place they bring about a climate of fear, insecurity and poor work performance. As well as being unlawful, this affects morale. The School aims to comply with all relevant UK and European legislation.

Monkton Combe School has been registered as a school with a religious character by the DfES. As such the School is able to advertise for and appoint teaching staff who have specific Evangelical Christian faith that is central to the ethos and tradition of the School. In specific circumstances this authority enables positive discrimination in favour of Evangelical Christians.

It is vital that every employee understands his or her responsibilities. Equal Opportunities are taken very seriously by the School and wilful failure to apply the Policies or evidence of discrimination, harassment, bullying or victimisation will result in disciplinary action which may include dismissal.

The Equal Opportunities Policy Statement

1. The School values the individual contribution of people irrespective of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin. The School is committed to ensuring that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable. This applies in particular but not only in relation to recruitment and selection, promotion, transfer and training opportunities, benefits, terms and conditions of employment, grievance and disciplinary procedures, termination of employment including redundancies, and conduct at work.
2. All employees should be treated equally with dignity and respect. The School will use its best endeavours to provide a working environment free from unlawful discrimination, harassment or victimisation on the grounds of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin, pregnancy or maternity.
3. The School recognises its legal obligations, including those under the Race Relations Act, Sex Discrimination Act, The Equal Pay Act, the Equality Act and the Part Time Workers legislation.
4. The School is designated as a School with a religious character by the DfES. This may be taken into account when recruiting staff when appropriate to do so. Notwithstanding this, the School undertakes to review periodically its selection criteria and procedures to maintain a system where individuals are selected, promoted and treated on the basis of their merits and abilities.



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5. The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.
6. The School will not tolerate acts which breach this Policy and all instances of such behaviour or alleged behaviour will be taken seriously, fully investigated and will be subject to disciplinary procedures if found to be discriminatory. The School further seeks to give all employees equal opportunity and encouragement to progress within the School.
7. The School promotes tolerance of each other and respect for each other's position within the School community, and provides positive images and role models, whilst seeking to avoid prejudices and raise awareness of related issues.
8. If an existing employee becomes disabled the School will make every effort to retain him or her within the workforce whenever reasonable and practicable with reasonable adjustments to assist in overcoming or minimising the difficulties. This may need to be in conjunction with a medical advisor.
9. Whenever reasonably practicable to do so, the School will install in existing premises facilities for people with disabilities. Whenever the School invests capital in new or refurbished premises, every practicable effort will be made to provide for the needs of staff and pupils with disabilities.
10. The School undertakes to distribute and publicise this Policy Statement to all employees and elsewhere as from time to time appropriate.
11. Any employee who believes that he or she may have been subjected to treatment which breaches this Policy may raise the matter through the grievance procedure.

Policy Statement on Harassment at Work

1. The School believes that the dignity of every person must be respected. Harassment of colleagues or pupils is unlawful and unacceptable and will be regarded as a disciplinary offence, which in serious cases, may be classed as gross misconduct, resulting in instant dismissal. The highest standards of conduct are required of everyone, regardless of seniority.
2. The School recognises that harassment may take many forms. It may be directed towards persons of either sex. It may relate to a person's ethnic origin, religion, age, sex, sexual orientation, physical or mental attributes or some other personal characteristic.
3. Harassment may involve action or inaction, behaviour, exclusion, comment or physical contact that the recipient finds objectionable or offensive. It may result in the recipient feeling threatened, humiliated, intimidated, patronised, demoralised or less confident in



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their ability. Condoning such conduct may be harassment in itself. The test of harassment is, at least in part, subjective.

4. Examples of unacceptable conduct include:-
 - verbal abuse, or insulting behaviour
 - sexist or racist jokes, jokes about an individual's sexual orientation or jokes about an individual's physical or mental attributes
 - the display or circulation of sexually suggestive or racially abusive material
 - bullying, coercive, intimidating or threatening behaviour
 - the ridicule or exclusion of an individual for cultural or religious differences, on the grounds of sex or sexual orientation or on the grounds of disability or other protected characteristic
 - persistent teasing or constant unfounded criticism of the performance of work tasks
 - unsolicited or unwelcome sexual advances, including touching, staring or commenting
 - comments of a sexual nature about a person's appearance or dress
 - bribery or attempted bribery.
5. An allegation of harassment must not be made lightly. If it is found that an allegation of harassment has been made without foundation and maliciously, then this will also be regarded as a disciplinary offence and in serious cases may be regarded as gross misconduct leading to instant dismissal.
6. All complaints of harassment should be made to the appropriate manager unless the complaint is regarding this person, in which case the complaint should be to that person's superior. Reference should be made to the Grievance procedure in the Personnel and Payroll Policies.

Statement to Prospective Parents

We do not discriminate in any way regarding entry and the School does not treat disabled or prospective pupils less favourably for any reason related to their disabilities than it treats those to whom that disability does not apply. We welcome pupils with physical disabilities provided that our site can cope with them. However, the Senior School in particular is situated on a steep hill and whilst every effort has been made to make it as accessible as possible for wheelchair users, there are some areas where this is not feasible due to the topography. The School will always consider reasonable adjustments to admission arrangements to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils.



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We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. However, we advise parents of children with special education needs or physical disabilities to discuss their child's requirements with the Principal/Head before he or she sits the entrance exam so that we can ensure that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements. See also Special Educational Needs policy for policy relating to pupils.