

ELIZABETH COLLEGE

GUERNSEY ♦ FOUNDED 1563

PARTICULARS OF VACANCY

Language Assistant
(Spanish)

January 2023



www.elizabethcollege.gg
01481 726544

Leading
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LANGUAGE ASSISTANT (SPANISH)

January 2023

We are seeking a Language Assistant for Spanish from January 2023. The Language Assistant will form part of our Modern Foreign Language team, and will be responsible for providing conversational practice in Spanish to GCSE and A-level students with the aim of developing students' confidence in the speaking and understanding of their target language, as well as providing cultural stimulus and supportive preparation for external examinations.

The role will be part-time for approximately 10-12 hours per week, depending on timetable requirements, across 32 weeks per year. The Language Assistant will be issued with a fixed-term contract each academic year, which will be re-issued annually unless advised otherwise.

Information and full details of the post are included in the following documents, which are attached to and form part of these Particulars:

- ✓ Job Description
- ✓ Person Specification

ELIZABETH COLLEGE

Elizabeth College, founded in 1563 by Queen Elizabeth I, is a broadly selective day school. One of the earliest members of the Headmasters' and Headmistresses' Conference (HMC), the College provides a challenging, broad and stimulating academic and extracurricular programme for children between the ages of 2½ and 18.

Elizabeth College Junior School is coeducational. The infant department at Acorn House provides a pre-school and pre-prep education for children aged 2½ through to 7 (Key Stage 1). The Junior department, at Beechwood, provides an education for children aged 7 through to 10 (Key Stage 2) and prepares boys and girls for entry to secondary education at the age of 11. ECJS Acorn House and ECJS Beechwood are co-located on a site approximately half a mile away from the Upper School.

The Upper School became coeducational in September 2021 with girls joining the College in Year 7 and Year 12. This change was made recognising the needs of modern society and builds on both our well-established coeducational offering in the Junior School and the positive impact of our twenty-year Sixth Form partnership with The Ladies' College. Years 8-11 remain boys only as we take a phased approach to the introduction of the coeducational model.

The Upper School offers a wide variety of subjects with most students taking between nine and eleven GCSEs. At Sixth Form (ages 16-18), we work in an academic partnership with The Ladies' College in order to offer a broad curriculum and to flexibly accommodate the A level choices of our students.

Beyond the classroom, there are extensive opportunities for students to become involved in Sport, Music, Drama, STEM activities, trips and tours, the Combined Cadet Force (CCF), the Duke of Edinburgh's Award Scheme and many other activities.

Elizabeth College is proud of its academic record but we feel strongly that a successful school experience is about much more than examination certificates. We celebrate all of the talents of our students and look to support and guide them as children and young people through to adulthood.



ISI INSPECTION NOVEMBER 2021

Elizabeth College has received an outstandingly positive report from its recent inspection. Assessing the quality of College's educational provision, the Independent Schools Inspectorate (ISI) gave Elizabeth College the highest rating of "Excellent" on both the quality of the pupils' learning and achievement and the quality of the pupils' personal development.

As a member of the Headmasters and Headmistress's Conference, Elizabeth College is inspected by the Independent Schools Inspectorate (ISI). ISI inspections are validated by Ofsted, but differ in elements of the framework used, and also the grading system.

The inspection was completed by a team of 8 inspectors in November 2021 and covered the whole of Elizabeth College, including the Pre-School, Junior School and Upper School.

ISI inspections allow Elizabeth College to be compared to the best independent schools in the UK. Inspection reports include both qualitative and regulatory assessments and include appraisal of the quality of the pupils' learning and achievement, personal development, spiritual, moral, social and cultural development, welfare, health and safety and the quality of leadership and management.

The inspection report is generous in its praise of the **overall quality of the education** provided by the College and for the pupils themselves, as exemplified by the following excerpts:

- The quality of the pupils' learning and achievement is excellent.
- Pupils of all ages and abilities develop comprehensive subject knowledge, skills and understanding across all areas of learning, appropriately challenged by teaching that addresses linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects of learning.
- Pupils move on to the next stage in their lives with confidence and self-assurance, wanting to live adventurously whilst approaching the concept of risk sensibly in all that they do.

The report also reflects on the College's **curricular provision, quality of teaching and excellent outcomes** which the whole College achieves from its broad intake of pupils:

- Pupils enjoy their learning, think independently and have energy and passion in their drive for success.
- Pupils respond well to a thoughtfully constructed curriculum and to teaching that demands active engagement by pupils.
- The pupils' excellent commitment to success is strongly inspired because teachers set high expectations and consistently model highly positive attitudes to learning and achievement.
- Pupils' achievements in external competitions, in gaining other intellectual distinctions, and their successes in sport and the arts are outstanding.
- Older pupils commented that, though the school encourages excellence it does not mean perfection and that they are helped to take a balanced approach to life.

Pastoral care and the quality of relationships throughout the school are particularly highly praised:

- The quality of the pupils' personal development is excellent.
- Pupils' strong sense of responsibility, resilience, perseverance and self-esteem is the result of a well-organised proactive pastoral system.
- Pupils can be themselves and respect one another for their individuality.
- Pupils are kind to each other and considerate to their teachers.

The College's **leadership opportunities** and role within the community are also highlighted:

- The opinions of pupils are routed through active school councils which influence the direction of the school.
- Many seek opportunities both in the school and the wider community to take on responsibilities and opportunities.



With the overriding objective of helping schools to build on their strengths and identify areas for further improvement, the report includes these recommendations:

- Ensure all pupils make equally strong progress across all areas of the school, through consistent application of marking, oral feedback and suitable challenge in all lessons.
- Strengthen junior school pupils' ability to apply information and communication (ICT) skills proficiently across the curriculum.
- Strengthen upper school pupils' ability to reflect on the philosophical and spiritual ideas to which they are exposed.

Principal of Elizabeth College, Jenny Palmer says,

"I am really pleased with the outcome of our ISI inspection and the very positive way it reflects on our students and all of the hard work that our staff do to support them. When the inspectors visited us in November their focus was on student outcomes and all we do as a school community to facilitate those outcomes, from Pre-School through to the Sixth Form. It is great to see our academic, extra-curricular and pastoral provisions recognised as excellent and it is really helpful to be provided with recommendations on what we can do to improve still further, something we have already made a start on."

Please visit our website at www.elizabethcollege.gg for further information about Elizabeth College. If you have any questions about the post, please do not hesitate to contact us.

Applications for this position must be submitted on the Elizabeth College application form available on our website (www.elizabethcollege.gg) or on request from:

Mrs Lauren Lihou, HR Manager E: HR@elizabethcollege.gg
The Bursary, Elizabeth College, The Grange, St Peter Port, Guernsey, GY1 2PY

Please do not submit supplementary information by CV or letter. All relevant information must be included in the application form.

Elizabeth College is committed to safeguarding and promoting the welfare of young people. The successful applicant will be required to satisfy our standard employment checks, including the completion of a DBS Enhanced Disclosure check. It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children.

We welcome applications regardless of age, gender, ethnicity or religion.

The closing date for applications for this post is **noon on Monday 28th November 2022.**





Job Description Language Assistant

Responsible to: Head of Department/Faculty

Key responsibilities: Responsible for providing conversational practice in Spanish to GCSE and A-level students with the aim of developing students' confidence in the speaking and understanding of their target language, as well as providing cultural stimulus and supportive preparation for external examinations.

Responsibilities and Actions

Language Assistants are expected to:

- Attend College each week in accordance with an agreed timetable.
- Deliver 10 minute conversation sessions for groups of two or three Y10/Yr11 language students.
- Deliver 20 minute individual conversation sessions for Y12 and Yr13 language students.
- Mark students' answers to topic-based questions for language and give feedback orally about how to improve answers.

Conversations can be based on magazine articles, current affairs issues, examinant syllabus topics, DVDs etc. and should not include preparation time.

- Ensure each student receives the required number of sessions per academic year, rescheduling missed students where necessary.
- Provide feedback to the class teacher on individual student progress when appropriate (for example, if a student has failed to grasp a particular area of vocabulary or grammatical construction, or conversely if a student is making good progress).

Language Assistants are **not** expected to:

- Take sole responsibility for classes
- Undertake administrative tasks other than the maintenance of the agreed weekly timetable and overall schedule for the academic year.

The above duties are not exhaustive, and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Head of Department/ Faculty.

Job descriptions may be reviewed and subsequently amended or modified to reflect the changing needs of the school.



Person Specification: Language Assistant (Spanish)			
	Essential	Desirable	How Assessed
Qualifications:			
Be educated to degree level or equivalent in Spanish	✓		Application form
Qualified Teacher Status		✓	Application form
Experience:			
An ability to motivate and enthuse students across the ability range	✓		Application Form; Interview; References
Knowledge of current examination board specifications in Spanish to GCSE and A level		✓	Application Form
Personal and Professional Skills and Attributes:			
Highly motivated and enthusiastic with a positive, "can do" attitude	✓		Application Form; Interview; References
Ability to communicate very effectively with staff and students, at all levels	✓		Application Form; Interview; References
A commitment to very high academic standards, expectations, achievement and attainment	✓		Application Form; Interview; References
Ability to set clear & aspirational student targets	✓		Interview; References
A strong commitment to the academic, personal, social and spiritual development of students	✓		Application Form; Interview; References
Ability to work effectively as a member of the MFL Faculty	✓		Application Form; Interview; References
A willingness to participate in developmental opportunities and contribute to co-curricular activities (lunchtime clubs)		✓	Application Form; Interview; References
Strong self-awareness, emotional intelligence and resilience	✓		Interview; References
Flexible, adaptable and solutions focused		✓	Interview; References
Creative, innovative and able to manage change effectively		✓	Interview; References
The ability to manage and resolve conflict effectively and transparently	✓		Interview; References
Committed to continual personal, professional development	✓		Application Form; Interview; References