

JOB DESCRIPTION

JOB TITLE	French and Spanish Language Assistant (Prep School)
DEPARTMENT	Modern Foreign Languages
SECTION	Head of MFL (Prep)
LINE MANAGER	Part-time (approx.. 15 hours per week)

SAFEGUARDING

Forest School is committed to safeguarding and promoting the welfare of children.

Safeguarding checks will be undertaken on all successful candidates in accordance with School policy. The safeguarding responsibilities of the post can be found in this job description and person specification.

NB The post is exempt from the Rehabilitation of Offenders Act 1974.

The postholder will be required to;

- Complete an Enhanced Disclosure and Barring Check (DBS).
- Complete Child Protection Training.
- Promote and safeguard the welfare of all children and young persons they are responsible for, or with whom they come into contact.

JOB SUMMARY:

From Trinity Term 2026, Forest Prep is launching an exciting phase in Modern Foreign Languages with a new Head of MFL and a whole-school commitment to Spanish. We are seeking a passionate and proactive Spanish Language Assistant to help deliver a fun, high-profile and ambitious Spanish curriculum that permeates daily life across EYFS to Year 6.

Working closely with the Head of MFL and class teachers, the postholder will support curriculum delivery through small-group language work, carousel activities in Discovery Learning, clubs, bilingual pupil support, cultural enrichment, and visible whole-school Spanish.

Part-time, approximately 15 hours per week over three days (exact pattern agreed with the school). Term-time only.

Languages are central to life at Forest, and Spanish is a popular choice at GCSE and A Level as pupils progress into the Senior School. The successful applicant will therefore play a key role in nurturing enthusiasm and confidence in language learning from an early age, working closely with the Head of MFL to help build a strong pipeline of pupils who arrive in the Senior School eager to thrive in Spanish and beyond.

We welcome applications from candidates who are fluent in Spanish and with a university education or equivalent experience. Applicants with experience of MFL teaching and / or of examination board work in Modern Languages would be particularly welcomed.

Forest invests heavily in the development of pedagogy and teaching strategy, with all teachers expected to engage in an ambitious Professional Learning Programme which includes seminars and contact with leading minds in the teaching and learning space; most recently, Forest welcomed Tom Sherrington who presented on curriculum strategy and design. In addition, we are immensely proud of our culture of formative, ongoing and developmental peer observation through our Teaching and Learning Communities. Teachers are also

encouraged to liaise regularly with our team of Lead Teaching Practitioners and benefit from coaching and constructive critical feedback and reflection on their practice.

We welcome applications from candidates who are new to the profession and offer a well-developed and formative programme of support, coaching and guidance.

Whilst exact salary will be discussed at interview, Forest School pay scales for this role will be set in accordance with best practice guidance from the British Council.

KEY RESPONSIBILITIES:

Spanish (core focus)

- Support Spanish teaching and learning across EYFS–Year 6 through small groups, carousel activities, speaking practice and enrichment.
- Help embed Spanish in daily school life through routines, songs, classroom language, playground language and whole-school initiatives.
- Provide targeted support and stretch for pupils, including bilingual and heritage speakers.

French (optional enrichment and support)

- Support French enrichment opportunities as agreed with the Head of MFL, which may include clubs, speaking groups, extension tasks, cultural events, and bilingual pupil support.
- Contribute French cultural and linguistic material that complements the Prep School's wider curriculum and values.

Clubs, culture, and events

- Help plan and deliver language clubs and enrichment experiences (for example, cooking, storytelling, arts, sport, drama, games, cultural celebrations).
- Contribute to displays, competitions and events that raise the profile of languages and celebrate multilingualism.

Collaboration, feedback, and professionalism

- Work in close partnership with the Head of MFL and class teachers to ensure consistency of routines, behaviour expectations and learning intent.
- Provide simple, useful feedback that supports progress and confidence.
- Uphold safeguarding, health and safety, and all relevant school policies.

Other duties

- Undertake any other reasonable duties within the scope of the role as directed.

TEACHER - GENERIC DUTIES AND RESPONSIBILITIES (PREP SCHOOL):

Below sets out the generic, main duties and responsibilities of any teacher at Forest Prep School. Those holding positions of responsibility have specific job descriptions, in addition to the duties described below. Above all, Forest Prep School teachers are professionals who carry out their duties responsibly and with regard for the best interests of their pupils and the School.

Teaching and Learning

- Plan, prepare, and deliver lessons that cater to the needs of the whole ability range within the class.
- Ensure coverage, progression, and continuity in all teaching.
- Deploy a variety of teaching methods to engage students.
- Set homework in accordance with School policy and, mark meaningfully and return in a timely manner.

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- Plan, prepare and deliver purposeful and productive lessons to assigned classes.
- Innovate and devise imaginatively varied ways of teaching their subjects to inspire pupils.
- Encourage and inspire pupils, showing enthusiasm for their subject in the classroom.
- Select and use a range of different learning resources and teaching styles, appropriate to subject and topic.
- Demonstrate an awareness of AfL strategies and personalise the learning of all pupils, as appropriate, using teaching strategies and adjustments that allow for the full range of ability and learning styles in each class, particularly considering the learning needs of SEND pupils.
- Plan, organise and deliver interventions for pupils in the class.
- Plan for the use of and communicate with TAs where relevant
- Research new topic areas and maintain up-to-date subject knowledge.
- Undertake report writing and the awarding of internal grades as required.

Assessment

- Continuously assess and record the progress and attainment of pupils.
- Provide regular feedback to pupils, parents, and guardians about their child's progress and attainment.
- Mark work according to departmental and School marking policies, giving appropriate feedback and maintaining records of pupils' progress in their subject.

Classroom Management

- Create and maintain a stimulating and inclusive learning environment.
- Manage pupil behaviour in the classroom, establish an orderly working environment ensuring the safety and excellent conduct of pupils, following the guidance in the Behaviour Policy (and the Disciplinary Framework) and to uphold the pupils' Code of Conduct and Dress Code.

Pastoral Care

- Provide pastoral care and support to pupils, and attend to their social, emotional, and physical wellbeing.
- Foster positive relationships with and between pupils in the class.
- Ensure that they are familiar with the School's health and safety guidance and be responsible for their own health and safety and that of their pupils.
- If a form teacher, be prepared to undertake the pastoral role of a tutor to your class.
- If present in School, attend assemblies and Chapel services, supervising the pupils, unless permission to be absent has been given by the Senior Deputy Head of the Preparatory School.
- Be a positive role model and consistently demonstrate the same positive attitude, values and behaviour which is expected from our pupils.

Curriculum Development

- Contribute to the development and coordination of the Prep School curriculum.
- Stay up to date with changes and innovations in the education sector, especially as they relate to independent prep schools.

Extra-curricular

- Contribute imaginatively to the co-curricular and extra-curricular programmes of the Prep School as required by the Leadership of the Prep School and be prepared to run or assist with activities beyond lesson times when required.
- Participate in, and possibly lead, before/after-school and or lunch time Clubs, educational visits, residential visits, or School events.

Communication

- Foster positive relationships with parents and guardians through regular communication (for example the daily signing of the communication diary).

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- Report to parents on the development, progress, and attainment of pupils by writing reports and in-person or online parents' evenings.

Day-to-Day Expectations

Form Teachers:

- Collect pupils from the playground upon morning arrival.
- Accompany forms to all assemblies and chapel services.
- Eat lunch in the dining hall with forms every day, unless with the permission of the Head of the Prep School or his/her Senior Deputy, encouraging good table manners and social interaction.
- Dismiss pupils at the end of the day as directed.

Subject Specialists

Recognising that subject specialists do not carry the pastoral load of a form teacher, it is expected that they will contribute a similar amount of time in their day to the pastoral and general support of pupils. This includes, but is not limited to:

- Providing pastoral support to form teachers as required, particularly to enable phase meetings.
- Attend all assemblies and chapel services, assisting form teachers as required.
- Supporting form teachers, by regularly eating lunch with forms in the Dining Hall when not expected to deliver a Club or duty in the second half of lunch break, enabling colleagues to prepare for Clubs and to support teaching assistants for their regular meeting time.

Professional Responsibilities

- Support and foster the aims of the School.
- Engage in professional development to enhance teaching and pupils' learning.
- Participate in weekly after-school staff development meetings and before-school briefings, INSET days, and parent meetings as required.
- Make themselves familiar with the contents of the Staff Handbook, the School's aims and policies and endeavour to follow these closely.
- Carry out such duties, including scheduled and unscheduled supervision duties and cover for absent colleagues, as are allocated to them by the Prep School Leadership Team, punctually and efficiently.
- Attend Prize Giving Ceremony, Harvest Festival, Information/Parents' Evenings and similar important functions both in-and-out of normal School hours and participate in Open Days for prospective parents and pupils.
- Notify the Head of the Prep School and EA to the Head of the Prep School as early as possible if they are going to be absent from School and set rigorous, appropriate work.
- Take part in the School's performance management scheme and appraisal system.
- The post-holder will carry out any other duties as are within the scope, spirit and purpose of this job description as requested by the Head of the Prep School.

Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

- Ensure that all key policies have been read and understood, including KCSIE Part 1
- Attend Safeguarding and Child Protection training, including updates and Prevent

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- Complete an annual declaration regarding the status of DBS

Pastoral Responsibilities

Every staff member at Forest has collective responsibility for our pastoral processes and policies. Forest staff contribute to the development of the whole child and demonstrate consistent competence, build outstanding relationships alongside the highest expectations.

Our pastoral foundations are as follows:

- Ensure every pupil is known, liked and valued.
- Ensure every pupil feels safe and secure.
- Ensure earliest intervention and a responsibility for personal development.
- Ensure you are incorporating pupil voice into daily decision-making.
- Ensure you have proactive communication with all stakeholders.

Health and Safety

- Be familiar with and implement all School Policies and Procedures.

GENERIC PROFESSIONAL DUTIES

- Support and foster the aims of the school.
- Make themselves familiar with the contents of the Staff Handbook, the Staff Code of Conduct, the School's aims and policies and endeavour to follow these closely.
- Carry out such duties, including breaktime supervision, cover for absent colleagues and examination invigilation, as are allocated to them by their Head of Department or Senior Teachers, punctually and efficiently.
- Attend staff meetings and briefings, parents' evenings, Commemoration Day, inset sessions and similar important functions both in and out of normal School hours, and participate in Open Days for prospective parents, carers, and pupils.
- Notify the Absence Managers as early as possible if they are going to be absent from School and set rigorous, appropriate work.
- Attend relevant training each year, after obtaining the consent of the Head of Prep School and the CPD Budget holder.
- Take part in the school's performance management scheme and appraisal.

This generic description should be read alongside the following documents:

- Staff Code of Conduct
- Teaching and Learning Policy/Forest Teacher Framework
- Tutor Job Description
- Departmental Handbook(s)

FOREST SCHOOL'S POLICY AND PROCEDURE

The postholder is required to actively follow and abide by all Forest policies and procedures including Equal Opportunities, Staff Code of Conduct, [Safer Recruitment and Child Protection](#), and will maintain an awareness and observation of Fire and Health & Safety Regulations

If during the course of time the duties and responsibilities should change, the job description will be reviewed and amended in consultation with the postholder.

The postholder will carry out any other duties as are within the scope, spirit and purpose of this job description as requested the line manager or Head of Department/Section.