

JOB DESCRIPTION

Language Teacher - Hindi



HARROW
SCHOOL

DEPARTMENT	Modern Foreign Languages
REPORTS TO	Head of Modern Foreign Languages
LINE REPORTS	N/A
WORKING PATTERN	2 hours per week
ISSUE/REVISION DATE	September 2025

BACKGROUND

Harrow School is one of the world's most famous schools. Founded in 1572 by a local yeoman farmer, John Lyon, under a Royal Charter granted by Queen Elizabeth I, it is located on a 324-acre estate encompassing much of Harrow on the Hill in north-west London. Around 830 boys aged 13 to 18, who come from all over Britain and across the world, live in the School's 12 boarding Houses, and there are about 120 academic staff and over 500 support staff.

All members of staff work to a single, uniting purpose: to prepare boys with diverse backgrounds and abilities for a life of learning, leadership, service and personal fulfilment.

The Modern Languages Department is a large and thriving department in a purpose-built building looking out over the city of London. We teach seven languages on the timetable (Chinese, French, German, Italian, Japanese, Russian and Spanish) and a further six languages off the timetable: Arabic, Cantonese, Farsi, Modern Greek, Polish, and Portuguese. There is a lively culture of societies and other activities.

THE ROLE

The Language Teacher will teach boys (usually around 10-16) who are interested in learning Hindi because they are heritage speakers or want to learn the language for other reasons. Lessons will be taught individually or to small groups of boys who have the same or a comparable level. Lessons are organised in collaboration with the boys to fit outside of their timetable and other commitments such as sport. Most OTT (off timetable) lessons take place on Tuesday and Thursday afternoons. The majority of boy will aim to sit the (I)GCSE or A Level, so familiarity with these exams will be advantageous.

KEY RESPONSIBILITIES AND DUTIES

This job description reflects the core activities of the role and is subject to change as the department and the post holder develop. The School expects that the post holder will recognise this and will adopt a flexible approach to work. In addition, the post holder will be expected to undertake such other duties within the scope of the role as may be required by the line manager.

GENERAL DUTIES:

- Hold classes at agreed times
- Write reports on progress of boys
- Communicate with Head of Modern Foreign Languages (MFL) and MFL coordinator
- Design bespoke lessons to maximise individual progress throughout the School year
- Teach all language skills: listening, reading, writing and speaking
- Prepare boys for examinations
- Prepare and mark, where relevant, internal and mock exams

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Safeguarding and Child Protection policies and procedures at all times. If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the School s/he must report any concerns to his/her line manager or the School's Safeguarding Lead.

This position is subject to an enhanced check with the Disclosure and Barring Service in the event of a successful application. Copies of the School's Code of Practice and Policy on the Recruitment of Ex-Offenders is available from the HR Team. It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

PERSON SPECIFICATION

QUALIFICATIONS, EDUCATION AND TRAINING

ESSENTIAL

- A good general education

DESIRABLE

- An accreditation to teach Hindi

KNOWLEDGE AND EXPERIENCE

ESSENTIAL

- Experience of one to one or small-group teaching of young people
- A clear understanding of professional boundaries and how to maintain them, whilst building positive, appropriate relationships with young people.

DESIRABLE

- A similar position within an educational establishment or tutoring experience.
- Good track record of preparing pupils for examination.

SKILLS AND ABILITIES

ESSENTIAL

- Excellent interpersonal communication skills
- Ability to build rapport and a culture of mutual respect with pupils
- An enthusiasm for language learning, and the ability to instill that enthusiasm in others
- An ability to motivate and encourage in a teaching environment

PERSONAL ATTRIBUTES

- Cheerful, positive personality
- Patient, calm disposition
- High degree of empathy
- High standard of personal presentation
- Diplomatic, with high standards of discretion and confidentiality
- Good time management

SCHOOL VALUES AND BEHAVIOURS

All staff are expected to conduct themselves in line with the School's values which are: **Courage, Honour, Humility** and **Fellowship**. While the School's values set out what matters most to us, the behaviours below are intended as a shared set of expectations to refer to, and standards to aspire to, in our dealings with others. They are the practical application of our values.

COURAGE

- We remain optimistic and purposeful in a disrupted world.
- We take responsibility for our decisions, even the hard ones.
- We always challenge poor behaviour in ourselves and others.
We are open to new ideas, and seek fresh challenges.

HONOUR

- We keep our promises.
- We act with integrity – doing the right thing, even when it is difficult or when no one is watching.
- We respect and value our traditions whilst setting them in the context of today.

HUMILITY

- We work hard to serve others within the School and across our wider communities where possible putting their interests before our own.
- We give and seek honest and appropriate feedback, reflect on our failures and learn from them.
- We support each other through challenges and whatever the outcome, we celebrate those that took part.

FELLOWSHIP

- We respect each other and value our differences, knowing that we are more effective and more resilient working together.
- We are kind and inclusive; we value the contribution that each of us makes.
- We role model the behaviours that we would like to see in others; we ask only of others what we would be prepared to do ourselves.