

# JOB DESCRIPTION

## French Language Assistant



HARROW  
SCHOOL

DEPARTMENT	Modern Foreign Languages
REPORTS TO	Head of Modern Foreign Languages
LINE REPORTS	N/A
WORKING PATTERN	Eight to ten hours per week
ISSUE/REVISION DATE	June 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, unifying 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 French Language Assistant will help prepare our boys for their public speaking exams and will be working with our Fifth Form (Year 11) and our Lower and Upper Sixth Form (Years 12 and 13). The Fifth Form speaking sessions take place during their timetabled French lessons throughout the week. The sessions with our Sixth Formers are organised in their free time. The most popular time slots for these sessions are Tuesday and Thursday afternoon, when the boys are engaged in sport but can make themselves available before or after. But sessions can be arranged during their free periods or on other days after or in between lessons, too. With boys in the Fifth Form, the French Language Assistant will encourage them to speak on a range of GCSE topics and help them with their oral presentation. Speaking sessions with the Sixth Form boys are centred around newspaper articles and other authentic material that boys need to summarise and discuss. These need to correspond with the A Level topics that the boys study. The sessions are all one on one or in small groups. The French Language Assistant will work with the Head of French and the French beaks (teachers).

## KEY RESPONSIBILITIES AND DUTIES

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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 sessions at agreed times
- Communicate with Head of Modern Foreign Languages (MFL) and Head of French
- Find interesting articles and other sources that are relevant to the syllabus
- Speak as much in French with boys as possible
- Help prepare boys for examinations
- Conduct 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

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### QUALIFICATIONS, EDUCATION AND TRAINING

#### ESSENTIAL

- A good general education

#### DESIRABLE

- An accreditation to teach French

### KNOWLEDGE AND EXPERIENCE

#### ESSENTIAL

- Experience of one to one or small-group teaching of young people
- Good track record of preparing pupils for examination.
- 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.
- Native speaker

## 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

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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.