



HAMPSHIRE COUNTY COUNCIL

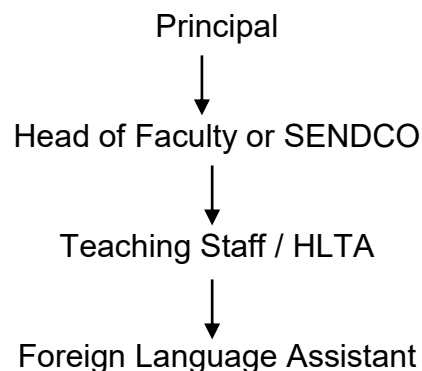
Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

ROLE PROFILE FORM

Section A

Role profile ref:	02130
Department/Section:	Education (Schools)
Role Title:	Foreign Language Assistant
Reports To:	Head of Faculty / SENDCO / Teaching Staff / HLTA
Role Purpose:	To work in partnership with the teacher to develop students understanding of spoken language

Section B Organisation



Section C

Accountabilities	Accountability Statements	% of Time
Support for students	<ul style="list-style-type: none"> Working with individual or groups of students, assessing base points for intervention Plan and deliver specific language skill interventions to identified students Review students' progress against formal intervention programmes Deal with behavioural and special needs issues that arise from this work 	70
Support for staff	<ul style="list-style-type: none"> Assist the teacher with lesson planning to ensure that lesson resources build on the work undertaken in group work Maintain accurate records of interventions and student progress Review student passport information for staff Create spoken resources in native language 	20
Support for the college	<ul style="list-style-type: none"> Implement curriculum and safeguarding policies Detect signs of language issues Break time supervision 	5
Corporate and statutory initiatives – equalities / health and safety / e-government / sustainability	<ul style="list-style-type: none"> Maintain an awareness of college, national and statutory policies and requirements and apply these in the workplace 	5

Section D – The key decision marking areas in the role

- A foreign language assistant will implement session plans, deal with student behaviour and make judgements about student progress/student needs normally in conjunction with teachers and line manager

Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- Role dimensions vary according experience
- Written reports required from Foreign Language Assistants are specific to language skills and may be quite detailed.

Section F - The main contacts – external/internal customer contacts and purpose

- Internal (in college) – students, other colleagues, teachers, principal and governors
- External (outside college) – (usually under the direction of the teacher) Education Psychologist, Education Welfare Officer, parents, GPs, Hospital staff, Occupational therapists/physiotherapists, other LEA specialist colleagues, outside contractors, specialist groups on educational visits,

students, escorts, police
<ul style="list-style-type: none"> • <u>Section G</u> - Working conditions – environment, and physical effort or strain
<ul style="list-style-type: none"> • College and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm • External working on trips, educational visits etc • Trained to undertake very personalised interventions/support for students • Health & Safety responsibility for self, children and area which is particularly demanding in a child-centred environment.
<ul style="list-style-type: none"> • <u>Section H</u> - Context/additional information
<ul style="list-style-type: none"> • It has a high confidentiality component and needs to hold the trust and confidence of both the students and teachers. It acquires information on child protection/family sensitive issues which must be treated carefully and appropriately • The size and type of school will be a factor in determining how the role operates as will the physical site of the school • High levels of stress are generated by various aspects of the role including when dealing with individual students and/or groups with complex and demanding learning needs. The post holder's working hours require constant student contact. <p>The role is becoming acknowledged, nationally and locally, as an important part of the solution to the current teacher workload problem.</p>

PROGRESSION IN ROLE

<u>Section I</u> - Entry: Necessary role-related knowledge, skills and experience at selection		
<ul style="list-style-type: none"> • Strong understanding of language development • Empathy with students and sympathetic to their needs • Basic literacy and numeracy skills • Good communication skills and able to clarify and explain instructions clearly • Professionally discrete and able to respect confidentiality on particular issues • Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people • Team worker 		
<u>Section J</u> – Initial induction/training required to become effective in the role		
Estimated time to become operationally effective	6-8 months	Induction 3-6 months
<ul style="list-style-type: none"> • attendance at induction course for new staff • “shadowing” experienced HLTA/teacher in college • knowledge of college and college systems/policies • understanding of curriculum, particularly spoken language requirements • approach towards student discipline and behaviour 		

- relationship between and respective responsibilities of teacher and foreign language assistant
- professional relationships between staff and students
- support from “mentor” HLTA
- manual handling skills
- developing health and safety knowledge
- independent working, supported by teacher, with groups of, or individual children

Section K – Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards student discipline
- Good organisational ability
- Able to work at a basic level with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans)
- Able to monitor and record student progress
- Competent in working with group of students with and without supervision from the teacher
- Ability to apply knowledge and skills from training in practical classroom context

Section L - Adding value: What characteristics will the advanced role holder demonstrate?

- Flexible in relation to tasks undertaken and groups/students allocated
- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the college and external contacts (e.g. parents, education psychologist, speech therapist)
- Possession (especially in special schools) of specialist qualification/skills (e.g. Makaton)