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| **Casual Bilingual Assistant**  Thank you for your interest in applying for the above post. Please find attached the Job Description and Person Specification for the role. |
| **Working for Stockport Council** |
| **Macintosh SSD:Users:tony.collinge:Desktop:values_job_description:STAR_logo_and_values.jpg**  Stockport Council has 4 core values that run through everything we do and are known as the Stockport Way of doing things. As an organisation we stay true to them no matter what challenges we face. The values came from colleagues and were developed through workshops and consultation across the Council.  [This video,](https://play.buto.tv/3My87) produced 'in house' and featuring colleagues from across the Council, explains each value and shows how colleagues are living these values each day.  As a new colleague the Council will expect you to work in accordance with these values. We also have policies and procedures around health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council’s priorities which we expect you to adhere to. These will be explained in detail to you as part of your induction process.  You can find out more about working for Stockport Council, and some of the benefits we offer employees, online at <https://greater.jobs/locations/stockport/> |

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| green band epsStockport Council  **Job Description** | |
| Post Title: School-based Bilingual Assistant (CASUAL)  **Service Area: Ethnic Diversity Service**  **Directorate: Services to People**  **Team: Ethnic Minority Achievement Team** | Salary Grade: APTC Scale 3 |
| **Post Reports to: Bilingual Assistant Coordinator**  **Post Responsible for: n/a** | |
| **Main Purpose of the Job:** To assist schools in raising the achievement of bilingual pupils. | |
| **Job activities:** **Summary of Responsibilities and Key Areas:**  To help the school to create an environment that is supportive and secure for bilingual pupils.  To assist in the provision of a welcoming environment for the children who have just started school, or recently arrived from overseas, through the use of the home language(s).  To assist the teaching staff to help bilingual pupils in the early stages of learning English to achieve their maximum individual potential in the whole curriculum.  To increase pupil’s access to the curriculum through appropriate explanation of concepts in the first language and English, under the direct supervision of a member of the teaching staff.  To contribute to displays so that they reflect the language and culture of the bilingual pupils.  To facilitate contact between parents and staff.  To contribute to the assessment of achievement of bilingual pupils.  To participate in training to develop skills.  To undertake such other duties related to the work of the Ethnic Diversity Service appropriate to the post, as may be assigned by the Head of Service.  Use home language and cultural knowledge to help new arrivals settle into school. This may include attending induction meetings with parents, school etc., to facilitate exchange of information and to allow school to build up accurate picture of pupil's academic background and cultural needs. Subsequently, support will take place in the classroom as detailed below.  Using first language and English, work with early stage learners mainly in Foundation stage (and occasionally supporting new arrivals in KS1 or KS2), supporting activities planned by class teacher in the classroom. BTA works under the direction of the teacher, clarifying, discussing and exploring class activities with bilingual pupils to ensure that they can access the curriculum. This allows pupils to continue to assimilate concepts taught whilst acquiring English. Response may include adapting some activities to suit needs of target pupil(s), ensuring that activities are not culturally biased, and facilitate imaginative play by introducing toys and props from home culture, explaining grammatical differences in first language and English etc. Additionally, BA can help to create a multicultural curriculum for all pupils (by introducing artefacts, by explaining traditions/religious customs/festivals, dual language storytelling etc.)  Raise awareness in school of cultural needs of pupils by exchanging information with class teachers. Support school with developing displays which reflect cultural and linguistic diversity. Promote inclusion, by providing a secure environment where children are encouraged to share their home experiences (including first language and cultural activities) to stimulate ideas for discussion, creative writing, crafts, circle time etc.  Facilitate home/ school links for all bilingual pupils by supporting communication between school, parents and wider community. Using bilingual skills, support special projects (initiated by school) that encourage parents from minority ethnic communities to become involved in school life.    Support class teacher with assessment of bilingual pupil’s progress in home language. Offer feedback and participate in planning process as directed by the teacher. Maintain lesson activity sheets daily. | |
| **Additional responsibilities:**  To work positively and inclusively with colleagues and customers so that the Council provides a workplace and delivers services that do not discriminate against people on the ground of their age, sexuality, religion or belief, race, gender or disabilities.  To fulfill personal requirements, where appropriate, with regard to Council policies and procedures, standards of attendance, health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council’s priorities.  To work flexibly in the interests of the service. This may include undertaking other duties provided that these are appropriate to the employee’s background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account. | |

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Stockport Council

Competency Person Specification

The criteria listed below represent the most important skills, experience, technical expertise and qualifications needed for this job role.

Your application will be assessed against these criteria to determine whether or not you are shortlisted for interview.  Any interview questions, or additional assessments (tests, presentations etc) will be broadly based on the criteria below.

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| **Competency** | **Essential or Desirable** |
| To work to the Council’s values and behaviours:   * To keep the people of **Stockport** at the heart of what we do * To succeed as a **team**, collaborating with colleagues and partners * To drive things forward with **ambition**, creativity and confidence * To value and **respect** our colleagues, partners and customers | Essential |
| Experience of communicating in the community language AND English in everyday life. | Essential |
| Experience of working with children including any relevant qualification or training. | Essential |
| High level of fluency in community language and English. | Essential |
| Ability to motivate and understands of the value of home language in supporting bilingual children to allow them to develop concepts and language skills (home language and English.). | Desirable |
| Good level of literacy in English. | Essential |
| Literacy skills in community language. | Essential |
| Ability to communicate cultural awareness issues. | Desirable |
| Commitment to safeguarding and promoting the welfare of children. | Essential |
| Evidence of training undertaken on supporting Bilingual Pupils. | Desirable |
| Understands and actively supports Stockport Councils diversity and equality policy. | Essential |
| A willingness to be flexible in a changing environment. | Desirable |
| Some flexibility in daily working hours allowing post holder to comply with school timetable. | Essential |
| Willingness to attend occasional meetings and/or training at school or at Ethnic Diversity Service. | Desirable |
| The ability to converse at ease with service users/customers and provide advice in accurate spoken English. | Essential |