



KING'S COLLEGE SCHOOL WIMBLEDON



MODERN LANGUAGES ASSISTANT (CHINESE)



WELCOME TO KING'S COLLEGE SCHOOL

Thank you for your interest in joining our school community.

King's is one of the most successful schools in the world, and our community is a special place to teach, work and learn. Educating almost 1,500 pupils, we currently welcome boys aged 7-18 and girls aged 16-18, and our pre-preparatory school, Wimbledon Common Prep School (WCPS), educates up to 180 pupils aged 4-7. We are excited to be gradually extending co-education throughout the King's Corporation of schools from 2027 at WCPS, from 2029 in the junior school, and from 2033 in the senior school.

Our pupils are curious, creative and eager to learn, and the dedication, expertise, and care of our staff lie at the foundation of everything we do. Located in a peaceful part of London, opposite 1,140 acres of countryside offered by Wimbledon and Putney Commons, within minutes of central London and just a short walk from Wimbledon Village and the home of lawn tennis, we are fortunate to enjoy a green and well-resourced campus.

Our school was founded in 1829 by Royal Charter as the junior department of the university, King's College London, and as such, intellectual aspiration and a progressive spirit are our heritage. Today, we offer an education of the whole person, in Mind, Spirit and

Heart, the enduring ethos of our foundation. Our guiding mission is to look outwards, to the world beyond school, and to life at 25: we look to the lives we are preparing our young people to lead, so that when the time comes, they are ready to forge the pathway they choose, and to make a purposeful impact in the world.

We aim for each of our pupils to enjoy an exhilarating adventure of learning and to pursue academic excellence within a fun, caring, welcoming environment. Academic outcomes at A level, IB and GCSE consistently place King's amongst the very top schools nationally and globally, with over half of A level and IB grades at A* or equivalent last summer.

Supporting our pupils to grow strong in spirit, in the shared values and qualities of character that will ground them, is equally important at King's. Kindness, respect and support for one another, a broad-minded outlook and a commitment to ensuring that ours is a community where each individual feels that they can belong, are central to our ethos.

Likewise, we share a deep commitment to the co-curriculum, which enables our pupils to develop broad skills and resilience as well as to discover lifelong passions through clubs and societies, CCF, Duke of Edinburgh, sport, the arts, and community partnerships.



WELCOME TO KING'S COLLEGE SCHOOL

The next few years represent an exciting time for King's as we embark upon the next chapter of the school's development and prepare to enter our third century in 2029.

Over the coming decade, we are extending co-education throughout King's so that any young person will have the opportunity to flourish here. With the relocation of our junior school to a new world-class campus on The Downs, we plan to transform our main campus over the coming years, further enhancing our facilities to extend the opportunities on offer to our pupils and communities. Last year, we established a charitable foundation for bursaries with the ultimate aim of becoming need blind as a community, and as the world changes around us, we are constantly considering how we can best enable our pupils to create their futures. We hope you consider joining us for this adventure.



Dr Anne Cotton
Head



THE ROLE

The main role of the language assistant is to provide additional support for the sixth form in preparing for the speaking examinations, which account for 25% of the final IB mark.

All sixth form linguists are timetabled to attend a weekly conversation class with the relevant language assistant. These classes are designed to practise key exam skills as well as to focus on a variety of relevant topics. Assistants are encouraged to develop a less formal, yet purposeful and professional rapport with students, and to focus on issues of mutual interest for discussion.

In addition, the department places a high value on the cultural knowledge and understanding that assistants bring to conversation lessons.

Assistants are guided by the class teachers with regard to the syllabus and lesson content. The size of the assistants' classes is significantly smaller than the main teaching sets, giving assistants greater scope to provide individual support and to build students' fluency and confidence.

Assistants provide informal written reports on each of their students on a regular basis.

The modern language assistant (Chinese) also supports classroom teachers in promoting and consolidating spoken Chinese with pupils from Years 9 to 11 and contribute to a modern languages taster carousel for Years 7 and 8. In addition, they support the Head of Chinese in the organisation and celebration of Chinese cultural events.



THE PERSON

The post will suit someone who:

- Is a native speaker of Chinese
- Has a university degree and/or teaching qualification such as TEFL, PGCE or equivalent or has recently lived in a Chinese-speaking country
- Has a genuine interest in Chinese as a language and a keenness to promote not only the education of the language but also the cultural aspects of the Chinese-speaking world
- Is eager to inspire, support and motivate all pupils to flourish and reach their academic potential
- Has an ability to communicate effectively with young people, with excellent communication skills, both orally and written
- Has an ability to work well as part of a team but also to be confident in working on their own initiative
- Is reliable and has effective planning and organisational skills
- Possesses strong pastoral instincts and a commitment to excellent pastoral care and safeguarding for all pupils
- Has excellent communication skills and works well with others
- Is personally committed to ongoing professional development

The following would be advantageous:

- Prior experience of working in a secondary school environment

Terms and Conditions:

- Start date: as soon as possible
- Salary: competitive
- Normal working hours: 6-7 hours per week



HOW TO APPLY

To apply for this role, please register your details online via our website **www.kcs.org.uk** (under useful information / career opportunities). Once you have registered your details with us, you can apply for vacancies by logging into the candidate area using your email address and chosen password. You will be asked to fill an online application form which includes a covering letter.

Cover letter: Please use the cover letter to explain how your own skills and experiences match the person specification for this role. The cover letter is an opportunity for you to share with us how you are suited to this role, how your skills are transferable to the key requirements, and your relevant life experiences or interests.

Closing date: Tuesday 8th September 2026 at 9am

Interview date: Monday 14th September 2026

Early applications are encouraged; interviews may be staged and we may choose to appoint at any time during the application process.

We welcome enquiries or questions regarding this position, including about adjustments to be made during the recruitment process: please contact recruitment@kcs.org.uk or telephone the HR department (020 8255 5308) to find out more.

Arrangements will be confirmed prior to interview, and further details provided.

We are happy to reimburse reasonable travel expenses.



WORKING AT KING'S

Our staff community is welcoming, energetic and vibrant. Within a well-established atmosphere of kindness, cooperation and trust, there is a “can-do” attitude, coupled with high levels of emotional intelligence, good humour and mutual support. The school's reputation for academic excellence and strong pastoral care is built on the dedication and skills of every member of staff.

Support staff at King's maintain high professional standards. They work within clearly structured departments but also collaboratively with other departments and with teaching staff. There are termly meetings for the whole support staff, which are complemented by bespoke training sessions. Individual staff members who wish to enhance their professional development are supported.

Whilst there are high expectations of support staff, they receive rewards for their efforts:

- Competitive salaries well above London and national averages.
- 25 days' holiday per annum plus English statutory public holidays – 33 days in total (pro rata, where relevant).
- Contributory support staff pension scheme – employees are eligible to join after 3 months' service with a 10% employer contribution / 5%

employee contribution.

- Access to BUPA and Aviva employee assistance programmes, and the BUPA healthcare cash plan
- Free use of the King's Club, including access to the swimming pool, gym, tennis/squash courts and group exercise classes.
- Free lunch, tea, coffee and other refreshments during term time.
- Shuttle buses from Wimbledon station
- Cycle to work scheme.
- Fee remission for children of staff (subject to the usual entry requirements and space being available), pro-rata based on hours and weeks worked.
- Invitations to school productions, concerts and events during the year.

WORKING AT KING'S - STAFF PROFILES



"Since starting at King's, I have thoroughly enjoyed working with extremely able and enthusiastic students and colleagues. The academic challenge central to the school's ethos means that work in and outside the classroom is always stimulating and fast-paced. I have had the opportunity to take on new roles in the school early in my time at King's, and appreciate seeing the variety of routes that my career could take here. Having come from an IB only school, I have felt supported taking on the A Level. The school also has its own internal programme of professional development which I have benefitted from, and the range of short courses on offer mean that I can stretch different areas of my professional practice."

- Dr Cheung
Head of French and Academic Enrichment Coordinator

"I enjoyed a rewarding career as an engineer before moving directly into teaching to King's. Joining King's has allowed me to share my technical knowledge with students, whilst participating in the school's thorough and well-structured internal teacher training programme. The weekly sessions and support from colleagues have been invaluable in preparing for my teaching qualification. Beyond the classroom, I have contributed to exciting co-curricular activities such as the F24 race car project and the CCF RAF, drawing on my previous experience. Highlights have included leading engineering trips to Japan and adventure training closer to home, which have enabled me to inspire students and share my passions."

- Mr Chandler
Teacher of Design and Engineering and Head of Lower School Glenesk



"King's is a dynamic, positive school committed to the wellbeing of all. Staff-pupil relationships are exceptionally good, and members of staff are unfailingly supportive. Pupils are motivated and keen to learn; it is stimulating to work in an academically fulfilling environment. The pastoral system is strong, and I find my role as a tutor the most rewarding. There are many opportunities for professional development, either through in-house courses or via new roles – indeed, I have enjoyed many different responsibilities. To teach and learn in beautiful surroundings and with outstanding facilities makes working at King's a joy."

- Ms Davis
Director of Staff Welfare and Teacher of History

"Prior to joining King's I had not stayed at any school longer than three years; nineteen years later and I am still here. King's is by far the best school and environment I have ever worked at. Everyone from pupils to teaching staff are kind, welcoming and above all else they all look out for one another. I have learnt how to be a good teacher and leader at King's and been given opportunities to further develop my career others can only dream off. I love being a part of this community"

- Ms Chan Ramgoolam
Director of Public Occasions and CCF Contingent Commander



"I started King's as a Graduate Sports Assistant and then after completing my teaching training, I spent four years as a junior school PE and Games teacher before progressing into the senior school to become the Head of Football. Throughout my time at King's, I have been supported by outstanding colleagues and the progress I have made is down to their dedication and invaluable advice. The work I have done with the African Caribbean Society on diversity and inclusion has been hugely rewarding; the society aims to ensure all pupils feel valued in our community leading to better outcomes for everyone".

- Mr Joshua Barrington
Acting Director of Sport & Physical Wellbeing and Head of Football



THE DEPARTMENT - MODERN LANGUAGES

The Modern Languages department is lively, dynamic and ambitious. Six languages are taught: Chinese, French, German, Italian, Russian and Spanish. Lower school pupils take French and are also exposed to other languages through clubs and occasional language carousels. In the fourth form (year 9), all pupils continue with French as their first language and choose between Chinese, German, and Spanish as a second language.

The IGCSE in French is compulsory and most pupils sit it in the lower fifth (year 10). Many pupils continue with their second language, taking (I)GCSE in the upper fifth. Following early entry French IGCSE, pupils opt for a continuation French course, a one-year non-examined Italian course or a one-year intensive GCSE course in Italian or Russian. (A small number take a course in computer programming.) All (I)GCSEs are Edexcel apart from Chinese (AQA).

Modern Languages are popular in the sixth form, with around 25% of students opting for one or more of the following: A levels (AQA) in French, German and Spanish and IBDP in Chinese (ab initio), French, German and Spanish. A pleasing number of students go on to study Modern Languages at highly regarded universities, including regular Oxbridge successes. The department is centred around a friendly staff base, currently comprising eighteen highly qualified teachers, the majority of whom teach two of the six languages taught at King's. Each year we appoint native speakers of

German, Spanish and French as language assistants. We also have Italian, Russian and Chinese assistants. Most members of the department have their own teaching room, equipped with a projector, to which they can connect their King's-issued Surface device. Audio-visual resources are digitised and can be accessed directly from SharePoint.

Teaching in the department is lively, innovative and rigorous. Pupils are urged to think for themselves and to aim for the highest levels of fluency and accuracy at all levels, whilst also keeping abreast of events and developments in target-language countries. Our approach is unashamedly academic throughout and we insist on all pupils acquiring a secure grounding in grammar, though this is not at the expense of communication in the target language. The success of our approach is reflected in our excellent examination results.

We run a broad range of subject-related enrichment activities, including lunchtime clubs, a flourishing Modern Languages Society (Lingua Franca) and many local and overseas trips and exchanges. We have also enjoyed success in inter-school language debating competitions, French and Hispanic Theatre Festivals and the UK Linguistics Olympiad, as well as national translation, poetry, essay and fiction competitions, in which we have enjoyed considerable success.



SAFEGUARDING AT KING'S

At King's, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

We are alert to the signs of abuse, neglect and exploitation, and follow our procedures to ensure that children receive effective support and protection. Child protection forms part of the school's safeguarding responsibilities.

We follow the Merton Children's Safeguarding Partnership procedures and have several policies and procedures in place which contribute to our safeguarding commitment, including our Child Protection & Safeguarding Policy. A copy of this policy is available on our school website: <https://www.kcs.org.uk/safeguarding-at-kings>. The purpose of this policy is to provide staff, volunteers, and governors with the framework they need in order to keep children safe and secure in our school. The policy also informs parents and carers about how we will safeguard their children whilst they are in our care.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment. Those applying to work at King's will be required to undergo rigorous child protection screening; pre-employment checks include (as relevant to the role and individual):

- past employers (references will be requested for shortlisted candidates prior to interview in line with **Keeping Children Safe in Education**)
- the Disclosure and Barring Service (including a barred list check)
- a prohibition from teaching check
- a Section 128 check (prohibition from management or governance)
- identity checks
- right to work checks
- overseas checks
- verification of qualifications and/or professional status
- fitness to work checks

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.



INCLUSION AT KING'S

King's aims to be a diverse and equitable environment where all staff and pupils feel they belong. The community aims to foster an ethos of social awareness and respect for difference, creating a welcoming and inclusive culture where every member of our community is valued and respected as their authentic self, regardless of difference. Establishing this sense of belonging and community is central to the ethos of King's and is outlined in the 'Inclusivity at King's' statement.

The school has developed a comprehensive equality, diversity and inclusion (EDI) programme that spans all areas of school life, including our wider school community. Our director of EDI oversees our work in this crucial area, working closely with our EDI mentors who support pupils around issues including sexuality, gender and race.

There are a wide range of thriving pupil advocacy and discussion groups who meet regularly, including our African Caribbean society, our East and South-East Asian society, our Pride group, our neurodiversity society, our interfaith discussion group and Her'd, our group for girls. Alongside this, the school holds regular talks and workshops on EDI topics to ensure that inclusivity remains a central part of the daily life at school and is at the heart of all that we do.

Further information about equality, diversity and inclusivity at King's is available on our website at <https://www.kcs.org.uk/equality-diversity-and-inclusivity-at-kings>

King's College School is fully committed to the principles of equality, diversity and inclusivity in its recruitment of teaching and support staff.

If you have any support requirements that require adjustments to be made during the recruitment process, please let us know in advance so that any support, aids or adaptations can be put in place to assist you. Examples can include, but are not limited to, a request for extra time, a wheelchair accessible interview room or alternative format of assessment papers such as audible, Braille or large print versions.



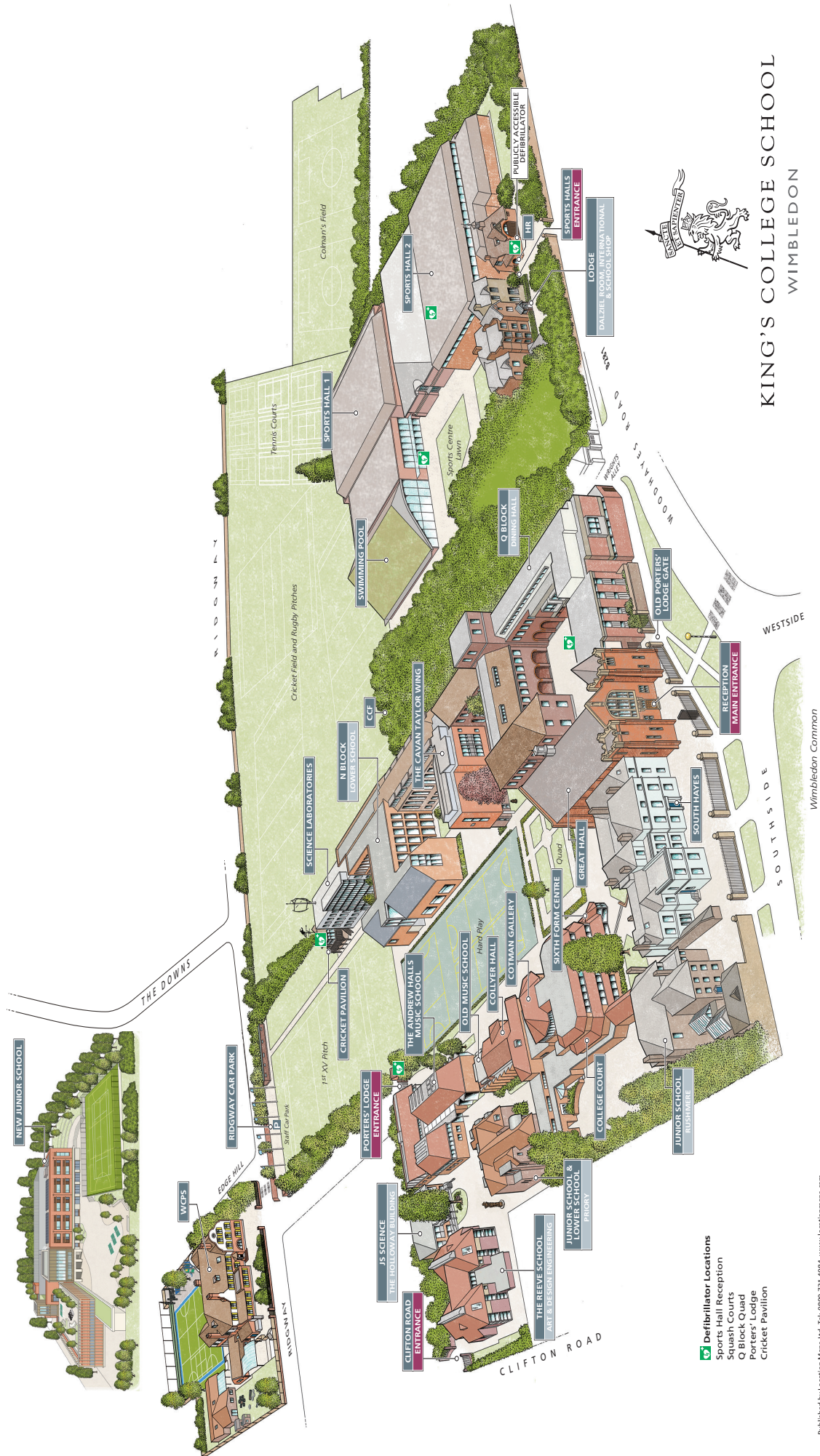
LIVING AND WORKING IN WIMBLEDON

Wimbledon is famous for its annual Grand Slam tennis tournament, but that is not the only thing that makes living and working in Wimbledon an attractive proposition.

The area is one of the safest parts of London and provides a wonderful mix of town and village life. The streets are bustling and lined with bars, restaurants and shops and the charming children's Polka Theatre is situated in the centre of Wimbledon. King's is located on the edge of Wimbledon Common, at the beginning of one of the largest areas of green, recreational space in the whole of London. The Common, which extends to Richmond Park, is home to a 19th century windmill and an Iron Age fort.

One of the best things about working in Wimbledon is its connectivity. Wimbledon station is located in zone 3, approximately 10 minutes from Clapham Junction and 20 minutes from London Waterloo. There are regular trains to numerous destinations, including Kingston, Epsom and Richmond. Wimbledon can also be reached by tube, via the District line, and by tram, which connects to places such as Croydon and Beckenham. King's is also in a convenient location for road users, with its proximity to the A3 providing an excellent link to the M25. There is a morning shuttle bus for staff which runs from Wimbledon Station to the school.

Although property prices are high in and around Wimbledon Village, there are affordable options a little further away. Many staff choose to live in Central and South Wimbledon or Raynes Park, which is a 15 minute walk from King's. Other nearby options include Motspur Park, Worcester Park, Clapham, Tooting and Earlsfield but plenty of colleagues prefer to commute from Surrey, where Esher, Epsom and Ashstead are popular choices.



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Wimbledon Common

