

CHENEY SCHOOL - JOB DESCRIPTION

Job Title	EAL Champion	Department	EAL DEPARTMENT
Reporting to	Head of EAL	Hours per week	37hours per week term-time only + 1 INSET
Grade	6	Hours of Work	8.00 – 16.00

A. Principal Responsibilities

1. Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs.
2. Deliver local and national learning strategies e.g. literacy, numeracy, KS3, KS4 and make effective use of opportunities provided by other learning activities to support the development of students' skills.
3. Use ICT effectively to support learning activities and develop students' competence and independence in its use.
4. Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.
5. Advise on appropriate deployment and use of specialist aid/resources/equipment.
6. Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.
7. Determine the need for, prepare and use specialist equipment, plans and resources to support students
8. Promote the general progress and well-being of individual students as a Form Tutor if and when required.
9. Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
10. Undertake other duties appropriate to the post that may reasonably be required from time to time including breakfast, lunchtime and after school enrichment and support sessions.
11. Plan and deliver interventions for students new to English
12. Coordinate all the intervention programmes and timetables for the department
13. Design assessments to monitor students' progress (especially as those students can't often have access to the subject assessments)
14. Create individualized Scheme of Work depending on the students' needs
15. Create and update EAL census
16. Analyse and respond to data during interventions, setting targets to students.

B. Supporting students and their families

1. Assess the needs of EAL students and use detailed knowledge and specialist skills to support students' learning
2. Establish productive working relationships with students, acting as a role model and setting high expectations
3. Develop and implement IEPs / PEP's
4. Promote the inclusion and acceptance of all students within the classroom
5. Support EAL students consistently whilst recognising and responding to their individual needs
6. Encourage students to interact and work co-operatively with others and engage all students in activities
7. Promote independence and employ strategies to recognise and reward achievement of self-reliance
8. Provide feedback to students in relation to progress, achievement, behaviour, attendance etc

9. Liaise with the relevant pastoral leaders, families/guardians and with professional agencies to ensure the implementation of the Student Support system.
10. Lead homework club (chase students/parents to increase attendance)

C. Supporting teaching staff

1. Within an agreed system of supervision and within a pre-determined lesson framework, teach small groups or whole groups.
2. Provide detailed verbal and written feedback on lesson content, student responses to learning activities and student behaviour, to teachers and students.
3. Motivate and progress students' learning by using clearly structured, interesting teaching and learning activities.
4. Organise and manage appropriate learning environment and resources
5. Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
6. Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
7. Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
8. Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
9. Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.

D. General

1. To attend meetings and In-Service Training sessions as required by the Head of Department.
2. to participate in a personal staff development/appraisal process in accordance with school policy.
3. To be familiar with and to adhere to relevant parts of the school's Health & Safety policy.
4. To undertake such other duties as may be required from time to time.