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Bangkok Patana School
*** Information for Primary English as an Additional Language (EAL) Teacher (August 2019)**
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Mission

Our mission is to ensure that students of different nationalities grow to their full potential as independent learners in a caring British international community.

Vision

We develop Global citizens who shape their world through independence, empathy, creativity, and critical thinking.

Values

Well-being We are Protected, safe and secure Motivated and engaged Responsible and honest Kind and compassionate Balanced and fulfilled	Learning We are Rigorous Inquisitive and creative Critical, reflective thinkers Collaborative and confident communicators Passionate, resourceful and resilient	Global Citizenship We are Committed to integrity Active volunteers Diverse and inclusive Ethical and informed Empowered by our Interculturalism Inspired to improve global sustainability Respectful contributors to digital and local communities
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Student safeguarding and safe recruitment

Bangkok Patana School is committed to safeguarding and promoting the welfare of its students and expects all staff to share the same commitment.

As part of the recruitment process applicants must provide:

- The name and contact details of three referees. One referee should be the applicant's current or most recent employer. In addition to the written references, referees may be contacted to obtain a verbal reference.
- An up-to-date DBS Disclosure if from UK or police check.
- Documentation from universities and colleges verifying attendance and successful completion of courses undertaken.
- An up-to-date medical.

For August 2019, Bangkok Patana School seeks imaginative, enthusiastic teachers to work with students on the EAL programme. The EAL teacher works in a collaborative way, planning with class teachers and leading members of the EAL team in order to support children in mainstream classes to access the curriculum and improve their English language proficiency. The willingness to be an effective team player and work closely with parents is essential. Experience of successfully teaching the English National Curriculum is beneficial and implementing recent UK initiatives is highly desirable.

The Extra-Curricular Programme is considered a vital and integral component in the education of our student community. Therefore, applications are particularly welcome from teachers with experience, passion and talent in the areas of visual and performing arts, community service, debate, outward-bound activities and sports.

Job Description

Responsible to: Leader of Learning Language Acquisition

Contact Time: 80%

Role & Position in the Organisation: The EAL Teacher reports directly to the Leader of Learning Language Acquisition.

The EAL teacher is responsible for teaching students on the EAL programme and supporting the class teachers to effectively teach all bilingual students. This will be done in accordance with the school's mission, curriculum programmes and in line with the school's policies.

The EAL teacher works in a collaborative way, planning with the class teachers and leading the members of the EAL year team in order to support children in mainstream classes in order to help them access the curriculum and improve their English language proficiency skills.

In addition to planning, teaching and evaluating, the EAL teacher liaises with class teachers and has regular reviews with parents.

The EAL teacher leads their group of EAL Facilitators and is responsible for their Performance Management.

Responsibilities, by area:

Goal I: We focus on continually improving learning

Strategic Area 1: Teaching and Learning – The EAL Teacher will:

- teach and work with students who are on the EAL programme;
- proactively seek to develop independent learners;
- put into practice the school's Teaching and Learning Policy and guide EAL Facilitators on applying this;
- adhere to the school's Professional Standards;
- employ a wide variety of teaching and learning strategies to make learning both effective and enjoyable;
- collaborate with and advise class teachers on appropriate teaching arrangements for bilingual children;
- employ a variety and range of co-teaching models in liaison with the class teachers;
- keep Heads of Year and Heads of Curriculum informed on the progress of students requiring EAL Support within their Year group;
- assist in the Primary/Secondary, Key Stage and Year group liaison process, in consultation with the respective class teachers, to ensure cross-phase continuity;
- maintain student records as required by the school;
- prepare and maintain student profiles detailing language skills in the four language areas including areas for development;
- write student reports for parents including overseeing and cross-reference input provided from EAL Instructors and ensure that quality and consistency is maintained;
- regularly review language development of the students with class teachers and parents and assess students ready for exiting the EAL programme;
- update Class Teachers, Leader of Learning Welfare and Leader of Learning Curriculum on EAL student progress.

Strategic Area 2: Professional – The EAL Teacher will:

- keep abreast of current educational thinking and ideas for curriculum development and provision for bilingual students;
- commit to an ongoing programme of professional development, both formally and informally;
- actively engage with the school's Performance Management system and be responsible for the Performance Management of the EAL Facilitators in their team;
- act as an ambassador for the school by demonstrating the highest professional standards;
- contribute fully to school life through the ECA programme and through Primary and whole school events;
- contribute to in-service training of all staff;
- on occasions, to provide cover for unexpected class teacher absence or other urgent eventualities;
- undertake playground and lunch time duties;
- attend all compulsory CPD training sessions linked to Student Safeguarding, first aid, EAL and Learning Support (LS).

Strategic Area 3: Culture and Communication – The EAL Teacher will

- liaise fully with the Leader of Learning Language Acquisition, other EAL teachers and EAL Facilitators;
- liaise with parents of pupils on the EAL programme in conjunction with the students' teachers and, where appropriate, the Leader of Learning Language Acquisition;
- ensure excellent lines of communication with all staff, parents and children;
- use and contribute to the school's established systems of communication – the Patana Website, the Patana News, Year Group Newsletters, Blogs, Parent Contact Books, 3 Way Conferences.

Goal II - We align our structure, policies and practices to support learning

Strategic Area 1: Policy and Planning – The EAL Teacher will

- understand and adhere to the Child Safeguarding policy, the Code of Conduct and methods for reporting a concern;
- work in line with the school's mission, policies and curriculum programmes;
- support and actively promote full integration of the school's Language Policy, the EAL policy and the Home Languages policy into all other school policies on curriculum and pastoral related matters;
- plan, co-ordinate and document the school's arrangements and strategies for supporting and identifying pupils who require additional EAL support and make recommendations on students exiting the EAL programme;
- attend EAL and appropriate Year Team meetings;
- take an active role in Year group planning, advising class teachers on appropriate differentiation and resources for bilingual children;
- ensure that planning and student records are easily accessed by monitoring staff and supply teachers;
- contribute to whole school review and from time to time to volunteer to serve on a new initiative or review committee.

Strategic Area 2: Finance and Resources – The EAL Teacher will:

- help ensure all resources are appropriately stored, maintained and deployed;
- contribute ideas to Year group resourcing and budget planning as well as resourcing and budget planning for the EAL Department.

Strategic Area 3: Admissions – The EAL Teacher will:

- assess new students applying to the school and write a report on their language skills during times when the Leader of Learning Language Acquisition is unable to carry out the assessments alone, i.e. beginning of the academic year and Term 3;
- ensure that assessment advice to the Principal is in line with the school's admissions policy;
- provide advice for Heads of Year on placement for these new students;
- ensure that new students on the EAL programme transfer smoothly into their class and good partnerships are developed with the parents.

Strategic Area 4: Health and Safety – The EAL Teacher will:

- keep a watching brief on health and safety matters and to be proactive in reporting to the Leader of Learning Language Acquisition or Leader of Learning Welfare any perceived risks;
- be aware of and adhere to all safe guarding policies- child protection and duty of care.

Strategic Area 5: Facilities – The EAL Teacher will:

- use all facilities appropriately and to report to the Leader of Learning Language Acquisition or Leaders of Learning Welfare regarding any maintenance issues.

These duties will be developed into short and longer-term targets in consultation with the post holder.