

Garden International School Eastern Seaboard

Your Choice. Their Future. Our Family



English as an Additional Language Coordinator (EAL)

Garden International School Rayong (GISR) is a caring, vibrant international community of happy, passionate lifelong learners. We strive for excellence through our core values: overcoming challenges, nurturing our own and each other's potential and celebrating success. We empower our diverse and inclusive community to take responsibility for creating a sustainable and peaceful world. The primary purpose of all our leadership roles at GIS is to support the fulfilment of our Vision and Mission and to embody our Core Values.

Leadership role:	English as an Additional Language (EAL) Coordinator
Leadership scale:	B Allowance 4000 Baht
Leadership Line Manager:	Head of Faculty - English
Core purpose:	To lead, develop, and enhance the provision for students with English as an Additional Language (EAL), ensuring high-quality teaching, targeted support, and professional development opportunities for staff. The role requires strategic leadership in EAL provision, collaboration with key stakeholders, and fostering an inclusive school environment that enables all students to thrive.
Key areas of responsibility:	<ul style="list-style-type: none">● Lead the assessment process to identify students requiring EAL support and monitor their progress through data-driven strategies.● Develop and oversee the implementation of targeted EAL interventions, including in-class support and withdrawal sessions.● Act as the primary point of contact for EAL-related inquiries, ensuring clear and effective communication with students, staff, and parents.● Implement a robust assessment framework aligned with international standards to track student progress.● Support integrating EAL students into the wider curriculum, fostering a positive and inclusive learning environment.
Leading learning and teaching	<ul style="list-style-type: none">● Drive excellence in EAL teaching by promoting research-based best practices and innovative methodologies.● Guide teachers on effective differentiation strategies to support EAL learners in mainstream classes.● Monitor, evaluate, and review teaching and learning practices for EAL students, implementing improvement strategies as necessary.● Ensure that EAL provision aligns with the school's overall academic vision and supports student achievement across all subjects.

Professional Development & Staff Training	<ul style="list-style-type: none"> ● Lead and deliver high-quality professional development sessions for teachers on best practices in EAL teaching and inclusion. ● Support subject teachers in adapting their instructional approaches to meet the needs of EAL learners. ● Facilitate cross-departmental collaboration to integrate language development strategies into all subject areas. ● Stay updated with current research and developments in EAL education and disseminate this knowledge across the school community.
Developing self and working with others	<ul style="list-style-type: none"> ● Foster a culture of collaboration and continuous improvement among EAL staff. ● Provide leadership and management for EAL teachers, ensuring effective planning, support, and performance evaluation. ● Recognise and celebrate the contributions of individuals and teams working to support EAL students. ● Engage in personal and professional development and encourage others to do the same.
Ensuring sound administration and organisation	<ul style="list-style-type: none"> ● Oversee the assessment and transition process for new students with EAL needs, ensuring a seamless integration into the school. ● Maintain and update the EAL register based on termly assessments and established entry and exit criteria. ● Work with Primary and Secondary EAL staff to implement a consistent assessment framework (PET and KET tests for KS2-KS3 transition). ● Develop and manage EAL timetables, allocating staff and resources efficiently. ● Ensure adherence to school policies, protocols, and deadlines related to EAL provision.
Securing accountability	<ul style="list-style-type: none"> ● Establish a culture of shared responsibility for the success of EAL students by working closely with leadership, faculty, and parents. ● Ensure the accuracy and effectiveness of EAL reports and communicate key insights to relevant stakeholders. ● Utilise data analysis to monitor student progress, assess the effectiveness of interventions, and drive ongoing improvement in EAL provision.
Strengthening community	<ul style="list-style-type: none"> ● Act as the primary liaison for parents of EAL students, fostering strong home-school partnerships to support language development. ● Collaborate with external agencies and other schools to enhance EAL provision and share best practices. ● Promote cultural awareness and inclusion through school-wide initiatives and community events.
Other specific responsibilities	<ul style="list-style-type: none"> ● Teacher of English EAL ● Tutor

Line management of:	<ul style="list-style-type: none"> ● Directly line-manage the EAL Specialist Teacher ● In liaison with the Head of Faculty, English monitor teachers who teach on the Key Stage 3 EAL programme or English B
School Committees:	<ul style="list-style-type: none"> ● Lead the EAL Team ● Member of the English Faculty ● Secondary Team ● Year Team for Tutor role
Events:	<ul style="list-style-type: none"> ● Represent the EAL department at parent introduction evenings, student-parent-teacher progress meetings, and community events.
Policies and Publications:	<ul style="list-style-type: none"> ● Develop and update EAL policies and procedures, ensuring alignment with the school's inclusion framework.
Liaison with:	<ul style="list-style-type: none"> ● Work closely with the Head of Inclusion, subject teachers, Heads of Faculty, and Learning Support Staff to ensure effective EAL provision.
Other:	<p>The duties outlined above are not exhaustive and may evolve over time. Any significant changes will be discussed and agreed upon during the annual job description review as part of the performance management process. The postholder may also be required to undertake additional responsibilities reasonably requested by the line manager, ALT, or the Principal to support the school's vision and mission.</p>