

## Head of EAL (and English Teacher/ Instructor): Person Specification

**You should be able to demonstrate that you meet the following criteria:**

**E = Essential**  
**D = Desirable**

**Measured by:**

**A. Application Form**  
**C. Interview**

**B. Test / Exercise**  
**D. References**

Qualifications		
<b>E</b>	• Good degree/NVQ in relevant subject or relevant experience	<b>A</b>
<b>E</b>	• A GCSE grade of C or higher in English and mathematics (or equivalent qualification)	<b>A</b>
<b>E</b>	• A proficiency in improving basic numeracy and literacy with specialist skills in literacy that will enable you to work with targeted individuals.	<b>A</b>
<b>D</b>	• Professional qualification relative to post i.e. NVQ Level 3 for Teaching Assistants TEFL qualification and experience	<b>A</b>

Experience/Knowledge		
<b>E</b>	• Experience of working effectively supporting children in a learning environment and specifically those with English as additional language.	<b>A</b>
<b>E</b>	• Experience of working cooperatively as part of a team.	<b>A C</b>
<b>E</b>	• Understanding of principles of child development and learning processes and in particular, barriers to learning.	<b>A C</b>
<b>D</b>	• Recent successful experience as an effective, successful classroom/intervention teacher.	<b>A C</b> <b>A D</b>
<b>E</b>	• Experience of relevant learning programmes/strategies/codes of practice	<b>A B</b>
<b>E</b>	• Ability to demonstrate creative and innovative approaches to supporting EAL learners	<b>A D</b>
<b>E</b>	• Experience of improving the literacy skills of disadvantaged students.	<b>A B</b>
<b>E</b>	• Experience of working with underperforming members of staff to support and develop their progress with students.	<b>A C</b>
<b>E</b>	• Evidence of working with young people effectively	<b>D</b>
<b>D</b>	• Successful contributions to team work	
<b>D</b>	• Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	<b>B C</b> <b>C</b>
<b>E</b>	• Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	<b>B</b>
<b>D</b>	• Experience of timetabling and managing a department budget.	<b>A B</b>
<b>E</b>	• An understanding of Heritage Language GCSE requirements.	<b>A C</b>
<b>E</b>	• An ability to plan engaging and challenging lessons for all.	<b>A B</b>
<b>E</b>	• Ability to take responsibility and work with autonomy within set boundaries	<b>A C</b>
<b>E</b>	• Strong interpersonal skills and ability to communicate effectively with children and adults	<b>ABC</b>
<b>E</b>	• Good organisation and personal management skills	<b>A B</b>
<b>E</b>	• Ability to work successfully with students with challenging behaviour	<b>A C</b>
<b>E</b>	• Ability to relate well to children and adults	<b>A C</b>
<b>E</b>	• Ability to use ICT for recording, monitoring and reporting	<b>A B</b>
<b>E</b>	• An ability to respect sensitive and confidential work	<b>A C</b>

Skills, Attributes and Abilities		
<b>E</b>	• Excellent knowledge of and enthusiasm for supporting pupils with EAL	<b>A</b>
<b>E</b>	• Good planning and organisational skills	<b>D</b>
<b>E</b>	• Ability to document findings in appropriate format	<b>D</b>

E	• Ability to communicate and relate to staff, students and parents alike	C
E	• Effective use of ICT and technology	C
E	• Ability to work constructively as part of a team.	C
E	• Be able to reach a consistently good standard of teaching/intervention	D C
E	• Be resilient, reliable, in good health, and possess a sense of humour	A C
E	• Ability to use progress data of students to benchmark, track and raise attainment of students for whom responsible	A C
E	• Good working knowledge of assessment for learning approaches and their classroom application	A C
E	• To lead a department by example and with excellence – to be able to inspire and motivate students and departmental members.	A C
E	• Possess strong interpersonal skills and be able to work effectively as part of a team	A C
E	• To promote equality, diversity and inclusion and demonstrate this within the role.	A C
E	• To be jointly responsible for promoting and safeguarding the welfare of students	A C
E	• Ability to form and maintain appropriate relationships and personal boundaries with students	A C
E	• To be skilled in behaviour management.	A C
E	• A sharp focus on the promotion of languages across the Academy.	A B
D	• A desire to keep up to date with current educational initiatives, both in and out of the EAL classroom.	A C

General		
E	• Motivation and enthusiasm to work with children and young people	A C
E	• Ability to act as a role model for pupils and staff through demonstrating high standards of personal and professional conduct	C
E	• Flexibility to cope with diverse needs of the role	A C
E	• Resilience to work under pressure	A C
E	• Respectful towards all students, with total belief in their entitlement to a high quality education, whatever their circumstances and ability	C
E	• Committed to raising standards of achievement through high quality classroom practice	C
E	• Take a key role in contributing to extra-curricular activities within Performing Arts which may require after school and weekend rehearsals	C
E	• Committed to the principles of the Academy programme	B
E	• Possess personal integrity, warmth and a willingness to grow and learn	A C
E	• Commitment to the education of the 'whole child,' i.e. social, emotional and citizenship development	A C
E	• Enhanced DBS Check	A C
E	• A commitment to our Core Values	A B
E	• Willingness to undertake further professional training as appropriate	A C
E	• Commitment to own personal development and learning	A C