



EAL Coordinator

Location: Claremont School Prep and Senior schools

Line Manager: Director of Boarding

Role context

Claremont School is a day and Boarding school with a growing number of international students in the Prep School as well as the Senior School. The role of the EAL Coordinator is to harness the international contexts of our classrooms and offer an inclusive environment for students to engage in dialogue and develop their academic skills. Therefore, the EAL Coordinator is expected to lead, manage and work collaboratively with mainstream teachers, and to support staff to plan and deliver effective English language support to EAL students so they can access the curriculum. The EAL Coordinator will also support the development of EAL offering by creating English intensive academic programmes. The postholder will contribute to, and need to demonstrate skills in, planning, monitoring, assessment, analysing impact and behaviour management.

Key Responsibilities

1. Create courses for the students who join us one year prior to entering the school's normal curriculum.
2. Manage the integration of EAL students into the school system, whether after attending tailor-made programmes or managing hybrid programmes when students attend some mainstream lessons as well as tailor-made EAL.
3. Take a leadership role in developing a learning environment and curriculum that recognises, values and enhances cultural and linguistic diversity, promoting an inclusive ethos that meets the learning needs of students with English as an additional language.
4. Organise and develop training and support for colleagues involved in supporting EAL students, ensuring inclusion, equity equality of opportunity and respect for diversity.
5. Manage English Assessments (Cambridge suite, IELTS) and work closely with the Head of Futures on English entry requirements to universities in the UK and abroad.

Other Responsibilities

- Line Manage the EAL teachers;
- Effectively identify which students have barriers to learning due to English being an additional language, assess their level and place them on the correct course;
- Monitor student's progress and mark work in line with school policy implementing additional interventions to achieve desired outcomes;
- Support staff with understanding their levels and needs, and with the prioritisation of need of these students, developing and maintaining an EAL area of the school Shared Drive
- Contribute to own and other departmental meetings where necessary, providing subject specific strategies to support EAL students;
- Co-ordinate the intervention that is put in place to meet the specific needs of these students.;

- Create resources to support the language development of these students, deliver and evaluate appropriate curriculum for them including schemes of work and deployment of resources;
- Establish and keep up-to-date student EAL profiles in relation to students' language abilities and ensure information is collated and distributed;
- Support the students in accessing co-curricular activities, ensuring all have equal access to opportunities to learn and develop;
- Develop and maintain links with parents to meet the needs of EAL students in order to ensure that educational achievement and personal development are maximised, informing them of what is planned in the EAL programme and how they can support their child.
- Attend parents' evenings informing parents of student's progress and complete written reports on progress in line with the school calendar;
- Support the Exams Officer with Language exam entries;
- Follow school processes and procedures to report information in respect of student learning, behaviour, etc.;
- Be aware of and comply with policies and procedures relating to child protection, health, safety, security and confidentiality reporting all concerns to an appropriate person to ensure students' wellbeing;
- Develop knowledge and keep abreast of external strategies advising senior leaders how to respond, developing links between EAL support and national initiatives;
- Undertake training and other learning activities and attend relevant meetings as required to ensure own continuing professional development;
- Involve students in the planning and implementation of the EAL programme obtaining feedback on the provision and organising mentoring to develop the acquisition of the English Language;
- Teach 50% of a timetable;
- Undertake such other reasonable responsibilities and tasks that may be assigned by the Principal or Heads of Schools.

Candidate Profile

1. Person specification

- Ability to work effectively with individual students and/or small groups of students;
- A proven record of excellent and reflective classroom practice;
- Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly;
- Good influencing skills to encourage students to interact with others and be socially responsible;
- Good communication skills to be able to inform, persuade, inspire and motivate students and provide feedback to other professionals and parents as required.
- Responsive teaching strategies that incorporate high-quality feedback and a focus on developing reading, writing, use of English, listening, comprehension and speaking skills;
- Enthusiasm for continued professional learning;
- Commitment to ensuring our students have an enriched, holistic boarding school experience;
- Ability to use technology to support data collection and analysis.

2. Qualifications

- PGCE TEFL / TESOL or MA in TEFL / TESOL. Applications are also welcomed from teachers holding a CELTA (essential) or DELTA (desirable) qualification or equivalent.

3. Experience

- A proven record of delivering the IELTS and Cambridge Suite English Language programmes;
- Good standard of general education, together with good numeracy and literacy skills;
- Experience of creating and developing resources for students who have EAL;
- Experience of establishing a baseline assessment of progress for these students, setting specific, well-researched interventions, analysing the impact and developing new interventions based on this;
- Experience in liaising with both parents and outside professionals;
- Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality.

Safeguarding & Safer Recruitment

Claremont School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All post holders are subject to appropriate vetting procedures and satisfactory Criminal Background Checks or equivalent covering the previous 10 years employment history.

About Claremont

Claremont School is an independent day and boarding school. The Nursery and the Prep School are based in St Leonards on Sea, and the Senior School is located in Bodiam, East Sussex. The school is non selective and welcomes children and young people from a large catchment area spanning 25 miles. In addition, one third of the students in the Senior School are international boarders.

Children join Claremont aged 1, and the school offers a British curriculum throughout with GCSEs and iGCSEs at KS4, and A Level and BTechs at KS5. In addition, the school delivers outstanding programmes in Performing Arts (winning an award for outstanding School for Performing Arts in 2021) and in football where students can join the Football academy and look to become professional players.

Results and Value-Added at Claremont are outstanding, with Senior School results beating national averages year on year, as well as more local independent selective schools. We believe that successful schools are the ones that put learning at the heart of everything they do, always aiming to create rounded individuals that can forge successful careers and lives, in a rapidly changing world. Claremont aims to be the School of Choice for the local area, and supports its young people to excel in all that they do in a safe and inspiring environment.

Claremont School is also part of the International Schools Partnership (ISP) group, comprising committed colleagues in financially responsible schools around the world, where learning is at the heart of everything we do for our students, colleagues, and parents. We are committed to getting better, all the time. ISP was founded by an experienced team of committed educationalists and operators who have worked together over many years. ISP's growing group of private schools are located in the UK, the USA, Canada, Spain, Italy, Switzerland, Costa Rica, the United Arab Emirates, Qatar, Malaysia, Mexico, Chile,

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Colombia, Ecuador and Peru, educating children and students from 2–18 years of age. ISP has expanded to 63 schools that employ over 8,000 staff and deliver multiple curricula to over 56,000 students located across the globe.