



We are committed to safeguarding and promoting the welfare of our students. All roles are subject to safeguarding screening appropriate to the post, including checks of past employers and disclosures with the relevant body at an enhanced level. New DBS checks are conducted at regular intervals for current post holders.

**Title of Post: Co-ordinator of EAL**

Date: January 2016

**JOB DESCRIPTION**

Purpose	To lead and manage the school's EAL provision within the English and Literacy Faculty
Responsible for	The line-management of EAL staff, including an EAL LSA Compiling data for SIMs and whole school tracking and analysis
Reporting to	HOD – English and Literacy
Liaising with	Teaching and other LSA colleagues across the school and parents
Scale/Grade	PO4
Terms & Conditions	29 hours x 40 weeks per annum. Colleagues may be required to work out of hours by negotiation.
Main Duties	<ul style="list-style-type: none"> <li>Review and update, on a termly basis, the whole school data on EAL for key cohort</li> <li>Lead intervention strategies for the underachievement of key ethnic groups</li> <li>Teach English to groups of early stage learners</li> <li>Disseminate learning strategies /good practice for teaching EAL students</li> <li>Develop a training pack of materials for teachers on good practice in teaching EAL students in an inclusive classroom</li> <li>Be accountable for quality assuring EAL provision &amp; tracking across the school, including evaluating the impact of provision through self evaluation</li> <li>To coordinate intervention programmes for underachieving cohorts – liaising with external agencies (eg Windsor Fellowship or equivalent, Somali outreach) and parents to meet the needs of underachieving cohorts.</li> <li>To be responsible for communicating to all staff, via SIMs, the EAL IEP of early stage learners working alongside the EAL LSA and Assistant Head English.</li> <li>Work closely with colleagues across the school to promote the inclusion of literacy specific support in all lessons</li> <li>Implement strategies that address the literacy needs of designated students. This will include providing individual support to students and groups of students both in lessons and in other contexts and also contributing to extra-curricular programmes.</li> <li>Deliver programmes for groups of students, including intensive intervention programmes and one-to-one support</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitor and record the progress of learners who are placed on intervention programmes</li> <li>• Support teachers in class through developing resources and learning activities that support the literacy needs of learners. This includes the use of ICT.</li> <li>• Liaise with parents/carers of identified students; ensure that there is regular communication with and reporting to parents/carers.</li> <li>• Liaise with class teachers regarding pupil progress and support strategies</li> <li>• Assist with the training and coaching of staff regarding literacy needs and strategies; model good practice to staff .</li> <li>• Ensure that all documentation regarding designated students is in place.</li> <li>• Assist in the development of EAL/literacy resources and strategies for use with students in the classroom and informal settings.</li> <li>• Undertake Health &amp; Safety duties as directed by the School Business Leader to ensure that the school meets its duty of care to all students, staff and visitors to. The post holder will be a member of the school's Critical Incident Support Team and will assist the Headteacher and Leadership team in an emergency.</li> </ul>
Other Specific Duties	<ul style="list-style-type: none"> <li>• Assist in the supervision of students as required, for example in exams, on trips and at break times.</li> <li>• The postholder will be required to demonstrate a continual positive commitment to the school's policies including those relating to safeguarding children, health &amp; safety, and equal opportunities.</li> <li>• Implement and follow all school and LA policies and procedures, including giving due regard to the schools equal opportunity policy.</li> <li>• Ensure all work is appropriately documented and kept up-to-date.</li> <li>• Keep abreast of current legislation and developments in relation to finance and attend training where appropriate.</li> <li>• Participate fully in the School's Self-Review, Performance Management/Staff Review and School Improvement Plan procedures.</li> <li>• Help ensure that the school meets the relevant outcomes of the Every Child Matters and Extended Schools initiatives.</li> </ul>

Excellence is expected by all in the school's community where a dynamic and challenging learning environment helps to realise the ambitions of all and continues to ensure exam results are above the national average. The school is committed to preparing students to be responsible, articulate and intellectually curious about the world they live in with confidence. Supporting a creative approach to teaching and learning is established and expected by all.

It is expected that the post holder will carry out her/his responsibilities within this philosophy. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

**This role is subject to an enhanced DBS check.**

**Title of Post: Head of English as an Additional Language (EAL /Literacy)**

**PERSON SPECIFICATION**

Skills & Aptitudes	<ul style="list-style-type: none"> <li>• To have an excellent command of the English language, including higher order literacy skills in written and oral form, evidenced in clear communication</li> <li>• To be able to lead a team and demonstrate a clear understanding of relevant leadership and management issues, including managing and leading a team of people to work towards a common goal</li> <li>• Good skill/aptitude levels in dealing with children/young people evidenced through language teaching</li> <li>• Ability to work with a wide range of individuals</li> <li>• Exceptional interpersonal skills.</li> <li>• Effective use of ICT to support learning</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> </ul>
Qualifications & Experience	<ul style="list-style-type: none"> <li>• Degree (minimum 2.2) and minimum Level 2 Grade C English &amp; Maths</li> <li>• A nationally recognised TEFL qualification. Post graduate TEFL qualification desirable</li> <li>• Understanding of relevant policies/codes of practice and awareness of relevant legislation; Good understanding of national/foundation stage</li> <li>• Experience of teaching /supporting as an LSA/children and young people who are early stage English language learners</li> <li>• Knowledge and experience of procedures and legal requirements related to Child Protection and Safeguarding.</li> <li>• Outstanding record of attendance and punctuality.</li> </ul>
Qualities	<ul style="list-style-type: none"> <li>• High levels of integrity, trust and endeavour.</li> <li>• Self confidence and a calm approach when dealing with challenging and difficult circumstances.</li> <li>• A sense of ambition and empathy for all learners.</li> <li>• A self starter who can set and meet deadlines and prioritise.</li> <li>• A problem solver who always wants to achieve better levels of service.</li> <li>• Approachable, flexible and with sound judgement.</li> </ul>

JD and person spec prepared by	
Date	
Signed (SBM)	
Date	
Signed (Employee)	
Date	