

Passionate about L2 education? Fuelled by a coaching mindset to support teachers?



Background

Island Christian Academy is a community-minded International School located in the vibrant Soho district in Hong Kong. Island Christian Academy currently has an enrolment of 460 students in Years 1-7. The school is in its eighth successful year of operation and actively expanding!

The school is now seeking a passionate, experienced EAL Coach to take on a new position in our school supporting teachers in delivering high-quality learning for our L2 students. This role will be focused on developing our corporate capacity to support L2 learners by developing teacher skills and helping to shape classroom practices.

We offer, as our core curriculum, the International Primary Curriculum (IPC). The IPC gives us a framework to structure and deliver an engaging, inquiry-focused learning programme with an integrated, thematic approach to learning. It supports rigorous, differentiated learning that is active and exciting for children. Learning with the IPC takes a global approach; helping children to connect to where they are living now as well as looking at the learning from the perspective of other people in other countries.

In addition to the IPC, Island Christian Academy uses the UK National Curriculum for English, Australian National Curriculum for Mathematics and internally-developed curricula for Christian Studies and Chinese.

We have a diverse learning programme supported by specialist teachers in PE, Chinese and Music. Our schedule provides generous collaborative time within the school day to plan and prepare with teaching partners and year-level teams.



We are passionate about emphasising a balanced approach to teaching and learning, which is visible in our programme, developing learners academically, physically, socially and emotionally and spiritually.



Our school's mission is to:

EDUCATE | CULTIVATE | INSPIRE



To help achieve this mission, our EAL Coach will:

- Increase student achievement indirectly, using teacher support strategies for improving instruction quality.
- Provide guidance and expertise in the best practices for successful language acquisition, specifically in the four language domain areas of reading, writing, speaking, and listening.
- Provide professional development and coaching to teachers and learning assistants for the integration of strategies and methodologies for meeting the needs of EAL Learners in the regular classroom.
- Promote and model strategies that facilitate differentiation of learning needs.
- Prepare, model, and evaluate instructional strategies for teachers of EAL Learners.
- Facilitate the implementation and ongoing analysis of standardised testing for all English Language Learners.
- Assists in assessing the level of support to be provided to EAL learners based on their identified proficiency levels.



Person Specifications:

The ideal candidate will:

- Be an experienced, successful classroom practitioner with a desire to make a difference in our community of learners,
- Have specific experience and proven skills in the areas of English language learning, L2 support and teacher development.
- Be able to demonstrate their own personal commitment to being a lifelong learner
- Be passionate about Christian education and excited to shape the lives of future generations,
- Know how to inspire and lead others through challenge, change and innovation,

If this role sounds like the right next step in your career, we look forward to hearing from you about how you might be the right person to join our team and help shape the future for our amazing L2 learners here at Island Christian Academy!



Job Description – EAL Coach

Job Purpose

To support and monitor the progress of students with specific identified EAL/ESL/EFL needs. He/She will provide coaching and support for teachers in developing and implementing classroom strategies and modifying instruction to improve learning outcomes for EAL students in their English language learning. This role contributes significantly to increasing Island Christian Academy's organisational capacity to serve an increasingly diverse student population with different English learning needs through the development of others.

Responsible To

The position holder reports directly to the Principal (or delegate).

Key Duties

Responsibilities:

In the course of their core role, the EAL Coach:

- Increases student achievement indirectly, using teacher support strategies for improving instruction quality.
- Facilitates meetings with English leader and teachers.
- Provides guidance and expertise in the best practices for successful language acquisition, specifically in the four language domain areas of reading, writing, speaking, and listening.
- Provides professional development and coaching to teachers and learning assistants for the integration of strategies and methodologies for meeting the needs of EAL Learners in the regular classroom.
- Promotes and models strategies that facilitate differentiation of learning needs.
- Prepares, models, and evaluates instructional strategies for teachers of EAL Learners.
- Facilitates the implementation and on-going analysis of standardised testing for all English Language Learners.
- Assists in assessing the level of support to be provided to EAL learners based on their identified proficiency levels.
- Where appropriate, delivers support programmes outside of the classroom (e.g. English Language ECA).

Assessment & Reporting :

- To maintain a regular system of monitoring, assessment, record-keeping and reporting of students' progress.
- To mark/comment on student work to facilitate positive student development and improved learning.
- To carry out regular reporting and reflective analysis of student progress and achievement, and report to the Principal (or delegate).
- To communicate effectively with parents and stakeholders on programmes and student achievement.

Wider Responsibilities:

To ensure that their contributions to the programme of education at the Primary School:

- Builds solid foundations of God's love through a Biblical worldview curriculum, empowering students to follow Jesus Christ and know His Word.
- Is in accordance with the requirements of the Education Bureau of Hong Kong and other relevant government departments.
- Promotes equality as an integral part of the programme and treats everyone with fairness and dignity.

Community:

- To stimulate, foster, and enhance a sense of community amongst staff, parents, and students that encourages them to support the vision and mission of the School.
- To promote high quality relationships with all stakeholders.
- To build up community relations and school collaboration.

Extra-Curricular Duties:

- To take part in school events and activities that may take place at weekends or in the evening (within the reasonable request of the Principal).
- To participate in staff meetings as required, including learning meetings, prayer gatherings, committee meetings, etc.
- To supervise students during classes and at other times in the school day, including in the playground, during breaks, and at the direction of the Principal.
- To assist and organise sporting activities, school concerts and excursions where relevant.
- To lead or supervise extra-curricular activities as part of the school's extra-curricular programme (as included in school contract).
- To liaise with colleagues and work flexibly (this might include covering staff sickness by taking responsibility for a 'class-split').

Strategic Plan:

- To implement and support school development as identified in the School Improvement Plan, and as directed by the Principal.
- To be part of a whole school team, actively contributing to decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements.
- To support the Principal in promoting the ethos of the school.

Organisational Relationships:

The EAL Coach will maintain functional internal relationships with the English Coordinator, the Learning Support coordinator, teachers and learning assistants, and parents and school community members, where appropriate.

Other:

- To perform ad hoc duties as assigned by the Principal or delegate.