

Job Description

POST TITLE: Level 3 Teaching Assistant (EAL)

GRADE: Grade 9

RESPONSIBLE TO: SENCo

JOB PURPOSE

To work with students within the school as part of a team under the direction of Assistant Principal with responsibility for Inclusion in order to:

- Improve the quality of learning and foster the participation of students in the social and academic processes of the academy;
- Seek to enable students to become more independent learners;
- Help raise the standards of achievement for all students with a particular focus on multilingual learners, disadvantaged pupils and those with SEND.

GENERAL RESPONSIBILITIES

1. Support the overall Christian ethos of the Trust.
2. Be aware of and comply with Trust policies and procedures including but not exhaustive of:
 - Acceptable Use of IT Policy
 - Code of Conduct
 - Extremism & Radicalisation Policy
 - Health, Safety and Security Policy & Guidance
 - Keeping Children Safe in Education (Part 1) Guidance
 - Safeguarding Policy and Training Slides
 - Whistleblowing Policy
 - IT Pack including Acceptable Use Statement
 - Health, Wellbeing and Benefits Policy
 - Finance Policy
3. Be aware of and support difference and ensure equal opportunities for all.

4. Contribute to the overall aims of the Trust and Academy Improvement Plans
5. To develop and implement own professional development and skills
6. To behave in a manner that is professional, friendly, fair with students and colleagues demonstrating and role modelling politeness and respectfulness
7. To demonstrate an excellent record of attendance and punctuality.
8. Work cooperatively as part of the Trust wide staff team
9. Undertaking any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

SPECIFIC RESPONSIBILITIES

SUPPORT FOR THE STUDENTS

- Promote and develop independent learning, self-regulation, and resilience, enabling students to take ownership of their learning, particularly for students acquiring English as an additional language.
- Plan, deliver, and evaluate targeted interventions and language-rich support programmes for individuals and groups.
- Take a lead role in supporting students with complex needs, including physical, emotional, behavioural, and medical requirements, communication and integration needs, including new arrivals to the UK education system.
- Provide personal care, hygiene, and medical support in line with care plans and statutory guidance.
- Monitor, assess, and record student progress, using data to inform next steps and adapt provision using reading age, language proficiency and classroom evidence to inform next steps.
- Foster a safe, inclusive, and nurturing environment that promotes equality, diversity, and student well-being.
- Build and sustain positive, professional relationships with students, as a key adult and advocate, particularly for vulnerable and newly arrived pupils.
- Lead support during assessments (internal and external), ensuring access arrangements are implemented effectively.
- Coordinate and support students during educational visits, residentials, off-site provision, and transition programmes including Welcome Group / induction provision for EAL learners.

- Develop a specialist understanding of individual student needs, including EHCPs and personalised learning plans.
- Act as a key point of contact for parents/carers (especially EAL students), contributing to and supporting with reviews, meetings, and communication regarding student progress.
- Support and lead transition planning for targeted students across key stages or settings, with a focus on continuity of language support.

SUPPORT THE TEACHER

- Work collaboratively with teaching staff to plan, prepare, and adapt learning activities to meet diverse learner needs.
- Take responsibility for delivering pre-planned lessons or learning activities in the absence of the teacher where appropriate.
- Support the delivery of lessons and learning activities, modelling effective strategies for EAL inclusion where appropriate.
- Lead the implementation of intervention strategies and evaluate their impact on student outcomes.
- Develop, adapt, and deploy high-quality, differentiated resources, including those for specialist needs (e.g. visual impairment, SEND).
- Contribute to assessment, tracking, and reporting systems, including analysing progress data for targeted students.
- Provide detailed feedback to teachers on student progress, barriers to learning, and behaviour.
- Support and advise colleagues on effective strategies for inclusion and SEND provision.
- Take an active role in behaviour management, applying school policies consistently and proactively.
- Contribute to planning meetings, reviews, and multi-agency discussions.

SUPPORT FOR THE ACADEMY

- Contribute to the strategic development of inclusive practice improvement of EAL provision across the academy under the guidance of the Assistant Principal (EAL Lead).

- Lead or support the development of safe and effective learning environments, including specialist areas and resources.
- Take responsibility for the management, organisation, and safeguarding of equipment, including high-value or specialist resources.
- Maintain high standards of confidentiality and professionalism at all times.
- Act as a mentor or role model for less experienced Teaching Assistants, supporting with best practice in EAL and inclusion.
- Contribute to academy policies, procedures, and improvement plans, particularly relating to SEND and inclusion.
- Participate in and contribute to staff meetings, training, and professional development activities, sharing effective EAL practice where appropriate.
- Represent the academy at Open Evenings, transition events, and community engagement activities, particularly supporting specialist provision (e.g. visually impaired students).
- Support the safeguarding, health, and well-being of all students, including supervision duties.

SUPPORT FOR THE CURRICULUM

- Plan and deliver targeted literacy and numeracy interventions, ensuring improved access across the curriculum.
- Lead and coordinate intervention programmes and enrichment activities, both within and beyond the school day.
- Support and promote the effective use of ICT and assistive technologies to enhance learning.
- Design and deliver small group or 1:1 sessions, evaluating their effectiveness and adapting approaches as needed.
- Work collaboratively with subject leaders and senior staff to support inclusive curriculum delivery and differentiation for EAL learners.
- Liaise with and contribute to meetings with external professionals (e.g. Educational Psychologists, Speech and Language Therapists, Inclusive Education Services).
- Support the development of inclusive curriculum practices, ensuring accessibility for all learners.

STAFF CONDUCT

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust. You will work to Wollaton's values of 'Faith', 'hope' and 'love'.
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

DRESS CODE

- The Trust expect staff to wear professional business dress mirroring our high expectations of our student dress code.

Person Specification

PERSON SPECIFICATION – LEVEL 3 TEACHING ASSISTANT		
	ESSENTIAL	DESIRABLE
EDUCATION & TRAINING		
Further or Higher Education		*
NVQ3 in Early Years Care and Education; BTEC National in Learning Support; The Council for Awards in Children’s Care and Education [CACHE] Diploma or relevant experience		*
Evidence of relevant training or professional development related to EAL, language acquisition, literacy support or inclusive practice or a clear commitment to developing this expertise.		*
Take responsibility for own professional development and be willing to partake in further in-service or external staff development and training	*	
EXPERIENCE		
Previous experience of working within an educational setting - with demonstrable experience supporting students who have no or limited English.		*
Some knowledge and experience of working with students with communication needs and having used specialist equipment, technologies or ICT to support EAL learners.	*	
Experience of working with children with special educational needs		*
Working knowledge or be willing to build knowledge of safeguarding procedures, behaviour management practices, health and safety legislation for working with students and other regulatory body’s legislation and policy relating to education		*

PROFESSIONAL SKILLS		
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Ability to take full, accurate and legible notes during lessons on behalf on named students so that they have a good written record	*	
Excellent written and oral communication skills	*	
Excellent organisational and administrative skills	*	
Ability to establish positive relationships with students, families and colleagues	*	
Ability to provide support for planning and delivery of learning activities.	*	
Ability to organise classroom resources and assist with the maintenance of pupil records.	*	
Willingness to identify and develop own IT skills	*	

PERSONAL QUALITIES		
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Confidence and independence	*	
Ability to work unsupervised and independently understanding school roles and responsibilities and your own position within these	*	
Builds and maintains effective relationships with colleagues and stakeholders in a fair and equitable manner	*	
Good time management skills	*	
Commitment to Equal Opportunities	*	
Willingness to work within the Christian framework of the Trust	*	

Suitability to work with children. Enhanced DBS check to be undertaken on appointment	*	
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