**English as an Additional Language Teacher Role Profile**

**Purpose of Role**

The EAL Teacher supports students for whom English is an additional language by planning and delivering high-quality, inclusive lessons that accelerate English language acquisition and promote academic achievement. Working closely with class teachers, subject teachers, and the Inclusion team, the EAL Teacher provides differentiated instruction and targeted interventions to ensure students are fully supported in accessing the curriculum. The post-holder will uphold ADEK and AHBS expectations for high standards of teaching, safeguarding, communication, and student progress..

**About the School**

Aspen Heights British School (AHBS) is a truly inclusive school based on the outskirts of Abu Dhabi. We are proud of our inclusive ethos and our commitment to ensuring all children are provided with personalised learning experiences and the proper support to ensure they can make progress in learning in all areas.

**ISP Principles**

**Begin with our children and students.** Our children and students are at the heart of what we do. Simply, their success is our success. Wellbeing and safety are both essential for learners and learning. Therefore, we are consistent in identifying potential safeguarding and Health & Safety issues and acting and following up on all concerns appropriately.

**Treat everyone with care and respect.** We look after one another, embrace similarities and differences and promote the well-being of self and others.

**Operate effectively.** We focus relentlessly on the things that are most important and will make the most difference. We apply school policies and procedures and embody the shared ideas of our community.

**Are financially responsible.** We make financial choices carefully based on the needs of the children, students and our schools.

**Learn continuously.** Getting better is what drives us. We positively engage with personal and professional development and school improvement.

**EAL Teacher Key Responsibilities**

### Main Responsibilities

#### Teaching and Learning

* Plan, deliver, and evaluate lessons and interventions that develop students’ English language proficiency in reading, writing, speaking, and listening.
* Work collaboratively with teachers to adapt and scaffold classroom materials for EAL students across subject areas.
* Use data to group students, monitor progress, and personalise support according to individual language needs.
* Promote the integration and inclusion of EAL students in mainstream classes, ensuring equitable access to the curriculum.
* Support classroom teachers in embedding language development strategies across subjects.
* Develop language-rich environments and promote vocabulary development across the curriculum.
* Use strategies such as pre-teaching, modelling, visual supports, and guided language practice.
* Set high expectations that motivate, challenge, and support EAL learners to achieve their full potential.
* Contribute to the school’s inclusive ethos by supporting students who are new to English or at early stages of English acquisition.

#### Assessment and Record Keeping

* Use initial language assessments to identify EAL needs and track progress over time.
* Maintain accurate records of interventions and student progress in line with ADEK’s inclusion and EAL frameworks.
* Provide timely and informative feedback to students, families, and relevant staff on student progress.
* Support teachers in understanding and using assessment data to inform lesson planning and differentiation.

#### Collaboration and Support

* Participate in inclusion reviews, Success Pathway Plan (SPP) meetings, and parent-teacher conferences for EAL students.
* Deliver staff training or guidance on EAL strategies as directed by the Head of Inclusion.
* Maintain strong communication with families, respecting cultural and linguistic backgrounds, and supporting effective home-school partnerships.
* Actively contribute to the development of the whole school EAL provision and policies.

**Professional Responsibilities**

* Uphold the school’s values, policies, and safeguarding procedures at all times.
* Participate in school improvement planning and whole-school initiatives.
* Take part in performance management and professional development opportunities.
* Support extracurricular activities and school events as required.

**Staff Development, ECA & Cover**

* Attends and participates fully, in Staff Development, staff meetings and briefings as set
* Provides cover for absent colleagues as and when necessary
* Contributes to the extra-curricular activity program to enrich the school experience for the students as reasonably directed by the SLT and ECA Coordinator

**Personal and Professional Conduct**

All staff are expected to demonstrate consistently high standards of personal and professional conduct. Staff must maintain high standards of ethics and behaviour, within and outside school, by:

* Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* Having regard for the need to safeguard students’ well-being
* Showing tolerance of and respect for the rights of others
* Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* Ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law
* Staff must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
* Staff must have an understanding of, and always act within, the cultural expectations of UAE and the policies and expectations of the school which set out their professional duties and responsibilities.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

**Skills, Qualifications and Experience**

**Minimum Educational Qualifications Required for the Role**

* Bachelor’s Degree in Education or relevant subject area
* Postgraduate teaching qualification (e.g. PGCE, PGDE, QTS)
* Additional EAL/ESL qualifications desirable (e.g. CELTA, TESOL)

**Minimum Years of Experience Required**

* Minimum 2 years of full-time teaching experience, ideally in a school with a diverse EAL population
* Experience supporting EAL learners in both pull-out and push-in models
* Familiarity with ADEK inclusion and EAL guidelines is preferred

**Other Requirements**

#### Knowledge

* Awareness of the British curriculum and assessment methods, with an ability to support EAL students in accessing learning across all subject areas.
* Expertise in English language acquisition and EAL-specific teaching strategies, including phonics, vocabulary development, and grammar in context.
* Understanding of inclusive education principles, language proficiency frameworks (e.g. WIDA), and differentiated instruction for multilingual learners.
* Familiarity with ADEK expectations for EAL provision, inclusive education guidelines, and the eSIS ALN module for student tracking.
* Knowledge of how to identify, assess, and monitor EAL learners, including those who may also have additional learning needs (dual-identified students).
* Strong understanding of safeguarding, child protection, and school mental health policies with an emphasis on culturally and linguistically inclusive practice.

#### Skills

* Excellent communication, organisation, and problem-solving skills, with the ability to explain complex language or concepts in student-friendly ways.
* Strong interpersonal skills, including tact, patience, and the ability to collaborate effectively with teachers, families, and students.
* Confidence in modelling EAL strategies and coaching teachers to implement inclusive, language-rich practices in mainstream classrooms.
* Competence in analysing language assessment data and using it to inform instruction, intervention, and whole-school EAL development.
* High IT competency for documentation, data tracking, reporting, and integrating technology into language development activities.
* Proficiency in English (mandatory); additional language skills, particularly Arabic, are an advantage in supporting communication with families and students.

#### Personal Attributes

* Empathy and active listening skills to understand and support the linguistic, academic, and social needs of EAL learners.
* Cultural awareness and sensitivity to diverse backgrounds, with a commitment to equity and inclusion in multilingual classrooms.
* Ability to maintain confidentiality and handle sensitive student and family issues with professionalism and respect.
* Passionate about inclusive education and language development, with a drive to ensure all students thrive and achieve.
* Reflective and solution-focused, committed to ongoing professional learning and school improvement.
* Organised with a proven ability to meet deadlines, manage small-group and in-class support schedules, and track student progress.
* Reliable, detail-oriented, and committed to high standards of teaching, safeguarding, and inclusion.
* A critical thinker with the ability to adapt instruction, solve problems, and advocate effectively for EAL students.

### Other Requirements

* Fluent English (spoken and written)
* High standards of personal presentation and professionalism
* Commitment to ongoing learning and reflective practice

**ISP Commitment to Safeguarding Principles**

ISP 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, including an online due diligence search, references and satisfactory Criminal Background Checks or equivalent covering the previous 10 years’ employment history.

**ISP Commitment to Diversity, Equity, Inclusion, and Belonging**

ISP is committed to strengthening our inclusive culture by identifying, hiring, developing, and retaining high-performing teammates regardless of gender, age, disability status, neurodivergence, socio-economic background or other demographic characteristics. Candidates who share our vision and principles and are interested in contributing to the success of ISP through this role are strongly encouraged to apply.