



Lead Teacher EAL/ESOL Job Description

Salary/Grade

MPS/UPS classroom teacher scale with a TLR 2c

Overview

The Lead Teacher(s) will support the Faculty Leader, in establishing the aims and objectives of the faculty to reflect the overall aims and objectives of the school and in implementing appropriate policies and procedures to ensure the achievement of these objectives. S/he shall lead on supporting EAL students across the whole school both through working with groups of EAL students and sharing strategies for supporting EAL students in the classroom.

Reporting to

The Lead Teacher(s) will report directly to the Faculty Leader

Responsible for

The Lead Teacher is responsible for supporting EAL students both academically and pastorally whilst also supporting teachers in developing appropriate strategies for EAL students.

Liaising with

Faculty Leaders, T&L Leads, Senior Leadership Team, other Lead Teachers, Classroom Teachers, SENCO, Tutors, Pupil Support Services and relevant staff with cross-school responsibilities, relevant support staff, LEA representatives, external agencies and parents.

Working time

Full time as specified within the STPCD.

Duties and responsibilities

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the Headteacher.

Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).

S/he is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.

S/he shall uphold the school's policy in respect of child protection and safeguarding matters.

S/he shall be subject to all relevant statutory and institutional requirements.

S/he may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

All members of staff are required to participate in the school's appraisal scheme.



KEY FUNCTIONS

- To support the Faculty Leader in establishing and maintaining policies and practices to promote positive learning, pupil behaviour and achievement in the Faculty Area within the framework of the school policy.
- To support the Faculty Leader to develop and implement the Faculty policies, plans, targets and practices.
- To lead on supporting the needs of EAL students across the school.
- To support teaching staff in using appropriate strategies for teaching EAL students.
- To develop programs of study for different stages of EAL students
- To support the Faculty Leader, T&L Leads and teachers in their Subject Area to carry out their roles effectively

SPECIFIC RESPONSIBILITIES

The main responsibilities of the post are to:

- lead and manage the development and implementation of EAL provision in the school including writing policies and operational plans.
- welcome and integrate newly arrived children with EAL into our school.
- identify children needing EAL support on entry into school by conducting individual assessments.
- develop individual learning programmes for identified pupils.
- provide support, individual and group interventions for identified groups of targeted children.
- monitor and record outcomes and progress, set targets and report progress to teachers and SLT.
- differentiate work for pupils, ensuring that resources and materials reflect and support the linguistic diversity of pupils and liaise with teachers on planning.
- liaise with SENCo where a lack of progress suggests SEN.
- ensure that all staff are aware of the specific needs of all children with EAL in the school.
- provide guidance and in-service training for NQTs, TAs and new staff to the school on strategies in supporting children with EAL.
- celebrate the cultural diversity of the school population and explore possible links with home countries including leading relevant assemblies.
- Provide pastoral support for EAL students and initiate and develop partnerships with parents/community and to enlist their support and strengths in education of children with EAL.
- support the Faculty Leader in the development of the Faculty Improvement Plan as part of the School Improvement Plan, to include Subject Area/Key Stage priorities
- liaise with Faculty Leader and T&L Lead in organising Subject Area/Key Stage meetings
- ensure that all staff within the Faculty are kept up-to-date with Subject Area/Key Stage information and guidance
- to deputise for the T&L Lead and, if appropriate, the Faculty Leader when needed
- undertake other tasks as reasonably required by the Headteacher



Essential	Desirable	Evidence
<p>Qualifications and experience:</p> <ul style="list-style-type: none"> • First degree. • Qualified teacher status. • A continued commitment to own professional development. • Teaching experience within the designated age range. • Experience of working with EAL students. • Understanding of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children. 	<p>Qualifications and experience:</p> <ul style="list-style-type: none"> • Further relevant professional studies. • Experience of more than one school/academy. • Experience of more than one key stage. • Fluency in more than one language and an understanding of the needs of students who need support in language acquisition. 	<p>Application form Certificates References</p>
<p>Set high expectations and inspire, motivate and challenge all students, in specified faculty, by:</p> <ul style="list-style-type: none"> • Establishing a safe and stimulating environment for students, rooted in mutual respect. • Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions. • Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students. 	<p>Set high expectations and inspire, motivate and challenge all students, in specified faculty, by:</p> <ul style="list-style-type: none"> • Achieving good progress and outcomes for students with language barriers 	<p>Application form Letter of application References Interviews</p>
<p>Promote good progress and outcomes by students by:</p> <ul style="list-style-type: none"> • Being accountable for students’ attainment, progress and outcomes. • Being aware of students’ capabilities and their prior knowledge, and plan teaching to build on these. • Guiding students to reflect on the progress they have made and their emerging needs. • Encouraging students to take a responsible and conscientious attitude to their own work and study. 	<p>Promote good progress and outcomes by students in specified faculty by:</p> <ul style="list-style-type: none"> • Demonstrating knowledge and understanding of how students learn and how this impacts on teaching. 	<p>Application form Letter of application References Interviews</p>





Essential	Desirable	Evidence
<p>Demonstrate good subject and curriculum knowledge, especially in relation to specified faculty, by:</p> <ul style="list-style-type: none"> • Having a secure knowledge of your subject and curriculum area, fostering and maintaining students' interest in the subject, and addressing misunderstandings. • Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship. 	<p>Demonstrate good subject and curriculum knowledge, especially in relation to specified faculty, by:</p> <ul style="list-style-type: none"> • Having an understanding of the issues for different subjects and curriculum areas in your Faculty. • Having an understanding of the particular barriers to learning in each subject area across the school. 	<p>Application form Letter of application References Interviews</p>
<p>Plan and teach well-structured lessons by:</p> <ul style="list-style-type: none"> • Imparting knowledge and developing understanding through effective use of lesson time. • Promoting a love of learning and student's intellectual curiosity. • Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired. • Reflecting systematically on the effectiveness of lessons and approaches to teaching. 	<p>Plan and teach well-structured lessons by:</p> <ul style="list-style-type: none"> • Contributing to the design and provision of an engaging curriculum within the relevant subject area. 	<p>Application form Letter of application References Interviews</p>
<p>Adapt teaching to respond to the strengths and needs of all students by:</p> <ul style="list-style-type: none"> • Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively. • Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them. • Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these. 	<p>Adapt teaching to respond to the strengths and needs of all students by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students' education at different stages of development. 	<p>Application form Letter of application References Interviews</p>





Essential	Desirable	Evidence
<p>Make accurate and productive use of assessment in specified faculty by:</p> <ul style="list-style-type: none"> Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements. Making use of formative and summative assessment to secure students' progress. Using relevant data to monitor progress, set targets, and plan subsequent lessons. Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback. 	<p>Make accurate and productive use of assessment:</p> <ul style="list-style-type: none"> Understanding language assessment and progress EAL students show 	<p>Application form Letter of application References Interviews</p>
<p>Manage behaviour effectively to ensure a good and safe learning environment by:</p> <ul style="list-style-type: none"> Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them. Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary. 	<p>Manage behaviour effectively to ensure a good and safe learning environment by:</p> <ul style="list-style-type: none"> Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. 	<p>Application form Letter of application References Interviews</p>
<p>Fulfil wider professional responsibilities:</p> <ul style="list-style-type: none"> Making a positive contribution to the wider life and ethos of the school. Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. Communicating effectively with parents with regard to students' achievements and well-being. 	<p>Fulfil wider professional responsibilities:</p> <ul style="list-style-type: none"> Deploying support staff effectively. Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. 	<p>Application form Letter of application References Interviews</p>

