

Job Description:

EAL Coordinator



QUEST TRUST
Supporting Young People from
Early Years to Employment

JOB DESCRIPTION:	EAL Coordinator
RESPONSIBLE TO:	Headteacher and SENDCo
JOB PURPOSE:	<p>The EAL Coordinator is responsible for leading, managing, and working collaboratively with mainstream teachers and support staff to plan and deliver effective English language support to pupils with English as an Additional Language (EAL). The primary objectives are to speed the acquisition of English and facilitate access to the curriculum for EAL pupils, ensuring their educational achievement and personal development are maximised.</p> <p>As an employee within QUEST, staff may be required to work at any school within the Trust or elsewhere to support.</p>
LIAISING WITH:	Senior school staff, teaching and support staff, LA, parents/carers, external stakeholders, external agencies
DBS DISCLOSURE LEVEL	Enhanced

Professional Responsibilities

School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust, ensuring school environments for teaching and learning that empower both staff and children to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking.

Key Responsibilities and Duties

EAL Support and Curriculum Delivery

- Plan, lead, and monitor the delivery of English language support by teaching and non-teaching staff to support pupils with EAL.
- To deliver EAL intervention lessons and support EAL students in class if required.
- To co-ordinate and direct the work of the EAL instructors.

- To develop relevant and engaging schemes of work to facilitate small group teaching of EAL.
- To attend new starter admission meetings as and when required.
- To facilitate EAL students' smooth entry into school life, particularly if they are an in-year admission.
- To support the school's provision for students undertaking external language GCSE / Functional Skills examinations in addition to their selected options.
- To construct the student withdrawal timetable for small group EAL teaching.
- To model creative and effective approaches to learning and teaching English as an additional language, in order to promote enjoyment of the subject and raise achievement and standards.
- Assess individual pupils' needs and plan, deliver, evaluate, and adapt an appropriate curriculum for them, including schemes of work and deployment of resources.
- Monitor pupils' progress and mark work in line with school policy, implementing additional interventions to achieve desired outcomes.
- Liaise with all staff to ensure EAL pupils are supported, develop and maintain the EAL area of the school's MLE, and attend and contribute to learning support departmental meetings and curriculum departmental meetings, providing subject-specific strategies.
- Provide a safe, caring, and stimulating educational environment both indoors and outdoors.
- Liaise and complement the professional work of the teacher by taking responsibility for agreed learning activities under an agreed system of supervision - This may involve planning, preparing, and delivering learning activities for individuals, groups, or whole classes, and monitoring pupils/students and assessing, recording, and reporting on their achievement, progress, and development
- To promote child development, including pupil's self-reliance, self-esteem and emotional resilience.
- To audit EAL resources and undertake responsibility for the selection of resources for the subject.

Knowledge and Collaboration

- Develop knowledge and keep abreast of external strategies, advising senior leaders on developing links between EAL support and national initiatives.
- Develop a learning environment and curriculum that recognises, values, and enhances cultural and linguistic diversity, promoting an anti-discriminatory ethos.
- Implement school policy to meet the learning needs of pupils with English as an additional language.

Parental and Stakeholder Engagement

- Develop and maintain links with parents to meet the needs of EAL pupils in order to ensure that educational achievement and personal development are maximised.
- To ensure excellent communication with parent/carers about the care, development and education of their children and develop a partnership between school and parents/carers.
- To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.

Promoting Inclusion and Engagement

- Promote the inclusion and acceptance of all pupils/students within the classroom
- Be aware of and support differences, ensuring all pupils/students have equal access to opportunities to learn and develop
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils/students
- Supervise and provide particular support for pupils/students, ensuring their safety and access to learning activities
- Establish constructive relationships with pupils/students and interact with them according to individual needs, encouraging them to interact with others and engage in activities led by the teacher

Assessment and Feedback

- Provide feedback to pupils/students in relation to their progress and achievement
- Produce and adjust lesson plans and/or worksheets as appropriate
- Undertaking marking of pupils' work, contribute to floor books and accurately record achievement/progress
- Monitor, assess, record, and report pupils/students' achievement, progress, and development
- Regularly communicate detailed, objective, and accurate feedback to the teacher on pupils/students' achievement, progress, and challenges
- Administer formative assessments to support pupil progress.
- To support the successful transfer and transition of children in learning and development contexts and complete any paperwork necessary to support this.

Behaviour Management and Support

- Promote good pupil/student behaviour, dealing promptly with conflict and incidents in line with established policy, and encourage pupils/students to take responsibility for their own behaviour
- Contribute to the implementation of appropriate behaviour management strategies.
- Support and make use of the school's reward and sanction system
- To plan and deliver before and after school learning activities within guidelines set by the school

Administrative and Operational Support

- Accompany staff and pupils/students on visits, trips, and out-of-school activities, and take responsibility for a group, ensuring their health, safety and well-being, under the supervision of the teacher as may be reasonably directed

Contribution to the School Community

Contribute to the overall ethos/work/aims of the Trust and its schools, including participation in school events outside of working hours

Professional Development

QUEST (A Church of England Schools Trust) is committed to supporting the professional development of all its staff, including Expert Early Years Educators/Educators. As part of this role, you will have access to a range of training opportunities, both within the Trust and externally, to enhance your skills and knowledge. This may include attending workshops, participating in peer-to-peer learning, and accessing online resources. The Trust will also encourage and support you in pursuing further qualifications or specialised training relevant to your role and career aspirations.

Safeguarding

Safeguarding children and promoting their welfare is of paramount importance within QUEST (A Church of England Schools Trust). As an Expert Early Years Educator/Educator, you will have a crucial role in ensuring the safety and well-being of the children in your care. This will include:

- Be aware of and comply with child protection procedures at all times
- Adhering to the Trust's safeguarding and child protection policies and procedures at all times
- Reporting any concerns about a child's safety or well-being to the designated safeguarding lead
- Participating in regular safeguarding training to keep your knowledge and understanding up to date
- Promoting a culture of vigilance and a safe environment for all pupils/students
- Implementing effective strategies to protect children from harm, including online safety
- Collaborating with other agencies, such as social services, to support the wider safeguarding of children

By prioritising safeguarding and child protection, you will contribute to the Trust's commitment to ensuring that all children within its schools feel safe, secure, and able to thrive.

Other duties

Provide basic first aid.

To be a positive role model at all times

To sign and uphold the Trust's Code of Conduct and ensure confidentiality is maintained at all times.

Maintaining a secure, healthy and risk-free environment for students, staff and visitors.

Embrace and actively take part in CPD, fulfilling obligations to maintain and continue professional development in line with QUEST expectations.

To commit to the specified number of hours of professional development each year and have drive and passion to evolve and improve as a committed staff member.

Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.

To participate in the staff performance management process in accordance with the Trust's policy and be responsible for self-motivation towards agreed targets.

The job description encompasses the above statements and is not necessarily a comprehensive definition. The post holder should be willing to undertake any other tasks that might reasonably require

QUEST is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

Name _____

Signed _____

Date _____

Job Specification: EAL Coordinator



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AF – Application Form SP – Selection Process

Specification	Essential/ Desirable	Method of Assessment
QUALIFICATIONS / PROFESSIONAL MEMBERSHIP		
Appropriate EAL/ESOL teaching qualification	E	AF
Further professional qualifications relevant to the post	D	AF
PROFESSIONAL EXPERIENCE		
To have classroom based experience of working with students who have English as an additional language and proven successful learning outcomes.	E	AF
Experience of working with students who have English as an additional language on a 1:1 basis and in small group settings.	E	AF
Able to demonstrate experience making progress through the teaching and learning of English as an additional language either at class, or small group level.	E	AF
Manage own workload effectively and respond to tight deadlines.	E	AF
KNOWLEDGE AND SKILLS		
A sound understanding of the skills and attributes involved in teaching students who have English as an additional language.	E	SP
Have a clear understanding of phonics and how to teach these effectively.	E	SP
To understand the expectations in the new Ofsted Framework regarding effective EAL provision.	D	SP
Have a sound knowledge of what effective English as an additional language resources should look like and to have some knowledge and experience of devising schemes of work.	E	SP
Knowledge of effective strategies to include, and meet the needs of, all pupils within English language acquisition lessons.	D	SP
The ability to analyse data effectively to assess performance and progress of students in their EAL groups.	D	SP
Strong ICT knowledge and skills – able to demonstrate the effective use of ICT to enhance the learning and teaching of English as an additional language	E	SP

To understand assessment, recording and reporting requirements for EAL.	D	SP
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Other specifications

Ability to deal with minor injuries

To show commitment to sustain excellent attendance at work

Commitment to and participation in the wider life of the schools and Trust

Willingness to be flexible and adaptable as determined by the needs of the schools and the Trust

Legally entitled to work in the UK

DESIRABLE SKILLS/QUALIFICATIONS

Experience of supervising other staff

ILM or equivalent supervisory experience/qualification

Ability to organise, lead and motivate a team