

**JOB PROFILE**

**#RKLTPeople**

Nurturing Ambition, Inspiring Excellence



Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure. We are an equal opportunities employer which welcomes applications from all sectors of the community. We are committed to promoting diversity and want a workforce which reflects the local population of each of our schools.



[www.rklt.co.uk/careers](http://www.rklt.co.uk/careers)



\*Red Kite Learning Trust is committed to supporting work–life balance and recognise the benefits of flexible working. We welcome requests for flexible working arrangements as part of the recruitment process. While flexibility may be possible for many roles, each request will be considered on an individual basis.

<b>Job Title:</b>	EAL Coordinator	<b>School/Department:</b>	Harrogate Grammar School
<b>Salary Grade:</b>	Band 7 SCP 8-12	<b>Working Hours:</b>	19.4 hours per week Working across 3 days.
<b>Contract Type:</b>	Term Time Only + Training Days (39 weeks)	<b>Location:</b>	Harrogate

**Responsible to: Principal**

**Role summary:**

To lead, manage and work collaboratively with mainstream teachers and support staff to plan and deliver effective English language support to English as additional language students, to speed their acquisition of English and facilitate access to the curriculum.

**Special conditions of service:**

No smoking policy, including e-cigarettes/vaping. Requirement to occasionally work outside of school hours and off school premises as required by the school.

**Role specific responsibilities:**

- Coordinate the delivery of English language by teaching and non- teaching staff to support students with English as an additional language to develop their acquisition of the English language.
- Plan and deliver a complimentary curriculum via intervention sessions with EAL students to ensure students can actively acquire the English Language.
- Deliver diagnostic testing and monitor student’s progress through testing and marking student work in line with school policy.
- Support curriculum areas by advising teachers of classroom and support strategies which ensure EAL students can access each curriculum area.
- Attend parents' evenings informing parents of student’s progress and complete written reports on progress in line with the school calendar.
- Liaise with Year Managers to inform them of EAL progress and provision.
- Provide half termly reports to the Line Manager for EAL (SENDCo).
- When relevant, attend and contribute to learning support departmental meetings and curriculum faculty meetings providing subject specific strategies.



- Develop knowledge and keep abreast of external strategies advising senior leaders how to respond, developing links between EAL support and national initiatives.
- Develop and maintain links with parents to meet the needs of EAL students in order to ensure that educational achievement and personal development are maximised.
- Ensure continuing professional development for themselves and others to secure high standards of EAL teaching, learning and guidance.
- To be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- To contribute to the overall ethos/work/aims of the school, in accordance with your role and the direction of the Principal.
- Participate in the schools' performance management scheme.

**All colleagues**, regardless of career stage, will make a positive contribution to the wider life and community of our school, for example through sport, music, hobbies etc.

#### **RK People responsibilities:**

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role.

## Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives.



### Our Trust Values



**Collaboration**  
We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.



**Integrity**  
We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.



**Respect**  
We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

### Our Trust Goals



**We champion learning**  
Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.



**We promote wellbeing**  
Ensuring the wellbeing of every child and member of staff in our Trust.



**We invest in our people**  
Supporting every member of staff throughout their career to be the best that they can be.



**We innovate with technology**  
Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.



**We are our Trust**  
Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.



PEOPLE PROFILE		
Aptitudes and Characteristics	Essential	Desirable
Ability to relate well to, and work positively and effectively with, children and young people	*	
Effective organisational skills with the ability to meet deadlines. Ability to gather, analyse and interpret data for effective target setting.	*	
Ability to model effective teaching methods in order to raise achievement.	*	
Ability to assess and promote students' progress in a variety of ways.	*	
Excellent Interpersonal and communication skills. Confident use of ICT.	*	
Ability to plan strategically in order to raise achievement.	*	
Ability to build positive working relationships with colleagues and provide support through strong communication.	*	
Able to communicate effectively using both written and verbal communication skills including ability to write clear concise reports.	*	
Commitment to and promotion of the REACH values of the school.	*	
To be interested in young people, how they learn and in promoting student self-confidence.	*	
Commitment to and understanding of collective responsibility and distributed middle leadership.	*	
Willingness to attend outside meetings and to work outside the timetabled day with groups of EAL/ethnic minority pupils to provide extra-curricular relevant opportunity.	*	
Willingness to work with other members of staff on collaborative projects.	*	
Ability to work hard with completing deadlines, prioritising appropriately.	*	
Willingness to participate in training, learning activities and performance development as required	*	
Qualifications, Knowledge and Experience	Essential	Desirable
TEFL Qualification (or working towards)		*
GCSE grade C or equivalent in English and Mathematics	*	
Competent IT skills	*	
Up to date knowledge of the language levels/steps used in identifying and assessing pupils needing EAL support.	*	
A range of intervention strategies to raise levels of achievement of targeted groups of EAL. Strategies for engaging EAL learners, EAL communities, personalised learning and differentiation across a mixed ability range.	*	



Current national developments in EAL education, teaching and learning.	*	
Knowledge of Access Arrangements in relation to EAL learners.	*	
Evidence of relevant on-going professional development		*
Experience of coordinating, monitoring the achievement of EAL learners.		*
Evidence of significant teaching of EAL students.		*
Experience in devising individual or group programmes of support for EAL learners at varying levels of English development.		*
Clear evidence of raising EAL student achievement in order to narrow the achievement gap for pupils from ethnic minority groups who are at risk of underachieving. Experience of meeting the needs of bilingual learners at various levels of developing English competence.		*
Experience of teaching/delivering 1:1/small group support.	*	
Working knowledge of national curriculum and other relevant learning programmes/strategies		*
Understanding of SEND and strategies to support diverse learners	*	
Up to date knowledge of the language levels/steps used in identifying and assessing pupils needing EAL support.	*	
A range of intervention strategies to raise levels of achievement of targeted groups of EAL. Strategies for engaging EAL learners, EAL communities, personalised learning and differentiation across a mixed ability range.	*	
Current national developments in EAL education, teaching and learning.	*	
Knowledge of Access Arrangements in relation to EAL learners.	*	
<b>Safeguarding and Promoting the Welfare of Students</b>	<b>Essential</b>	<b>Desirable</b>
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	*	

