



## EAL Lead JOB DESCRIPTION

### Job Purpose

- To lead the development of inclusive teaching to include all EAL learners
- To co-ordinate intervention and strategies to accelerate EAL learner progress
- To develop an understanding of the background and needs of the diverse population of EAL students and the need for different approaches for the successful academic and social progression of EAL learners
- To develop and disseminate good practice for EAL students
- To evaluate the impact of these approaches through careful monitoring of the attainment and achievement of EAL students across the school
- To co-ordinate formative assessment of new EAL arrivals and to use this to inform teaching strategies

### Support for EAL Students in Lessons (assisting integration and independence):

- Work with individuals and groups of EAL students to accelerate their acquisition of English in the context of the wider curriculum
- Work with a specific individual/small groups to help students access the curriculum
- Review and monitor progress
- Develop your own knowledge of the curriculum
- Assist with differentiating work – examples of this are:
  - Simplifying/extending vocabulary
  - Explaining and interpreting work given by the teacher
  - Suggesting ways of tackling the task
  - Providing simplified/extended versions of work (needs advance planning with teacher)
  - Breaking down tasks into appropriate chunks

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- Encourage students to start work
- Boost confidence to increase independence
- Be a supportive listener when required and pass on relevant concerns to Lead Teacher or Year Leader

**Contribute to Whole School Strategic Planning, Development and Evaluation Processes:**

- Promote teamwork and effective communication
- Take part in CPD in relation to inclusive teaching and sharing effective practice across the faculty
- Create and implementing EAL Development & Improvement Plan
- Actively monitor and respond to developments in inclusive teaching and EAL at national, regional and local levels
- Work with colleagues to ensure effective communication/consultation as appropriate with students and parents (student and parent 'voice') where it relates to inclusive teaching and EAL

**Management and Administration:**

- Develop and pilot resources/ materials to support the language development of both beginner and more advanced EAL learners
- Create and maintain EAL student profiles
- Attend pre-admission meetings and assessing mid-term admission pupils
- Administrative tasks such as ordering resources, collating teacher feedback, distributing materials

**General Whole School Responsibilities:**

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To promote actively the school's corporate policies and to comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all

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- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required (e.g. Inclusion team meetings)
- Participate in training and other learning activities and performance development as required
- To seek to develop the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs within the school community
- To contribute fully to the school's safeguarding policy and procedures and attend regular safeguarding training

#### **Mental Health and Wellbeing:**

- To carry out safeguarding duties and promote children's wellbeing in accordance with school guidelines
- To work with the Senior Leadership Team (SLT) in setting a culture within the school that supports the mental health and wellbeing of all members of the community as described in the school's Mental Health and Wellbeing Policy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

#### **Culture**

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

**E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.**

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## PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

<b>Thinking Big</b>	<ul style="list-style-type: none"><li>• Show energy, enthusiasm and passion for what you do</li><li>• Demand the highest quality in all that you do, and in the work of your team</li><li>• Willing to champion new ideas and think beyond the status quo</li><li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li><li>• Be open to new ideas and change where it will have a positive impact on the organisation</li><li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li><li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li></ul>
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	<ul style="list-style-type: none"> <li>• Commitment to self-development, and developing your wider Team</li> <li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li> <li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li> </ul>
<p><b>Doing the Right Thing</b></p>	<ul style="list-style-type: none"> <li>• Have integrity and honesty in all that you do</li> <li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li> <li>• Take responsibility and ownership for your area of work</li> <li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li> <li>• Be transparent and open</li> <li>• Be resilient and trustworthy</li> <li>• Stand firm and stay true to our mission</li> </ul>
<p><b>Showing Team Spirit</b></p>	<ul style="list-style-type: none"> <li>• Understand how you can have a greater impact as a team than you can as an individual</li> <li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li> <li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li> <li>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li> <li>• Be generous with sharing your knowledge to help to develop others</li> <li>• Understand and be willing to receive suggestions and input on your area of work from others</li> <li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li> <li>• Be aware of other peoples' needs and show an ability to offer genuine support</li> <li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li> </ul>

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## KNOWLEDGE, EXPERIENCE & SKILLS

**Requirement**      **Assessed at**  
**E – Essential**      **A – Application Stage**

**D – Desirable**      **I – Interview Stage**

**P – During the probationary period**

		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>	<b>P</b>
<b>Organisational Fit</b>	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
<b>Knowledge</b>	HLTA Qualification	X		X	X	
	Degree in subject specialism or related subject	X		X	X	
	Additional relevant training in Safeguarding	X		X	X	X
	Evidence of continuous professional development	X		X	X	X
	Knowledge of National Curriculum requirements	X		X	X	X
	Knowledge and experience of using basic diagnostic tests for identifying specific needs	X		X	X	X
	Knowledge of and/or ability to use technology to support student learning.	X		X	X	X
	Knowledge of current education legislation, Ofsted framework and best practice	X		X	X	X
		X		X	X	X
<b>Experience</b>	Experience of delivering effective and appropriate intervention programmes and strategies.	X		X	X	X
	Experience of working closely with parents in successful home-school partnerships that support pupils' needs	X		X	X	X
	Experience of dealing effectively with complex situations involving families and young people	X		X	X	X
<b>Skills</b>	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to analyse and evaluate data to identify, student needs and appropriate strategies to overcome barriers to learning	X		X	X	X
	Ability to use software, spreadsheets, databases and other packages effectively	X		X	X	X

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