

JOB DESCRIPTION

Language Teacher - EAL



DEPARTMENT	Modern Foreign Languages
REPORTS TO	Head of Modern Foreign Languages
LINE REPORTS	N/A
WORKING PATTERN	7-9 hours per week
ISSUE/REVISION DATE	November 2025

BACKGROUND

Harrow School is one of the world's most famous schools. Founded in 1572 by a local yeoman farmer, John Lyon, under a Royal Charter granted by Queen Elizabeth I, it is located on a 324-acre estate encompassing much of Harrow on the Hill in north-west London. Around 830 boys aged 13 to 18, who come from all over Britain and across the world, live in the School's 12 boarding Houses, and there are about 120 academic staff and over 500 support staff. All members of staff work to a single, unifying purpose: to prepare boys with diverse backgrounds and abilities for a life of learning, leadership, service and personal fulfilment.

The Modern Languages Department is a large and thriving department in a purpose-built building looking out over the city of London. We teach seven languages on the timetable (Chinese, French, German, Italian, Japanese, Russian and Spanish) and a further seven languages off the timetable: Arabic, Cantonese, Farsi, Modern Greek, Polish, Portuguese, and English as an Additional Language. There is a lively culture of societies and other activities.

THE ROLE

We are seeking to appoint a qualified and experienced teacher(s) of EAL. The primary aim is to ensure equality of access to the School's curriculum for all boys. The minimum qualifications are CELTA/DELTA or Trinity TESOL. The post-holder(s) must be capable of working largely unsupervised, although advice and support will be provided by the Director of Studies, the Head of Learning Skills, and the Head of Modern Languages.

The hours will be determined by the number of boys identified as in need of additional language support, along with the number of EAL teachers available to staff lessons. Typically, we have 10-12 boys who benefit from weekly one-to-one sessions lasting 40 minutes. The hours of teaching are therefore flexible and they will be constrained by the boys' timetables and department's expertise. The preferred distribution of teaching is as follows:

Monday: 11.25 to 12.50
13.40 to 14.20
Tuesday: 08.50 to 09.30
16.40 to 18.00
Thursday: 09.35 to 11.00
12.10 to 12.50
16.40 to 18.00

Remuneration will be based on the School's hourly teaching rate. Some boys may require preparation for the IELTS exam. Occasionally, it may be necessary to teach Duolingo, TOEFL and CAE/Proficiency for boys who may be able to offer this instead of IELTS.

In addition to lessons, the job involves the assessment of the English language skills of prospective pupils from non-English speaking countries, along with all new pupils when they arrive at the School in September. Attendance at some meetings (for informing parents about their sons' progress and liaising with other teachers) is also required during the year. **These tasks will be additionally remunerated, but at lower rates set for administrative work and the marking of formal assessments.**

KEY RESPONSIBILITIES AND DUTIES

This job description reflects the core activities of the role and is subject to change as the department and the post holder(s) develop. The School expects that the post holder(s) will recognise this and will adopt a flexible approach to work. In addition, the post holder(s) will be expected to undertake such other duties within the scope of the role as may be required by the line manager.

GENERAL DUTIES

- Hold classes at agreed times
- Write reports on progress of boys
- Communicate with Head of Modern Foreign Languages (MFL) and MFL coordinator
- Design bespoke lessons to maximise individual progress throughout the School year
- Teach all language skills: listening, reading, writing and speaking
- Prepare boys for examinations
- Prepare and mark, where relevant, internal and mock exams
- Communicate with all Masters with reference to EAL boys

Harrow School is committed to promoting and safeguarding the welfare of children and young people and expects all staff and volunteers to adhere to and ensure compliance with the School's Safeguarding and Child Protection policies and procedures at all times.

In the event of a successful application, candidates will be required to undergo child protection screening appropriate to the post, including, but not limited to, reference checks with past employers, an Enhanced Disclosure and Barring Service check (including Children's Barred List information) and prohibition checks. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions and cautions, reprimands and final warnings (including those which would normally be considered as "spent" under the Act) must be declared, subject to the DBS filtering rules. It is a criminal offence for any person who is barred from working with children to attempt to apply for a position at the Harrow School. Please refer to the School's Recruitment, Selection and Disclosure Policy for more details.

PERSON SPECIFICATION

QUALIFICATIONS, EDUCATION AND TRAINING

ESSENTIAL

- CELTA / DELTA or Trinity TESOL qualifications

DESIRABLE

- Post Graduate Certificate in Education

KNOWLEDGE AND EXPERIENCE

ESSENTIAL

- Experience of one to one or small-group teaching of young people
- A clear understanding of professional boundaries and how to maintain them, whilst building positive, appropriate relationships with young people.

DESIRABLE

- A similar position within an educational establishment or tutoring experience.
- Experience of assessing student levels in an EAL context.
- Experience of preparing students for EAL exams in KETfS, PETfS, IGCSE ESL, IELTS exams.
- Good track record of preparing pupils for KS3-5.

SKILLS AND ABILITIES

ESSENTIAL

- Excellent interpersonal communication skills
- Ability to build rapport and a culture of mutual respect with pupils
- An enthusiasm for language learning, and the ability to instill that enthusiasm in others
- An ability to motivate and encourage in a teaching environment

PERSONAL ATTRIBUTES

ESSENTIAL

- Cheerful, positive personality
- Patient, calm disposition
- High degree of empathy
- High standard of personal presentation
- Diplomatic, with high standards of discretion and confidentiality
- Good time management

SCHOOL VALUES AND BEHAVIOURS

All staff are expected to conduct themselves in line with the School's values which are: **Courage, Honour, Humility** and **Fellowship**. While the School's values set out what matters most to us, the behaviours below are intended as a shared set of expectations to refer to, and standards to aspire to, in our dealings with others. They are the practical application of our values.

COURAGE

- We remain optimistic and purposeful in a disrupted world.
- We take responsibility for our decisions, even the hard ones.
- We always challenge poor behaviour in ourselves and others.
We are open to new ideas, and seek fresh challenges.

HONOUR

- We keep our promises.
- We act with integrity – doing the right thing, even when it is difficult or when no one is watching.
- We respect and value our traditions whilst setting them in the context of today.

HUMILITY

- We work hard to serve others within the School and across our wider communities where possible putting their interests before our own.
- We give and seek honest and appropriate feedback, reflect on our failures and learn from them.
- We support each other through challenges and whatever the outcome, we celebrate those that took part.

FELLOWSHIP

- We respect each other and value our differences, knowing that we are more effective and more resilient working together.
- We are kind and inclusive; we value the contribution that each of us makes.
- We role model the behaviours that we would like to see in others; we ask only of others what we would be prepared to do ourselves.