

JOB DESCRIPTION

EAL CO-ORDINATOR

Responsible to: Assistant Head – SEND and Inclusion

Job Purpose: Under the direction of the AH, to target and support identified students to help them overcome barriers to learning both within and outside school or college.

Grade: L6

Main Responsibilities

Support for Pupils

1. Lead direct support for EAL students, working in partnership with the senior leadership team, teachers and support staff to investigate and share language profiles and education history with relevant staff.
2. Provide and co-ordinate language support specific to the needs of the secondary curriculum at Key Stage 3 and 4, especially in English, Maths and Science.
3. Identify and keep records of all learners who have English as an additional language.
4. To support parents to support their children's learning through assessing language development needs, home literacy (home language) and create an EAL register with categories to identify the fluency of learners whilst monitoring and tracking progress throughout the school year.
5. Teach small groups of students in the acquisition of the English language as and when needed.
6. Develop short term induction schemes to suit individual student needs following a robust procedure
7. Build a collection of resources for all subjects, especially English, Maths and Science and disseminate them to staff appropriately.
8. Assess the needs to newly arrived students and liaise with the relevant members of staff regarding the appropriate tutor groups and sets.
9. Work with the pastoral team, meeting parents, arrange for translators and interpreters on liaison with the local authority and maintain links between home and school and the wider community.

10. Create an EAL policy, ensuring Curriculum and resources reflect a whole school framework of EAL within the school and reported back to the Senior Leadership Team and Governors
11. Ensure high expectations for teaching and learning by creating an inclusive pedagogy and resources relevant to subjects, topics and EAL pupil passports, whilst sourcing good quality training, liaising with SENDCo to provide staff training and INSETs.
12. Attend school meetings as appropriate and promote issues relevant to EAL students, multilingualism across the school and celebrating diversity, having a linguistic inclusion and asset-based approach.
13. Oversee and manage exam entries for home languages and support students to achieve these.

CONTEXT:

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. A Teaching Assistant at this level will take responsibility for pupils on placement. S/he should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved in the assisting of pupils for whom English is an additional language.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service

CVs will not be accepted for any posts based in schools.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable experience of working with students with EAL and a proven track record of helping those students improve their competency in English	1,2		
	In depth experience of planning, monitoring of assessment of students' progress in an education setting	1,2		
Skills/Abilities	Able to train, develop, inform and motivate others.	1,2		
	Self-motivated and able to use own initiative in working with parents/carers and related agencies within an agreed policy/procedure framework.	1,2		
	Able to devise and implement effective communication systems at a range of levels, e.g. with children, parents, other professionals, etc.	1,2		
	Able to establish comprehensive systems of record keeping and use these to inform judgements and decisions.	1,2,5		
	Able to support learning in numeracy at relevant Key Stage. Able to support learning in literacy at relevant Key Stage.	1,2,5		
	Able to use information technology skills for word			

	processing, databases and spreadsheets. Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2,5 1,2,5		
Specialist Knowledge	In-depth knowledge of how pupils learn. Demonstrable knowledge of curriculum requirements. Some knowledge of policies and procedures in areas such as child protection, behaviour management.	1,2 1,2,5		
Competencies	Able to form appropriate relationships with young people. Emotional resilience with working with challenging behaviours. Able to demonstrate appropriate motivation to work with young people. Appropriate attitudes to use of authority and maintaining discipline.	1,2 1,2 1,2 1,2		
Equality Issues	Able to recognise and act upon common forms of discrimination. Able to understand the issues for pupils' education in an urban, multi-cultural context and build this into service delivery processes.	1,2 1,2		
Education and Training	Able to commit to continuous professional development NVQ in childcare Level 4, STAC, STA, Part-Qualified teacher or relevant level qualification.	1,2 4		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the Trusts policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

