

## JOB DESCRIPTION

## APPENDIX 1

Post Title: EAL Support Teacher		Director/Service/Sector: Wellbeing and Community Health Services Group-Education and Skills		Office Use	
Grade: Teachers	Pay Scale	Workplace: Ashington base, initially working in the South East/Central parts of the county			JE ref: HRMS ref:
Responsible to:  Low Incidence Needs Team Manager		Date: September/October 2020	Manager Level:		
Job Purpose: To work with Children and Young People (CYP) for whom English is an additional language, providing support and advice to colleagues on related issues consistent with the main duties and responsibilities of the post. The EAL Support Teacher will work as a member of the EAL team and be responsible for planning and implementing individual/ group programmes of work to enable the development of the learning skills of the children and young people. This support will take place across all school phases. In addition, the teacher has a primary role in enabling schools and settings to develop their abilities and skills in the area of English as an Additional Language, as identified through targeted work in order that the children and young people achieve success in all areas of their learning.					
Resources	Staff	EAL Teaching Assistants			
	Finance	None			
	Physical	Responsible for providing resources to support everyday work across a wide range of schools and settings.			
	Clients	Pupils, parents, senior managers, Headteachers, SENCOs, teachers, Learning Support Assistants, Lunchtime Supervisors and professionals from other services.			
Duties and key result areas:					
Support for Schools/ Settings and Children					
<ul style="list-style-type: none"><li>Supporting the aims and ethos of the Northumberland Inclusive Education Service.</li><li>Supporting the inclusion of pupils for whom English is an Additional Language, ensuring a welcoming environment for any newly arrived pupils for whom English is an Additional Language</li><li>Working in partnership with schools to support the well- being of pupils for whom English is an Additional Language.</li><li>Supporting schools to set high expectations which inspire, motivate and challenge all pupils as well as recognising the social and emotional aspects of learning.</li><li>Establish collaborative working practices with schools for planning and differentiating the curriculum</li><li>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching children for whom English is an Additional Language</li><li>Encourage pupils to take a responsible and conscientious attitude to their own work and study.</li><li>Supporting the development of whole school approaches in the creation of supportive and inclusive environments for all children, including those for whom English is an Additional Language.</li><li>Raising awareness within educational settings of the additional needs of pupils for whom English is an Additional Language and use appropriate evidenced based interventions to support them.</li><li>Applying teaching knowledge, skills and experience to assist education colleagues in the development of appropriate skills in supporting children for whom English is an Additional Language in the classroom.</li><li>Providing training, where appropriate, to staff, including Headteachers, SENCOs, teachers and other support staff to enable them to successfully include pupils for whom English is an Additional Language and implement aspects of a pupil's individual programme.</li></ul>					

- Advising on the identification and level of support required for children for whom English is an Additional Language in accordance with recognised good practice and national guidelines and directives.
- Assessing the needs of children for whom English is an Additional Language when support is requested from other teams within the Inclusive Education Service, providing written advice and resources, as appropriate.
- Providing advice and reports in support of statutory processes.
- Monitoring progress and assessing the outcomes of interventions used with individual children and young people and outcomes of training delivered to schools and settings.
- Providing support, as appropriate, relating to those areas of the curriculum to which access is hindered by the pupil's language difficulties.
- Contributing to the development of intervention plans through the identification of appropriate language targets, teaching strategies and resources.
- Contributing to Annual Reviews and other reviews or re-assessments, as required.
- Providing advice and training, where appropriate, for support assistants, class teachers and other support staff to enable them to successfully implement aspects of a pupil's individual programme.
- Liaising with professionals from other disciplines as appropriate.
- Attending relevant meetings regarding individual pupils and maintaining appropriate records.
- Contributing to the Early Help Assessment and EHC process where applicable.
- Supervise and liaise with EAL Teaching Assistants in their work supporting learners.
- Promote support for children & young people to access school and community activities.

#### **Liaison with families and external agencies**

- Including parents/carers in any interventions for pupils for whom English is an Additional Language
- Liaise with parents to provide a link between home and school and to promote parent/ carer involvement in school and community life.
- Liaising with parents/ carers in order to keep them informed of their child's progress and to provide advice and support relating to their child's language needs.
- Providing training, where appropriate, to parents/carers, to enable them to successfully develop the language and communication skills of their child.
- Providing a professional report at review meetings, as appropriate.
- Liaising with other involved professionals as appropriate, including the Schools' Equalities Commissioner and Educational Psychologist as appropriate.
- Attending and contributing to multi-agency meetings, as required.

#### **Professional Development**

- Providing and taking part in relevant training devised by or for the Low Incidence Needs Team.
- Contributing to the development of any related initiatives, as appropriate
- Ability to use information technology and data to support the work of this role.
- Participating in Performance Management and any relevant development programmes
- Attending team meetings, as appropriate.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

#### **Work Arrangements**

Safeguarding Transport requirements: Working patterns: Working conditions:	Enhanced clearance from the Disclosure & Barring Service (DBS) Essential Current driving licence and the ability to meet the transport requirements of the job. As per teacher Pay and Conditions of Service. <b>2 days per week</b> Term Time only + 5 days (pro rata) Peripatetic, agile worker, with a locality office base in Ashington, Northumberland.
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**PERSON SPECIFICATION Appendix**

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<b>Post Title:</b> EAL Support Teacher		<b>Director/Service/Sector:</b> Children's Services	Ref:
<b>Essential</b>		<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>			
<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> <li>• Professional qualification in Language teaching, including MFL and /or certificate/ diploma in EAL/TEFL/TESOL</li> </ul>		<ul style="list-style-type: none"> <li>• Masters Qualification in relevant field</li> </ul>	A
<b>Experience</b>			
<ul style="list-style-type: none"> <li>• Extensive and relevant experience of working with pupils in mainstream schools.</li> <li>• Experience of working across different ages/ school phases.</li> <li>• Extensive experience of teaching a range of pupils for whom English is an additional Language</li> <li>• Experience of providing training to school/ settings staff and other professionals about inclusive working and the needs of pupils for whom English is an Additional Language</li> </ul>		<ul style="list-style-type: none"> <li>• Experience of working with parents/ carers within the community/ in schools.</li> <li>• Experience of multi-agency working.</li> <li>• Evidence of professional development in the area of Equalities.</li> </ul>	A I
<b>Skills and competencies</b>			
<p>The post holder should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a commitment to race equality and an ability to display cultural sensitivity when appropriate.</li> <li>• work both independently and as a team member in partnership with colleagues, parents and children</li> <li>• communicate effectively with children, colleagues, parents and other professionals, both verbally and in writing</li> <li>• demonstrate knowledge of current theory/ approaches and good practice in relation to children for whom English is an Additional Language.</li> <li>• demonstrate a proven track record of success in raising the attainment of pupils for whom English is an Additional Language</li> <li>• plan intervention programmes in relation to children for whom English is an Additional Language taking account of curriculum needs and enabling inclusion</li> <li>• advise and train involved professionals / colleagues and parents/carers</li> <li>• work alongside and support parents</li> <li>• write reports concisely and clearly</li> <li>• demonstrate effective organisation and management skills</li> <li>• understand and adhere to the need for confidentiality</li> </ul>		<ul style="list-style-type: none"> <li>• Knowledge of Microsoft 365</li> <li>• Knowledge of IT for remote teaching</li> </ul>	A I P O

<ul style="list-style-type: none"> <li>• understand the importance of promoting strategies and interventions that contribute towards the early intervention and the prevention of longer-term disadvantage.</li> <li>• strong ICT skills</li> </ul>		
<b>Physical, mental and emotional demands</b>		
<ul style="list-style-type: none"> <li>• Ability to work under pressure and respond flexibly to changing situations.</li> <li>• Ability to meet statutory deadlines.</li> <li>• Ability to remain calm in response to challenging behaviour</li> <li>• Work cooperatively and sensitively with a range of clients and colleagues.</li> </ul>		I A P
<b>Other</b>		
<ul style="list-style-type: none"> <li>• A willingness to participate in identified training.</li> <li>• Highly motivated and well organised.</li> <li>• Ability to use own initiative and work independently, contributing towards flexible and innovative working within a locality.</li> <li>• Ability to meet travel requirements of job across the county of Northumberland.</li> </ul>		R I A

Key to assessment methods; (A) application form, (I) interview, (R) references, (T) ability tests (Q) personality questionnaire (G) assessed group work, (P) presentation, (O) others e.g. case studies/visits

## National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.