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| **Job Description** |
| **Post title** | Bilingual Education Officer |
| **JE Reference No** | A6465 |
| **Grade** | Grade 7 |
| **Service** | Children and Young People’s Service |
| **Service Area** | Early Help, Inclusion and Vulnerable Children; SEND and Inclusion |
| **Reporting to** | The postholder will report to the Team Leader of EAL and Equalities. |
| **Location** | Your normal place of work will be Broom Cottages Primary School Ferryhill, but you may be required to work at any Council workplace within County Durham. Your work may also involve home visits and outreach locations. |
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| **DBS** | This post is subject to an enhanced disclosure. |
| **Flexitime** | This post is eligible for flexitime. |
| **Politically restricted** | This post is designated as a politically restricted post in accordance with the requirements of Section 1(5) of the Local Government and Housing Act 1989 and by regulations made from time to time by the Secretary of State. |

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| **Description of role** |

Because of the nature of the post, the postholder will work closely with colleagues throughout CYPS and the County Council as a whole. The service is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The postholder will support the processes and strategies for those pupils for whom English is an additional Language (EAL).

The postholder will support family / school liaison and interpret and translate on their behalf.

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| **Duties and responsibilities** |

Listed below are the responsibilities this role will be primarily responsible for:

**Service Delivery:**

* Develop and support the improved access, achievement and inclusion of children and young people with English as an Additional Language and other minority ethnic children and young people;
* Take a lead on monitoring the educational achievement of an identified cohort of children and young people;
* Develop and support the induction of identified children and young people into schools and other educational settings;
* Develop and support the transition of identified children and young people into pre-school provision and across Key stages;
* Develop learning resources in an identified language and English;
* Lead on preparing identified children and young people for GSCE, ‘A’ level and other relevant language qualifications and achievements in their first language;
* Liaise with other agencies involved with children and young people who have EAL needs and to facilitate at parent/carer meetings to promote engagement in their child’s educational progress;
* Home school liaison – working closely with families and interpreting and translating on their behalf;
* Support other services in the assessment and or identification of Special Educational Needs/Disability (SEN/D) children and young people;
* Establish and maintain good working relationships with school staff, supplementary school staff and other agencies’ staff;
* Carry out assessments for children in Early Years and first language/mother tongue assessments of identified children and young people;

**Service Development:**

* Support schools with their duties under the Equality Act 2010, including the development of specific information regarding EAL children and young people;
* Deliver training to staff on diversity and inclusion for identified minority ethnic children;
* Assist in developing a strategy to support families with children under 5 or post 16 and establish community support networks;
* The post-holder will undertake such other duties which may, from time to time be allocated, commensurate with the grade of the post;
* Demonstrate a commitment to professional development

**Safeguarding:**

* Comply and assist with the development of policies and procedures relating to safeguarding, child protection, health, confidentiality and data protection reporting all concerns to the appropriate person in School setting or Equalities Team Manager;
* Attend and contribute to CAF/TAC/TAF meetings as required;
* Make a commitment to safeguarding and promote the emotional well-being of pupils;

**Variation in the Role**

Given the dynamic nature of the role and structure of CYPS at the present time, it must be accepted that, as work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the officer which may, if he/she so wishes, involve a union representative.

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| **Organisational responsibilities** |

* **Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

* **Smarter working, transformation and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

* **Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

* **Health, Safety and Wellbeing**

To take responsibility for health, safety and wellbeing in accordance with the council’s Health and Safety policy and procedures.

* **Equality and diversity**

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

* **Confidentiality**

To work in a way that does not divulge personal and/or confidential information and follow the council’s policies and procedures in relation to data protection and security of information.

* **Climate Change**

To contribute to our corporate responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

* **Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

* **Quality assurance (for applicable posts)**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

* **Management and leadership (for applicable posts)**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

* **Financial management (for applicable posts)**

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

*The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by your manager.*

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| Person specification |
|  | Essential | Desirable |
| Qualifications | * Educated to degree or equivalent;
* Excellent literacy and oral skills in Arabic;
* Fluent English speaker;
* Interpreting experience;
 | * Interpreting qualification
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| Experience | * Experience of working with children and young people in an educational setting;
 | * Experience of working with children and young people supporting the national curriculum in schools or settings in England;
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| Skills & Knowledge | * Ability to use Dari and Pashto;
* Ability to work collaboratively as part of a team;
* Ability to use a keyboard specific to language specialism required;
* Very good communication skills in English and identified language specialism;
* Good inter-personal skills;
* Excellent standard of written English;
 | * ICT skills;
* Specialist knowledge to identified language specialism required and identified on Job Description and post title;
* Knowledge of additional languages/scripts;
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| Personal Qualities | * Demonstrate an open attitude towards multi-cultural and anti-racist education;
* Capable of independent travel to meet the requirements of the post;
* Ability to work autonomously to visit homes of families across the County;
* Commitment to safeguarding and promoting the welfare of children and young people;
 | * Familiarity with the English school system;
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