



Star

## **STAR ACADEMIES**

*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

### **EAL ASSISTANT**

#### **JOB DESCRIPTION**

##### **JOB PURPOSE**

Support and contribute to the development of a strong, effective academy with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the academy into the wider community.

##### **JOB SUMMARY**

1. Support students whose first language is not English to access learning by following agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.
2. Complement the professional work of teachers by supporting agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups of students.
3. Support in the testing and monitoring of students' progress and assess, record and report on their achievement, progress and development.
4. Deliver intervention lessons and activities to groups in order for them to achieve their full potential.

##### **KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

###### **1 Support for Students**

- 1.1 Provide a range of interventions to groups of students to ensure that they reach their full potential.
- 1.2 Assist in assessing the needs of students and use detailed knowledge and specialist skills to support students' learning.
- 1.3 Establish productive working relationships with students, acting as a role model and setting high expectations.
- 1.4 Promote the inclusion and acceptance of all students within the classroom.
- 1.5 Encourage students to interact and work co-operatively with others and engage all students in activities.
- 1.6 Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- 1.7 Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- 1.8 Provide feedback to students in relation to progress and achievement.

- 1.9 Support students consistently whilst recognising and responding to their individual needs.
- 1.10 Use specialist skills/training/experience to support students whose first language is not English.
- 1.11 Support the coordination of the approaches to accompany students during the initial phases of their reintegration to lessons to smooth the transition steps towards NC levels, keeping records of progress made and intervention in place, as well as impact.
- 1.12 Monitor the emotional well-being of students accessing UK education for the first time, in liaison with other colleagues, to ensure their rapid integration and assimilation of language.
- 1.13 Act as a mentor for individual students who are undertaking specialised programmes.
- 1.14 Assist with the development and implementation of education plans.

## **2 Support for Teachers**

- 2.1 Liaise with teaching staff to ensure smooth transition from intervention programmes to mainstream teaching.
- 2.2 Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- 2.3 Support the role of parents in students' learning and contribute to meetings with parents to provide constructive feedback on student progress/achievement etc.
- 2.4 Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- 2.5 Plan lessons for groups of students, evaluating and adjusting lessons/work plans as appropriate.
- 2.6 Produce lesson plans, worksheets, etc.
- 2.7 Lead on provision for language acquisition for students in one language (e.g. Polish, Urdu, Romanian).
- 2.8 Support in establishing an appropriate learning environment and resources.
- 2.9 Provide objective and accurate feedback and reports as required, on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- 2.10 Provide administrative support e.g. administer coursework, work within established worksheets for agreed activities etc.
- 2.11 Undertake marking of students' work and accurately record achievement/progress, administer and assess routine tests and invigilate exams/tests.
- 2.12 Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- 2.13 Be responsible for keeping and updating records, contributing to reviews of systems/records as requested.
- 2.14 Liaise sensitively and effectively with parents/carers within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.

## **3 Support for the Curriculum**

- 3.1 Support in providing accurate, up to date data and other information to enable teaching and associate staff to support students in mainstream lessons.
- 3.2 Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs.

- 3.3 Assist with the appropriate deployment and use of specialist aid/resources/equipment.
- 3.4 Assist with the selection and preparation of resources necessary to lead learning activities, taking account of students' interests, language and cultural background.
- 3.5 Assist the Coordinator to further develop schemes of work to help EAL students in their English acquisition and to encourage the assimilation of students who are new to the UK.
- 3.6 Implement and deliver local and national learning strategies e.g. literacy, numeracy, and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- 3.7 Support the use of ICT in learning activities and develop students' competence and independence in its use.
- 3.8 Support with determining the need for, prepare and maintain general and specialist equipment and resources.
- 3.9 Help students to access learning activities through specialist support.

#### **4 Support for the Academy**

- 4.1 Interpret in meetings between academy staff and parents/carers.
- 4.2 Translate relevant documents to improve communication between home and academy.
- 4.3 Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
- 4.4 Support the Coordinator with the identification and execution of appropriate out of academy learning activities which consolidate and extend work carried out in class.
- 4.5 Ensure all students have equal access to opportunities to learn and develop.
- 4.6 Deliver out of academy learning activities within guidelines established by the academy.
- 4.7 Provide information for reports on student progress to families/other stakeholders in line with the agreed processes across the academy.
- 4.8 Provide feedback through parents' consultation evenings to students and their families.
- 4.9 Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- 4.10 Supervise students on visits, trips and out of academy activities as required. Actively promote the ethos of the academy within day-to-day activities, including taking part in lunch and/or break duties
- 4.11 Invigilate examinations as required.

#### **5. Other Responsibilities**

- 5.1 Be aware of and comply with policies relating to safeguarding (including child protection), health and safety, confidentiality and data protection.
- 5.2 Actively promote the ethos of the academy within day-to-day activities, including taking part in lunch and/or break duties.
- 5.3 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 5.4 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 5.5 Contribute to the wider life of the Trust and the Star community.
- 5.6 Carry out any such duties as may be reasonably required by the Principal or the Trust.

## **6 Records Management**

- 6.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.*



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### PERSON SPECIFICATION

| No                                     | CATEGORIES   | Essential/<br>Desirable | Assessed by: |                    |
|--|--|-------------------------|--------------|--------------------|
|  |  |                         | App<br>Form  | Interview/<br>Task |
| <b>QUALIFICATIONS</b>                  |  |                         |              |                    |
| 1.                                     | Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.  | <b>E</b>                | ✓            | ✓                  |
| 2.                                     | GCSE (A-C) English and Maths or equivalent.  | <b>E</b>                | ✓            | ✓                  |
| 3.                                     | Evidence of Continuous Professional Development.   | <b>E</b>                | ✓            | ✓                  |
| 4.                                     | Training or willingness to undertake training in teaching English as a second language and the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, programme etc. | <b>D</b>                | ✓            | ✓                  |
| 5.                                     | Educated to degree Level.  | <b>D</b>                | ✓            | ✓                  |
| <b>EXPERIENCE</b>                      |  |                         |              |                    |
| 6.                                     | Recent experience of working in a academy or other organisation with children of relevant age to promote learning.   | <b>E</b>                | ✓            | ✓                  |
| 7.                                     | Experience of working with students with additional educational needs, more able, special educational needs.   | <b>D</b>                | ✓            | ✓                  |
| 8.                                     | Supporting children with English as an additional language (EAL).  | <b>D</b>                | ✓            | ✓                  |
| 9.                                     | Experience of delivering lessons.  | <b>D</b>                | ✓            | ✓                  |
| 10.                                    | Experience of working with and leading learning with small groups of students.   | <b>D</b>                | ✓            | ✓                  |
| <b>ABILITIES, SKILLS AND KNOWLEDGE</b> |  |                         |              |                    |
| 11.                                    | Understanding and knowledge of the issues relating to students who have little or no English.  | <b>E</b>                | ✓            | ✓                  |

| No                        | CATEGORIES  | Essential/<br>Desirable | Assessed by: |                    |
|---------------------------|---|-------------------------|--------------|--------------------|
|                           |   |                         | App<br>Form  | Interview/<br>Task |
| 12.                       | Be fluent in English plus one of the following languages: <ul style="list-style-type: none"> <li>• Arabic</li> <li>• Urdu</li> <li>• Somali</li> <li>• Bengali</li> </ul> | E                       | ✓            | ✓                  |
| 13.                       | Knowledge of how to access support from internal/ external agencies.  | E                       | ✓            | ✓                  |
| 14.                       | Effective classroom and behaviour management skills.  | D                       | ✓            | ✓                  |
| 15.                       | Knowledge of strategies to support students with specific SEND e.g. physical disabilities, visual and/or hearing impairment, dyslexia.                                    | D                       | ✓            | ✓                  |
| 16.                       | Good ICT skills for word-processing, use of learning software and accessing on-line resources.  | E                       | ✓            | ✓                  |
| 17.                       | Knowledge of the secondary curriculum.  | D                       | ✓            | ✓                  |
| 18.                       | Ability to maintain positive relationships with students, parents and staff.  | E                       | ✓            | ✓                  |
| 19.                       | Ability to work independently and as part of a team to deliver identified learning outcomes.  | E                       | ✓            | ✓                  |
| 20.                       | Ability to prioritise conflicting demands and procedures.   | E                       | ✓            | ✓                  |
| <b>PERSONAL QUALITIES</b> |   |                         |              |                    |
| 21.                       | A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.  | E                       | ✓            | ✓                  |
| 22.                       | A strong commitment to the Trust value of 'Service'.  | E                       | ✓            | ✓                  |
| 23.                       | A strong commitment to the Trust value of 'Teamwork'.   | E                       | ✓            | ✓                  |
| 24.                       | A strong commitment to the Trust value of 'Ambition'.   | E                       | ✓            | ✓                  |
| 25.                       | A strong commitment to the Trust value of 'Respect'.  | E                       | ✓            | ✓                  |
| 26.                       | Commitment to support Star Academies' agenda for safeguarding and equality and diversity.   | E                       | ✓            | ✓                  |
| 27.                       | Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.  | E                       | ✓            | ✓                  |