**EAL CORRDINATOR JOB DESCRIPTION**

**Job Title:** EAL Coordinator

**Contract:** 32.5 hours per week Term Time only

**Responsible to:** Assistant Principal

**Pay Grade:** Point 17 -21

**Job Description**

This job description may be amended at any time following consultation between the Head of School and EAL Coordinator and will be reviewed annually.

**SPECIFIC DUTIES:**

Staff at The Gateway Academy are expected to act with honesty and integrity; have strong educational knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents/carers in the best interests of the students.

**RESPONSIBILITIES**

Admissions and Induction

* Liaise with the Admissions Officer re: all new EAL arrivals and assess new students for language proficiency using the EAL A-E codes;
* Provide a full induction in consultation with the Progress Lead;
* Ensure that the student(s) have access to resources to support their learning
* Assist with the supporting students both in lessons, before and after school and at lunchtimes;
* Oversee the transition of EAL students from Year 6 to Year 7. Liaise with feeder primaries for relevant information and ensure that Year 7 EAL students have a successful transition to the secondary provision.

Information Sharing

* Assess students’ language levels using the relevant assessment material (the A-E scale) and disseminate to establish a baseline as part of the EAL student passport;
* Ensure that the EAL student passport includes teaching and learning strategies and that the passports are fully implemented;
* Complete weekly/fortnightly EAL learning walks to monitor students in lessons and follow up with appropriate actions;
* Assess, record and report on student development, progress and attainment and use this knowledge and understanding to support students to reach their full potential;
* Complete termly Impact Reports;
* Use the EAL systems to monitor the academic, social and emotional progress of students on the EAL register;
* Maintain the EAL register and ensure that it is accessible to staff;
* Use The Gateway Academy’s tracking and monitoring systems to identify under achievement.
* Liaise with class teachers, tutors and Progress Leads to identify reasons for underachievement and use the internal referral system to broker additional support/intervention/assessment;
* Maintain a positive relationship with EAL students and parents/carers.

Curriculum and Exam Responsibilities

* Plan, prepare and deliver learning to individuals, small groups and/or classes modifying and adapting activities to advance students’ learning as necessary;
* Maintenance of resources e.g. bilingual dictionaries, EAL assessment tools;
* Liaise with the Exams’ Officer with regards to access arrangements;
* Liaise with Exams’ Officer re: GCSE entries for community languages of EAL students;
* Liaise with the Academy’s librarian re: resources for EAL students;
* Maintain an appropriate teaching space for students who have tutoring sessions for EAL;
* Support the development of a strategy ensuring inclusion, equality of opportunity and respect for diversity;
* Contribute to the development of The Academy’s policies and procedures;
* Monitor national policy and guidance and suggest amendments to the Academy’s EAL Policy in response;

Professional Development

* To be committed to furthering your own professional development and participating in Performance Management and in-service training as necessary to optimise your performance in your role.

***The duties above are neither exclusive nor exhaustive and the post holder may be required by the Head of School to carry out appropriate duties within the context of the job, skills and grade.***

**Personal and professional conduct**

All staff are expected to demonstrate consistently high standards of personal and professional conduct. Staff working in the Academy uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy by:

* Treating students with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a staff member’s professional position;
* Having regard for the need to safeguard students’ wellbeing, in accordance with statutory provisions;
* Showing tolerance of and respect for the rights of others;
* Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
* Ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law.

Staff must have proper and professional regard for the ethos, policies and practices of the Academy in which they work and maintain high standards in their own attendance and punctuality.

Staff must have an understanding of and always act within, the statutory frameworks which sets out their professional duties and responsibilities.

**Other professional requirements and duties include:**

* Setting a good standard of behaviour and being a good role model for children, supporting the Academy’s Policies on Behaviour and Discipline and sharing responsibility for the behaviour of all children in the Academy;
* Establishing good relationships with parents/carers, creating trust and confidence, communicating with parents/carers about general Academy issues, curriculum matters and individual children’s progress;
* Developing and maintaining effective systems for communication with staff and the Head of School to ensure continuity of learning and consistency of approach;
* Informing the Head of School of any concerns of parents/carers in relation to work or other aspects of education at the earliest opportunity;
* Taking shared responsibility for the care and appearance of the Academy’s environment and to encourage all children to have pride in their Academy;
* Being mutually supportive of other staff and the Head of School, to foster good working relationships and a happy working environment;
* Participating in any arrangements for the appraisal of your performance;
* Maintaining Academy confidentiality at all times;
* Ensuring you are aware of your common law duty in relation to the health, safety and welfare of the children in the Academy or when leading activities off the Academy’s site and that all such procedures are followed in line with the Academy’s Policies and Procedures;
* Knowing the legal responsibilities in relation to the Race Relations Act 1976, Sex Discrimination Act 1975, Children’s Act 1989, Child Protection procedures, appropriate physical contact and physical restraint of students and other relevant DFE circulars.

**PERSON SPECIFICATION**

**EAL Coordinator**

| **General heading** | **Detail** | **Desirable/Essential** |
| --- | --- | --- |
| **Qualifications and Experience** | Specific qualifications and experience | * Experience of delivering specific EAL Tutoring to students. (Desirable) * Experience of administrative work in a busy and often challenging environment. (Desirable) * Formal GCSE qualifications (minimum C grade in English) or equivalent. (Desirable) |
| Knowledge of relevant policies and procedures | * Working knowledge of general school policies and procedures. (Desirable) |
| Literacy | * Excellent reading and writing skills. (Essential) |
| Numeracy | * Ability to count and undertake calculations. (Essential) |
| Technology | * Ability to use Word / Excel / PowerPoint. (Essential) |
| **Communication** | Written | * Ability to complete detailed reports, forms and letters to a deadline. (Essential) |
| Verbal | * Ability to exchange verbal information clearly and sensitively with children and adults. (Essential) |
| Languages | * Overcome communication barriers with children and adults. (Essential) |
| Negotiating | * Ability to consult with colleagues in an effective way. (Essential) |
| **Working with children** | Curriculum | * Good understanding of the learning experience provided by the Academy. (essential) |
| Child Development | * Good understanding of the way in which children develop and the positive impact that staff can have on supporting students with their academics. (Essential) |
| **Working with others** | Working with partners | * Understand the main roles and responsibilities of colleagues. (Essential) |
| Relationships | * Ability to establish rapport and respectful and trusting relationships with children, their families and other adults. (Essential) * Ability to form productive and positive working relationships. (Essential) |
| Team work | * Ability to work effectively with other adults in the school. (Essential) * Ability to work on own initiative. (Essential) |
| Information | * Ability to provide timely and accurate information. (Essential) * Ability to deal with complex situations and problem solve. (Essential) |
| **Responsibilities** | Organisational skills | * Good organisational skills. (Essential) * Ability to work accurately with attention to detail. (Essential) |
| Time Management | * Ability to manage own time effectively and prioritise workload effectively. (Essential) |
| **General** | Equalities | * Demonstrate a commitment to equality. (Essential) |
|  | Health & Safety | * Good understanding of Health & Safety. (Essential) |
|  | Child Protection | * Understand and implement child protection procedures. (Essential) |
|  | Confidentiality/Data Protection | * Understand procedures and legislation relating to confidentiality. (Essential) |
|  | CPD | * Demonstrate a clear commitment to develop and learn. (Essential) * Ability to effectively evaluate own performance and share knowledge with others. (Essential) |