**SELLY PARK GIRLS’ SCHOOL**

**JOB DESCRIPTION**

**POST: Teacher of EAL**

**SALARY: MPS + TLR2 Lead Teacher of EAL**

**LINE MANAGER**: The post holder is responsible to the Head Teacher in all matters and will be line-managed by **Head of Department**

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description may be amended at any time following discussion between the Head Teacher and the post holder.

**SPECIFIC RESPONSIBILITIES**

To undertake duties as described in the current School Teachers Pay and Conditions Document. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales, and subsequent Orders in terms of duties and working time, also any local agreements, LA Circulars and guidelines giving interpretations of teachers’ conditions of service.

To fulfill the Teachers’ Standards in England as published by the Department for Education.

 **GENERAL RESPONSIBILITIES:**

**A. STRATEGIC DIRECTION AND DEVELOPMENT OF CURRICULUM PROVISION IN THE SCHOOL**

1. Contribute to a positive ethos in which all students have access to a broad, balanced and relevant curriculum;
2. Analyse and interpret relevant school, local and national data relating to the classes they teach and advise the Senior Leadership Team on the level of resources required to maximize achievement;
3. Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision within the classes they teach;
4. Consider the views of pupils and parents/carers and respond appropriately.

**B. TEACHING AND LEARNING**

1. Develop classroom environment and teaching practice which secure effective learning across the breadth of the curriculum and provide a professional model, clearly demonstrating effective teaching, classroom organization and high standards of achievement, behavior and discipline;
2. Utilise knowledge of the primary curriculum to support pupils who are not yet ‘secondary ready’;
3. Work with learning mentors and the SENCo to both identify and close the gaps in terms of pupils’ knowledge and understanding in both English and Mathematics.
4. Support the identification of, and provision for students with special educational needs within the classes and groups they teach;
5. Regularly monitor progress of students within the classes they teach which is then reflected in teaching plans;
6. Regularly evaluate the effectiveness of their teaching and learning as part of the performance management process;
7. Ensure setting of realistic and challenging expectations of students in the classes they teach;
8. Liaise effectively with staff to ensure the successful transition of students through the school;
9. Assess all pupils on entry to determine levels of English.
10. Plan and deliver strategic sequences of lessons to ensure rapid progress in pupils’ acquisition of the English language.
11. Contribute fully to meetings, discussions and management systems necessary to coordinate the work of the school as a whole.

**C. RELATIONSHIPS WITH STAFF**

1. Achieve constructive working relationships with all staff;
2. Direct, organize and manage the work of support staff within the classes they teach;
3. Provide regular information to the Leadership Team on student progress.

**D. EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES**

1. Maintain and develop class resources, co-ordinate their deployment and monitor their effectiveness in meeting teaching objectives;
2. Participate in the performance management system and agree objectives based on the School Improvement Plan, Local Authority and nationally determined targets.

**E. GENERAL**

1. Promote the school’s mission, aims, values and ethos, behavior policy, and other policies;
2. Perform the role of Form Tutor and carry out its attendant responsibilities;
3. Participate in the designated guidance and direction of pupils, including progress reviews and target setting meetings;
4. Contribute to the delivery of the Personal, Social, Health, and Economic Education (PSHEE), and the Careers Programme;
5. Attend assemblies, designated school functions(such as parents evenings, open evenings etc) and register the attendance of pupils;
6. Take on any additional responsibilities which might, from time to time, be determined.

*This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for this role. Selly Park Girls’ School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants. We are a socially inclusive and equal opportunities school and committed to actively promoting equal opportunities for all our students and* *staff.*

**SELLY PARK GIRLS’ SCHOOL**

**PERSON SPECIFICATION**

# TITLE OF POST: Teacher of EAL (MPS) TLR2 Lead Teacher of EAL

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| **Attributes** | **Essential** | **Desirable** | **How Identified** |
| Qualifications | * QTS status
* Qualification to the equivalent of degree level in a relevant subject.
 | * Further relevant qualification in English
 | * Evidence of paper qualifications
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| Work Relatedexperience andassociated skills | * Knowledge and understanding of Primary Curriculum and of strategies that improve understanding.
* Good classroom practitioner with evidence of setting appropriate expectations to advance learning and engage and motivate students.
* Ability to encourage and maintain a good standard of discipline in the classroom through well focused teaching, positive relationships and good classroom management.
* Secure knowledge of teaching pupils who have EAL. Develop teaching strategies to ensure rapid progress and support other teachers in supporting EAL pupils in all lessons.
* Ability to use appropriately a range of teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students.
* Ability to set clear and appropriate targets, feed back to students and make use of assessment information to promote each student’s attainment and progress, and to plan future lessons.
* Ability to reflect on own practice.
* Ability to differentiate tasks appropriately
 | * Ability to use research evidence to inform and improve teaching.
* EAL or TEFL qualifications.
* Knowledge of phonic teaching.
* Ability to teach early reading skills and use reciprocal reading strategies.
* Talk for writing experience to support SEND and EAL learners.
 | * Application letter will have paragraph on how experience fits person specification
* Deliver a one hour lesson at KS3 in Maths & English
* Interview questions on teaching and learning strategies, interventions, assessment of student work and its use and communication, and classroom management
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| Specialistknowledge andunderstanding | * Secure knowledge and understanding of the concepts and skills in teaching the Primary Curriculum.
* Some experience of secondary curriculum is desirable.
 | * Able to make good use of ICT as a learning resource.
* Knowledge of how to give positive and targeted support to students with special educational needs
 | * Application letter will have paragraph on how experience fits person specification
* Interview questions will test specialist knowledge
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| Personal skillsand attributes | * Determination to encourage the highest quality of learning experience for all students.
* A commitment to equal opportunities.
* Ability to establish good and productive working relationships, and work well in a team
* Ability to communicate effectively to staff, students, parents, orally and in writing
* Ability to meet deadlines.
* Able to empathise with young people and yet be firm, fair and consistent when dealing with them
* Excellent attendance and punctuality
* Ability to work in and to lead a team
* Enthusiasm, personal dynamism, and stamina
* Sense of humour and perspective
* Ambition
* Personal presence
 | * Ability and willingness to offer extra-curricular activities.
 | * Evidence from the taught lesson of enthusiasm, empathy with young people, communication
* Interview questions will cover (and ask for examples of) classroom management philosophy and practice, working in a team, how candidate evaluates equal opportunities in his/her lessons
* Ability to communicate effectively in the letter of application and at interview will be used as evidence on communication
* Evidence from references will reflect school’s request for comments on personal skills and attributes (referees will be sent the job description and person specification)
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