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###### JOB DESCRIPTION AND PERSON SPECIFICATION

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| **Job Title**: Teacher of MFL - English as an Additional Language (EAL) | **Grade:** MPR/UPR |
| **Job Family:** Teaching |  |
| **Overall Purpose of Job**:  In the role of Teacher of MFL - EAL you will provide high quality language support to students on arrival at the academy and to more advanced bilingual learners in the academy. In addition, you will support the teaching of students within the MFL department with French or Spanish. | |
| **Main Responsibilities:**   1. You will assess the level of competence in English of individual students and provide tailored support accordingly, including aspects of initial language development and use of specialist first language support as appropriate. 2. You will work and plan collaboratively with the student’s teachers providing language support specific to the curriculum, including the identification of language aims and setting of clear targets for learning. 3. You will work in partnership within the context of national improvement strategies, and associated LA guidance, ensuring rigorous application of high quality EAL methodology for students new to English and more advanced bilingual learners. 4. You will work intensively with individual students, groups and within whole class contexts as appropriate, on specific aspects of language and cognitive development. 5. You will prepare and select suitable and sensitive learning materials to facilitate access to the mainstream curriculum, including the development of differentiated learning resources. 6. You will monitor and evaluate the progress of specific students and contribute as appropriate to associated whole academy policies, including issues related to linguistic diversity. 7. You will ensure the communication of relevant information on student progress to academy staff and liaise with colleagues as appropriate on issues related to home/academy and cross phase transition. 8. You will maintain records of student progress and activities undertaken and provide regular feedback to the Senior Leadership Team (SLT) in the academy as requested. 9. You will undertake personal professional development to update and enhance your cross-curricular skills as part of performance management and attend academy training days and meetings as appropriate. 10. You will contribute to academy training activities as requested, to enhance awareness of EAL methodology and the specific needs of minority ethnic students, including the use of case studies. 11. You will adhere to Trust working practices, methods, procedures and undertake relevant training and development activities and respond positively to new and alternative systems. 12. You will work with ICT and associated systems in accordance with the Trust policies.   **General**   1. You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person without delay. 2. You will participate in training and other learning activities and performance development as required. 3. You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking. 4. You will ensure strict confidentiality in all areas of work. 5. You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR). 6. You will ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing paper records, securely disposing of records). | |
| 1. You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children’s welfare, reporting any concerns to the Designated Safeguarding Officer at once. 2. You will always comply with the Trust’s policies and procedures. 3. You will undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation. | |
| Knowledge, Skills and Experience **Essential**   1. Teaching English as a Foreign Language (TEFL) qualification (A/C) 2. A good degree in an appropriate discipline (A/C) 3. A teaching qualification together with Qualified Teacher Status (QTS) (A/C) 4. A strong subject knowledge in French or Spanish (A/I/R) 5. Specialist knowledge and experience of working with bilingual and minority ethnic learners using inclusive approaches (A/I/R) 6. Able to teach and successfully motivate challenging students across key stage 3 & 4 (A/I/R) 7. Experience of assessment at key stage 3 and 4 (A/I/R) 8. Experience of working with learners who have other support needs, including students with high mobility (A/I/R) 9. A strong and secure subject knowledge up to GCSE (A/I) 10. A good understanding of curriculum developments (A/I) 11. Able to work collaboratively with a range of practitioners to create high quality inclusive learning environments (A/I/R) 12. Able to use a range of teaching and learning strategies (A/I) 13. An understanding of how assessment for learning can improve student performance (A/I) 14. Awareness of the strategies available for improving the learning and achievement of all students (A/I) 15. Confidence in the use of standard computer packages and how these can be used to enhance student learning (A/I) 16. Able to use student level data to raise standards (A/I) 17. Able to work independently and collaboratively as a member of a team (A/I) 18. Creative in problem solving together with willingness to take on and try new approaches and ideas (A/I) 19. Ability to relate to students in a pleasant and sympathetic manner and to recognise potential safeguarding issues (A/I/R) 20. Strong communication skills both orally and in writing with students and their parents/carers (A/I/R) 21. Has high expectations for all students (A/I/R) 22. Willingness to share good practice across the academy (A/I/R)   **Desirable**   1. Experience of working in the Early Years (A/I/R) 2. Strong ICT skills including SMART board or Promethean (A/I/R)   Key: C – Certificate; A – Application Form; I – Interview; R - Reference | |
| **Behaviours:**   * Ambitious * Passionate about learning * Polite * Reliable * Flexible * Excellent communicator * Takes initiative * Self-motivated * Resilient * Determined to succeed * Team player * Emotionally intelligent | |
| **Contacts and Relationships:**  **Managers** - in daily contact with senior leaders/Principal within the academy.  **Support Staff** – in daily contact with support staff who are involved in administration, cleaning, catering, site supervision and health and safety.  **Trust Staff** – in contact with Trust staff within the wider Education team (e.g., Subject Directors and Executive Principals) and Teaching Schools.  **External** – in regular contact with local authority staff, external agencies, parents/carers as required. | |

***Note*:**

This job description is provided for guidance only and does not form part of the contract of employment.

The post holder will be subject to an enhanced DBS check with barred list.