| Role Structure | Role Details |
| --- | --- |
| Directorate: | Children & Young People |
| Grade: | STPCD |
| Location: | Plough Lane |
| Responsible to: | EAL Team Leader/ Head of Schools Effectiveness |

# Job Description

# EAL Teacher

**EAL Team**

## Main purpose of the role

* To develop the capacity of schools to celebrate diversity and to meet the needs of children and young people with ethnic, cultural, linguistic and other differences.
* To provide expert advice, guidance and training to educational settings and parents concerning curriculum access for children with EAL needs together with the modelling of appropriate learning and teaching strategies as appropriate

| Key Duties and Responsibilities | Frequency of Task |
| --- | --- |
| * Expected to make significant contributions to the development and/or implementation of the Herefordshire Children’s and Young People’s Plan in their area of service delivery / work | * Ongoing |
| * Accountable for their work and should ensure that work output and quality is of the highest quality and in accordance, where appropriate, with current regulations/legislation/Council standards | * Ongoing |
| * Responsible for their own continuous self development in order to enhance their own performance and expected to undertake relevant training and development | * Ongoing |
| * Expected to promote the Council’s employment policies, with particular reference to diversity, equality of access and treatment in employment and service delivery and to support /develop a working culture within these services that reflect the Council’s vision | * Ongoing |
| * Expected to follow the relevant procedures for ensuring that information and data is collected and recorded accurately thus enabling the production of reliable analyses and reports | * Ongoing |
| * To provide effective high-quality guidance, training and advice to schools, early years settings parents/carers, other agencies and communities to effectively meet the needs of children and young people with EAL | * Ongoing |
| * To promote effective collaboration between schools, agencies and communities with the aim of improving the achievement, community cohesion and social inclusion through the participation of children, young people and their families | * Ongoing |
| * To participate in projects relevant to local and national strategic developments in liaison with their line manager | * Ongoing |
| * Work in liaison with educational settings, parents and all relevant agencies to ensure that children and young people are included and enabled to participate fully in the learning opportunities to which they are entitled | * Ongoing |
| * Participate in effective networks with other partners and agencies to ensure a coordinated responseand consistent approach to meeting the special needs of children and young people in their case load or in this area of specialism | * Ongoing |
| * Maintain an up-to-date knowledge of local and national initiatives and strategies and developments relevant to the team’s work through continuous professional development | * Ongoing |
| * Keep abreast of developments and research in the area of EAL generally and within their area of specialism in particular | * Ongoing |
| * Contribute to the identification, implementation and monitoring of new developments, initiatives, policy and processes in relation to raising standards and supporting inclusion for children and young people with EAL | * Ongoing |
| * To contribute to the development of guidance for schools and educational settings in the priority areas for this specialism as identified in liaison with the team leader and Head of Service | * Ongoing |
| * To liaise with appropriate services and LA officers in order to identify issues of accessibility and contribute to developing solutions | * Ongoing |
| * To conduct assessments and deliver high quality teaching and learning opportunities for newly arrived EAL pupils, and advanced EAL learners | * Ongoing |
| * To advise on both primary and secondary induction programmes for newly arrived EAL pupils | * Ongoing |
| * To use a range of specialist assessment techniques to provide thorough up-to-date information on an individual’s learning needs | * Ongoing |
| * Teach and model appropriate teaching strategies/methods and curriculum planning for children and young people with EAL needs | * Ongoing |
| * Monitor the progress of EAL pupils and be able to identify students who are not making expected progress | * Ongoing |
| * To plan and deliver culturally relevant educational programmes/curriculum for individuals and groups of children and young people | * Ongoing |
| * Provide expert guidance to support school policy developments as appropriate | * As required |
| * To offer advice and expertise in assessment and organisation of access arrangements as appropriate | * Ongoing |
| * (Where appropriate) Engage teachers and other practitioners in using and interpreting appropriate assessment processes | * Ongoing |
| * Contribute and deliver a range of high-quality training and networking opportunities for educational settings and other professionals | * Ongoing |
| * Liaise with educational settings concerning appropriate plans for teacher involvement with groups and individuals | * As required |
| * Attend meetings and engage in activities that promote effective joint working with other professionals within the Children & Families Directorate and relevant staff from the Herefordshire Primary Care Trust, to ensure a co-ordinated and consistent approach to meeting the needs of children and young people | * Ongoing |
| * Participate in regular and effective communication with educational settings, parents/carers, relevant staff and professionals to ensure high quality specialist advice on the successful inclusion of children and young people with EAL is available to schools | * As required |
| * Attend Annual Reviews and PEP’s of children and young people as appropriate | * As required |
| * Maintain an up to date knowledge of local and national initiatives and strategies and developments relevant to the team specialism | * Ongoing |
| * Participate in the implementation of the priorities identified through the team plan including specific plans for project work | * Ongoing |
| * Develop and maintain oversight of relevant teaching resources available for loan and coordinate the process of providing specialist equipment | * As required |
| * Participate in and contribute to multi professional training activities within the directorate as appropriate | * Ongoing |
| * Represent the authority at strategic, operational and multi-professional meetings and forums as appropriate | * As required |
| * Participate in effective evaluation and quality assurance activities to determine the impact of the teams’ work on enabling schools to raise pupil achievement and levels of inclusion in schools | * As required |
| * Participate in the Performance Management procedures for teachers, and ensure that training needs, performance standards and legislative requirements are met, including leave arrangements and sickness and absence monitoring | * Ongoing |
| * Maintain effective individual case records and reports | * Ongoing |

**Person Specification**

| **Requirements** | **Essential or Desirable** | **Identified by**  **A – Application I – Interview** |
| --- | --- | --- |
| **Qualifications and Training** | | |
| * Qualified teacher status | Essential | A, I |
| * Current and appropriate specialist or mandatory qualification (As specified in advertisement) | Essential | A, I |
| * Evidence of CPD in the area of EAL | Essential | A, I |
| * Additional relevant specialist Qualifications | Desirable | A, I |
| **Experience & Knowledge** | | |
| * Experience of teaching children & young people with EAL | Essential | A, I |
| * Experience in the strategic management and evaluation of provision for children & young people with EAL | Essential | A, I |
| * Experience in the management and evaluation of provision for children & young people in the specialist area of EAL | Essential | A, I |
| * Ability to act in an advisory capacity either as part of a team or through consultancy | Essential | A, I |
| * Experience of delivering training and influencing the practice of others | Essential | A, I |
| **Skills and Abilities** | | |
| * Excellent classroom practitioner with knowledge of current strategies to increase access to curricula and promote positive educational outcomes for EAL pupils | Essential | A, I |
| * Knowledge of a range of resources, assessments, strategies and skills to facilitate accurate identification of educational needs and effective inclusion and provision in school | Essential | A, I |
| * Excellent written & oral communication skills | Essential | A, I |
| * Ability to use ICT packages for a variety of purposes, including use of word processing, databases, e-mail and presentation software. | Essential | A, I |
| * Sound organisational skills | Essential | A, I |
| * Skills and abilities appropriate to the leading developments in the specialist area of English as an additional language | Essential | A, I |
| **Skills and Abilities** | | |
| * The willingness, where necessary or as directed, to work flexibly, including evenings | Essential | I |
| * Ability to travel as an essential part of your duties | Essential | I |

All council staff have a duty to promote the welfare of children, young people, and adults with care and support needs at risk of abuse and neglect who cannot take steps to protect themselves. Ensuring you attend mandated safeguarding children and safeguarding adults training to enable you to recognise the concerning behavior, know how to talk about it, and consent/duty to share information effectively. You will also learn about the legalities and procedures the social care staff can take.

## Our Values and Behaviours

The council’s THRIVE core values are our guiding principles and beliefs that shape our culture and behaviour within the council. ​They help us to achieve our Council Plan vision “do our best for Herefordshire” acting as our DNA and the “way that we do things around here”. We expect all colleagues to act as a role model by living our values and setting an example for others. ​Our values strive to promote a thriving workforce by fostering a culture of trust, being honest and responsible, inclusive, valuing people and resources and leading with empathy.

**Trust -** Developing and maintaining relationships based on a culture of transparency and open communication. Supported by integrity and the confidence that you are reliable and fulfil commitments.

**Honesty -** Demonstrating truthfulness, integrity, and transparency in all communications, decisions, and relationships. Being trustworthy, reliable, and accountable for your actions. Acting with sincerity and fairness, even in challenging situations.

**Responsibility -** Taking ownership of individual and collective actions, decisions, and delivering on commitments. Being reliable, fulfilling obligations and being accountable for outcomes and results. Proactively contributing to the achievement of your own, the team and council goals.

**Inclusivity -** Embracing diversity, equity and inclusion by recognising and valuing the unique perspectives, backgrounds and experiences of our staff, customers and residents. Creating an environment where every individual is valued, respected and can belong.

**Value -** Upholding high standards, ethics and integrity to guide our actions and decisions. Demonstrating commitment to creating and delivering value in our work by recognising and appreciating each other, our resources, processes, customers, community and environment.

**Empathy -** Demonstrating a genuine and caring understanding of others' feelings, perspectives, and experiences. Listening attentively, acting with compassion, supporting with respect and kindness and considering the impact of our actions on others.