



DWIGHT SCHOOL LONDON

Igniting the spark of genius in every child

PERSONALISED LEARNING • COMMUNITY • GLOBAL VISION

POST: Head of EAL department

REPORTING TO: MYP Coordinator

LIAISING WITH: Subject Leader of Language Acquisition and the English Department

1. INTRODUCTION

Dwight School London believes that every member of the staff team makes an important contribution to our community and that contributions should not be limited by assigned responsibilities. Therefore, this job description identifies generic and specific individual responsibilities to enable the job holder to participate at Dwight in a full and effective way; it is not intended to restrict an individual's participation, especially in activities carried out voluntarily.

- 1.1 The purpose of this job description is to identify generic and specific individual responsibilities in order for the teacher to participate at Dwight School London in a full and effective way.
- 1.2 This job description takes into account the contract agreed between Dwight School London and the jobholder. It relates to the professional and representative role that the jobholder has within the school.
- 1.3 It will reviewed at the beginning of each academic year or sooner if necessary
- 1.4 The jobholder and the team leader will refer to the job description during the Performance Management process.
- 1.5 The job description is not intended to restrict an individual's participation, especially in activities carried out voluntarily.

2. CORE TASKS

- 2.1 To prepare, provide and review class or subject based activities that maximize opportunities for student learning.
- 2.2 To plan units and lessons in agreed formats and to ensure that copies of plans are available to others.
- 2.3 To show good subject knowledge and to share this with other staff.

- 2.4 To provide a stimulating and ordered learning environment where time and resources are used effectively.
- 2.5 To respond promptly and constructively to pupils' work.
- 2.6 To involve students in their target setting and progress goals.
- 2.7 To set home learning activities that both consolidate and extend classroom learning and that is based on individual needs.
- 2.8 To ensure the good behaviour of students and to develop within them positive attitudes towards peers, adults, property and school work.
- 2.9 To encourage independence, perseverance, resilience and determination.
- 2.10 To maintain effective records of pupil progress and to ensure the transfer of up to date records when pupils move to new classes or schools.
- 2.11 To seek opportunities to broaden your knowledge and experience in the field of education and to develop professionally and personally.
- 2.12 To develop and maintain a good home-school partnership; to consult with and inform parents of the progress, attainment and attitudes of their children.
- 2.13 To contribute to a whole school approach where quality, support, encouragement, teamwork, enthusiasm, challenge, expectation, achievement, involvement, praise and respect are key characteristics.

3. INDIVIDUAL RESPONSIBILITIES

- 3.1 To share in the planning, preparation and delivery of the curriculum for Upper School classes recognizing the broad range of ability and prior school experience that exists.
- 3.2 To work in partnership with your department colleagues ensuring good communication and clarity regarding the tasks you wish accomplished and the related learning objectives.
- 3.3 To develop a learning rich environment in which children develop confidence, independence and motivation to achieve high standards.
- 3.4 To focus on Upper School assessment requirements and to plan to ensure that students have every opportunity to reach their optimum level of achievement.
- 3.5 To develop pupil portfolios, displays of work etc. that demonstrate progress and celebrate achievement.
- 3.6 To work closely with parents ensuring good communication and developing a partnership approach.
- 3.7 To contribute to the successful development of Upper School through participation in meetings and by supporting colleagues professionally and pastorally.

4. LEADERSHIP RESPONSIBILITIES

To take a lead role in the organisation and management of EAL for the Upper School

- 4.1 To work in partnership with your department colleagues ensuring good communication and clarity regarding the tasks you wish accomplished and the related learning objectives.
- 4.2 To develop a learning rich environment in which children develop confidence, independence and motivation to make good progress
- 4.3 To manage the schedule for individual or small group EAL activities.

- 4.4 To work closely with parents ensuring good communication and developing a partnership approach.
- 4.5 To draft, share and implement policies regarding provision for EAL support.
- 4.6 To audit, order and organise and ensure effective use of resources to support teaching and learning (including the use of ICT) in the EAL department.
- 4.7 To ensure progression and continuity for supported students throughout Upper School through regular communication and liaison with teaching staff
- 4.8 To monitor and observe EAL students in their mainstream classes to ensure that they are being given an appropriate level of challenge and support.
- 4.9 To manage EAL provision throughout Upper School, including the deployment of teachers and teaching assistants.
- 4.10 To give advice and direction to teaching staff on providing support to students with EAL.
- 4.11 To liaise with the Upper School Principal and the Admissions Team when there is a need for EAL support for a prospective student.
- 4.12 To carry out diagnostic assessments to identify the level of EAL support students require.
- 4.13 To carry out a range of formative and summative assessments to guide students' progress and to inform the continuing level of support required.
- 4.14 To ensure the effective transition of students with EAL from Lower School to Upper School.
- 4.15 To support teachers in identifying and nurturing special skills, talents and interests (sparks of genius) in individual students.
- 4.16 To liaise with the IB Coordinators and Subject Leaders to ensure effective tracking of all EAL students' progress.
- 4.17 To liaise with EAL teachers in the Lower School to develop whole school policies and practices in EAL.
- 4.18 To contribute to the school Language policy
- 4.19 To contribute to the school self-evaluation procedures, taking a lead in matters relating to EAL.

5. WHOLE SCHOOL RESPONSIBILITIES

- 5.1 To attend and contribute to Parent Teacher Evening, Open Days and other important annual events.
- 5.2 To take an active part in the school community including involvement in the supervision of pupils, involvement in Upper School and Dwight School events and presentation and the provision of extracurricular activities
- 5.3 To attend and contribute to department and staff meetings
- 5.4 To cover for colleagues when necessary

6. OTHER DUTIES

The job holder may, from time to time, need to carry out other duties as reasonably directed by the Head of School or line manager.

PERSON SPECIFICATION

CATEGORY	ESSENTIAL/DESIRABLE
Education and Training <ol style="list-style-type: none"> 1. Qualified teacher status 2. Recognised Bachelor's degree 3. Recognised Masters or postgraduate qualification 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">D</p>
Experience <ol style="list-style-type: none"> 4 Secondary School teaching experience in EAL 5 Experience of teaching EAL 6 Experience of teaching IB programmes 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">D</p>
Knowledge and Understanding <ol style="list-style-type: none"> 7 Knowledge and understanding of EAL phases 8 Knowledge and understanding of a continuum of English learning from EAL to proficiency in English. 	<p style="text-align: center;">E</p> <p style="text-align: center;">D</p>
Skills and abilities: <ol style="list-style-type: none"> 9 Excellent organisational and communication skills. 10 Good IT and presentational skills 11 Ability to manage, motivate and inspire students. 12 Ability to work independently with initiative 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p>
Attitudes: <ol style="list-style-type: none"> 13 Having high expectations of staff and students 14 A willingness to be flexible and adaptable and to contribute to whole school development 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p>