

JOB DESCRIPTION

Purpose of role

To establish and implement policy, process, and practices to ensure all enrolled multilingual students with a range of English language proficiency levels are supported to access the curriculum appropriately.

To lead and mentor colleagues to empower them to support all multilingual students effectively.

To assist school leadership in developing long-term strategies related to admissions and ongoing identification and assessment of language needs across the school.

Responsible to

The Cambridge Programme Principal

Responsible for

The designated students on the EAL register in the Cambridge Programme

Key Relationships: Heads and Assistant Heads of Primary and Secondary, SENCO and learning support team, Counselling team, homeroom and subject teachers.

Responsibilities

To actively support and promote the BCIS Mission, Vision and Values.

To align teaching practices with the BCIS Learning Principles and best practices in supporting students with learning differences and special educational needs.

To liaise with the learning support teachers as necessary for multilingual learners who are acquiring English as an additional language who may have learning differences and individual needs.

To lead all EAL teachers regarding transferring students between primary and secondary

To liaise with the school counsellor to ensure an holistic approach to student learning and well-being with a particular focus on multilingual learners' needs.

To actively help promote a learning and teaching environment across the school in which all teachers actively support multilingual learners who are acquiring English as an additional language across the curriculum.

To actively promote each student's inclusion in the school community and access to the curriculum, facilities, and extra-curricular activities.

Key tasks

Admissions and assessment

- Conduct assessments according to best practice related to multilingual learning and English language acquisition in order to ascertain whether the school can support the needs of students applying to BCIS prior to admission.
- Liaise effectively with learning support specialists to ensure assessments take into account the needs of multilingual learners who may need both language and learning support.
- Meet with parents to communicate English language admissions assessment results as required by senior leaders and communicate about the levels of service and support available at the school.
- Ensure effective communication and provide guidance for senior leaders when placing a student with homeroom and subject teachers prior to the student's first day.

- Ensure all new students are entered onto the EAL register with immediate effect.
- Ensure appropriate ongoing assessment practices are in place to monitor the progress of students on the EAL register.
- Use assessment outcomes to initiate further remedial action or put in place additional intervention through the EAL referral process.
- Advise senior leaders if an individual student's language and learning needs become too severe for the school personnel to manage effectively for the benefit of student learning and well-being.
- Support home school partnership and communication about issues related to non-admission or potential necessity for the family to select a different school for their child.

Leading Learning and Teaching for identified EAL students

- Ensure widespread dissemination and understanding of the EAL policy and all referral processes.
- Oversee and advise on the deployment of all mainstream teachers and Learning Assistants, to ensure that multilingual learners acquiring English as an additional language continue to be identified through appropriate assessment and observation procedures and that parents are advised promptly if further language acquisition support is needed.
- Provide training and development for all staff related to the specific language acquisition needs present within the current cohort of students at BCIS.
- Identify good practice and areas for development and take responsibility for creating an annual action plan as part of overall school improvement planning.
- Communicate new developments in, or research about language acquisition and best practices to all staff.
- Establish a coherent partnership with class teachers whereby they are supported in meeting multilingual learners' language acquisition needs.
- In conjunction with class teachers, oversee the planning and preparation of programmes that match children's individual needs within the framework of the EAL policy and school guidelines.
- Where necessary, advise teachers on the development of Individual Language Acquisition Plans which outline areas of learning, short term objectives and long-term goals.
- Develop a timetable of support which best suits the varied language acquisition needs of identified learners.
- Compile and maintain the EAL registers and update school database.
- Evaluate the effectiveness of language acquisition and support programmes.
- Compile, maintain and update the departmental handbook and EAL handbooks as necessary.
- Develop appropriate cross-phase and cross-curricular provision and help ensure continuity of support from Primary to Secondary School
- Help provide induction and support for new students and their families.
- Ensure that if the student transfers to another school, all relevant information is conveyed, and support a smooth transition for the student.

Teaching assigned students

- Teach identified learners according to their language acquisition needs and model best practices.
- Monitor the learners in their mainstream classes in order to further plan appropriate support.

- Contribute to the development of the learning environment in all learning areas, creating and maintaining a comfortable, stimulating, and well-resourced environment which values multilingual learners' achievements and promotes success and high self-esteem.
- Conduct student reviews and twice-yearly reports and assessments.
- Monitor and evaluate the progress of assigned multilingual students who are acquiring English as an additional language in conjunction with the class/ subject teachers.

Communication

- Meet regularly with the EAL staff to lead discussions, feedback and planning sessions.
- Communicate and work cooperatively with classroom/ subject teachers, and learning support teachers as necessary.
- Facilitate and promote positive relationships between home and school, communicating regularly with parents and carers.
- Report to parents at parent consultation meetings and through the end of year reports.
- Be available to parents at other mutually agreed times as needed.
- Liaise with external agencies and other schools as appropriate in order to better support multilingual learners at BCIS.

Professional Development

- Participate in the school, department, and individual review process.
- Actively seek opportunities for CPD/ professional learning in order to keep up to date with current best practice in UK and world-wide.
- Attend such meetings, workshops and courses provided in school which support the School Improvement Plan.
- Participate in whole school vertical meetings with all staff.
- Provide appropriate CPD/ professional learning for colleagues as needed

General

- Participate in the organisation and running of extra curricula activities and attend and participate in the organisation of school events, productions and sporting events when required.
- Take responsibility for Health and Safety matters for the area within you teach and report any matters that are a hazard thus ensuring that adequate safety precautions are taken with the students.
- Follow the Child Protection and Safeguarding policy at all times.
- Ensure that all behaviour issues are dealt with in accordance with the BCIS Behaviour Policy.
- Supervise areas of the school as outlined in the Supervision Duty Rota.
- Be a role model for students and ensure adherence to the Staff Code of Conduct.
- Carry out other related duties as required by the Academic Leadership Team (ALT).

This job description forms part of your Employment Agreement. It has been prepared for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the appraisal process or as appropriate