



## WALTHAMSTOW SCHOOL FOR GIRLS

*“NEGLECT NOT THE GIFT THAT IS IN THEE”*

### Job Description

<b>Job title:</b>	<b>SEND and EAL Teacher</b>
<b>Reporting to:</b>	Assistant Headteacher SENCO
<b>Responsible for:</b>	The provision of a full learning experience and support for students. Safeguarding and promoting the welfare of all students.
<b>Liaising with:</b>	Teachers and support staff, LEA representatives, external agencies and parents/carers.
<b>Working time:</b>	Full time as specified with in STPCD
<b>Salary:</b>	Classroom Teachers' Pay Scale
<b>Disclosure:</b>	Enhanced

<b>Core Purpose</b>	<ul style="list-style-type: none"><li>• Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD)</li><li>• To create an inclusive and supportive learning environment for students with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL)</li><li>• To monitor and support the overall progress and development of students as a Teacher/Form Tutor</li><li>• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential</li><li>• To contribute to raising standards of student attainment</li><li>• To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth</li></ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"><li>• Plan, deliver, and assess effective lessons that cater to the diverse needs of EAL and SEND students</li><li>• Differentiate instruction to accommodate varying language proficiency levels and learning styles</li><li>• To provide individual support to students with EAL and SEND, tailoring interventions to address specific needs</li><li>• To collaborate with other teachers and support staff to ensure a cohesive and inclusive learning environment</li><li>• To ensure a high quality of learning experience for students which meets internal and external quality standards</li><li>• To maintain discipline in accordance with the school's procedures, and to encourage and model good practice with regard to punctuality, behaviour, standards of work and homework</li><li>• Conduct regular assessments to monitor students' progress in language acquisition and academic achievement</li></ul>

	<ul style="list-style-type: none"> <li>• To mark, grade and give written/verbal and give timely feedback to students, parents and colleagues</li> <li>• Utilise technology and other educational tools to enhance learning experiences</li> </ul>
<b>Operational / Strategic Planning</b>	<ul style="list-style-type: none"> <li>• Work collaboratively with the Inclusion team, classroom teachers, and external professionals to create an inclusive learning environment</li> <li>• Attend and contribute to team meetings and parent conferences</li> <li>• To contribute to the whole school's planning activities</li> </ul>
<b>Curriculum Provision and Development</b>	<ul style="list-style-type: none"> <li>• Stay abreast of the latest research, best practices, and developments in EAL and SEND education</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• To take part in the school's staff development programme by participating in arrangements for further training and professional development</li> <li>• To continue personal development in the relevant areas including subject knowledge and teaching periods</li> <li>• To engage actively in the Performance Management Review process</li> <li>• To ensure the effective/efficient development of classroom support</li> <li>• To work as a member of a designated team and to contribute positively to effective working relationships within school</li> </ul>
<b>Quality Assurance</b>	<ul style="list-style-type: none"> <li>• To help implement school quality procedures and to adhere to those</li> <li>• To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required</li> <li>• To review, from time, to time methods of teaching and programmes of work</li> <li>• To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school</li> </ul>
<b>Management Information</b>	<ul style="list-style-type: none"> <li>• To maintain appropriate records and to provide relevant accurate and up to date information for MIS, registers etc</li> <li>• To complete the relevant documentation to assist in the tracking of students</li> <li>• To track student progress and use information to inform teaching and learning</li> </ul>
<b>Communications and Liaison</b>	<ul style="list-style-type: none"> <li>• Maintain open and effective communication with parents/carers, providing updates on students' progress and strategies for support at home</li> <li>• Where appropriate, to communicate and co-operate with persons or bodies outside the school</li> <li>• To follow agreed policies for communications in the school</li> <li>• To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Create and adapt instructional materials and resources to meet the linguistic and educational needs of EAL and SEND students</li> <li>• To co-operate with other staff to ensure a sharing and effective usage of resources to benefit the school, faculty and the students</li> </ul>
<b>Pastoral System</b>	<ul style="list-style-type: none"> <li>• To be a Form Tutor to an assigned group of students</li> <li>• To promote the general progress and well-being of individual students and of the form tutor group as a whole</li> <li>• To liaise with a Curriculum Leader to ensure the implementation of the school's Pastoral System</li> <li>• To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life</li> </ul>

	<ul style="list-style-type: none"> <li>• To evaluate and monitor the progress of students and keep up-to-date student records as may be required</li> <li>• To contribute to the preparation of action plans and progress files and other reports</li> <li>• To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved</li> <li>• To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.</li> <li>• To apply the Behaviour Management systems so that effective learning can take place</li> <li>• To deliver a tutorial programme of activities relevant to the tutor group as advised by line manager</li> <li>• To attend annual reviews for assigned students who are on the SEND register</li> </ul>
<b>School Ethos</b>	<ul style="list-style-type: none"> <li>• To support the school ethos, aims and policies</li> </ul>
<b>Whole School Contribution</b>	<ul style="list-style-type: none"> <li>• Be aware and comply with policies and procedures relating to Safeguarding, Equal Opportunities, Behaviour for Learning, Health and Safety, Data Protection and confidentiality, reporting all concerns to an appropriate person</li> <li>• To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example</li> <li>• To promote actively the school's policies</li> <li>• To continue professional development</li> <li>• To comply with the school's Health and Safety policy and undertake risk assessments as appropriate</li> </ul>

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

March 2024

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

## Person Specification

	Criteria	Essential	Desirable	Assessed by application	Assessed by selection process
	<b>Qualifications</b>				
1	A good honours degree or equivalent	/		/	
2	Qualified Teacher Status (QTS)	/		/	
3	Specialisation or additional qualification in EAL and/or SEND education	/		/	
	<b>Professional experience and knowledge</b>				
4	Proven classroom expertise teaching EAL and SEND students in a school setting	/		/	/
5	Familiarity with a variety of teaching strategies and interventions for language acquisition and special educational needs	/		/	/
6	A strong understanding of EAL pedagogy and SEND teaching methods	/		/	/
7	An ability to constantly monitor students' achievements and adapt teaching to the needs of the students	/		/	/
8	The ability to differentiate instruction to meet the diverse needs of students	/		/	/
9	The ability to contribute to the work within the faculties, both as a member of a team and individually	/		/	/
10	Knowledge of relevant legislation and policies related to EAL and SEND education	/		/	/
11	A commitment to the promotion of anti-sexism, anti-racism and equality of opportunity in all aspects of their work within the school	/		/	/
	<b>Professional aptitudes, qualities and skills</b>				
12	Empathy and patience in working with students with diverse learning needs	/		/	/
13	Flexibility and adaptability to respond to the evolving needs of the students	/		/	/
14	Excellent interpersonal and communication skills for working collaboratively with students, parents and colleagues	/		/	/
15	A willingness to contribute to the extra-curricular activities within the faculty and support ongoing projects	/		/	

16	A willingness to learn new skills and develop existing skills as a part of a program of professional development, with the aim of using this development to further their career	/			/	/
17	Personal qualities and skills that can contribute to the school's pastoral system	/			/	/
18	An ability to effectively organise their workload, be energetic and have a sense of humour	/				/
19	Commitment to safeguard and promote the welfare of children and young people	/			/	/
20	Commitment to promoting an inclusive and supportive learning environment	/			/	/

March 2024

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