



Job profile: EAL Teaching Assistant
Reporting to: EAL Co-ordinator
Grade: Scale 5
Hours: 32.5 hours a week – term time only

JOB PURPOSE:

- To support students with a wide range of English as an Additional Language needs in their mainstream lessons with the potential to support some students who are yet to enter mainstream classes.
- To work under the direction/guidance of the class teacher/EAL Coordinator to support identified students to access the curriculum in the most effective way, appropriate to their needs and understanding.
- To provide general support to the class teacher in the management and organisation of the students in the classroom.
- To assist the teacher in creating and maintaining a purposeful, orderly and supportive environment.
- To promote the inclusion of all students.

Operational Responsibilities

- Working under the direction/guidance of the class teacher/EAL Coordinator, to supervise and provide support for students with EAL needs to enable them to learn as effectively as possible on their own and in group situations, taking into account their specialist needs
- To support the students in the development of skills, e.g. (i) basic skills such as language, reading, writing, spelling and mathematics, (ii) encouragement of concentration, communication, sharing and other social skills, (iii) supporting their access to the curriculum through clarification and reinforcement of the subject matter
- To liaise closely with the Class Teacher and any external professional as appropriate to support the implementation of any special programmes or Inclusion Plans designed for the students
- To monitor the students' progress and report on any achievements or developments against ISP targets; to contribute to the Annual Review of the student's Statement
- To identify opportunities for the students to work independently, where appropriate, ensuring their comfort and safety at all times; support other students in the classroom as appropriate

- To prepare suitable work for the students under the guidance of the teacher and to make or adapt resources (e.g. worksheets or sight cards) to enable the students to access the learning activity at their appropriate level of understanding
- To establish a good relationship with parents/carers and to provide information and feedback where appropriate and agreed under the guidance of the teacher
- Where appropriate, to assist the class teacher with the preparation of the classroom for lessons
- To assist the students with physical needs as appropriate and agreed
- To encourage students to interact with others and engage in activities led by the teacher
- To provide support for the students emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour Policy, and demonstrating high expectations of work and behaviour
- To be aware of and comply with policies and procedures relating to Child Protection, Health & Safety, security, confidentiality and Data Protection, reporting all concerns to an appropriate person
- To assist with the supervision of students out of lesson time, as necessary for their safety
- To accompany the students on school visits, trips and out of school activities as required
- To attend relevant meetings and participate in training opportunities and performance development as required.

CANDIDATE SPECIFICATION

Successful candidates are likely to be able to give evidence in support of all or most of the following:

Professional Skills and Experience

- Evidence of general education certification at GCSE level or the equivalent, with at least a grade C in English and Mathematics
- An understanding and knowledge of the needs of children with English as an Additional Language
- Evidence of relevant training/experience (e.g. NVQ 3)
- Experience of working with secondary age students and in a school environment would be desirable
- Experience of supporting students with EAL or SEN in the classroom to advance learning and development
- Experience of differentiating learning activities
- An ability to work as part of a team
- An ability to communicate effectively with teachers, students and members of the community
- The ability to establish positive and constructive relationships with colleagues and students
- The ability to be flexible, to work hard and to take pride in performing well
- The ability to respond sensitively to the needs of a named student
- Good organisational, time-management and interpersonal skills
- The ability to use ICT with students and in preparation of resources
- The ability to differentiate teaching and learning resources
- A commitment to and an enthusiasm for the post
- Adaptability and a professional approach to the responsibilities of the post
- A desire to help young people gain confidence and achieve their potential
- A commitment to equality of opportunity
- An eagerness to gain experience, expertise and professional development through this position
- An interest in a community ethos

- Willingness to contribute to the work and development of the Learning Development Curriculum Area

Heston Community School is committed to safeguarding and promoting the welfare of children and young people. The successful candidate must be able to satisfy an enhanced clearance by the Disclosure and Barring Services [DBS].

This Job Profile is current at the date shown but, in consultation with you, may be changed by your Line Manager or Headteacher, to reflect or anticipate changes in the job commensurate with the salary and job title. This Job Profile should be read in conjunction with the generic Job Description.

Heston Community School is committed to working in wider partnership which will promote wellbeing outcomes for young people.

Context:

All staff are part of a whole school Team. They are required to support the values and ethos of the School and school priorities as defined in the School Development Plan.

This will mean focusing on the needs of colleagues, parents/carers and students and being flexible in a busy and pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 [2] of the Rehabilitation of Offenders 1974 [Exemptions] [Amendments] Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the School. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.