CEDAR MOUNT ACADEMY

# **EAL HLTA**

# **Grade 6**

The role of the **EAL HLTA** is to work with teachers to support individual and small groups of EAL students to realise their full potential and secure good outcomes.

All members of school staff are expected to be a professional and active member of the Academy community working as part of the team to raise standards, improve outcomes and opportunities for all students and promote a lifelong love of learning.

It is expected that all staff within two years of joining Cedar Mount Academy will be operating at a minimum of good with outstanding features and working towards being outstanding in their specific role.

**Cedar Mount Academy is a member of Bright Futures Educational Trust**

Specific Responsibilities

* Assist teaching staff in the preparation of adaptive resources in lessons and gain familiarity with the work to be covered in class, design appropriate teaching aides, prepare materials and the classroom to ensure an effective learning environment.
* Provide language development support specific to the needs of the secondary curriculum at Key Stage 3 and 4 such as phonics interventions, reading interventions and options for EAL students at Key Stage 4
* Responsible for inducting new students into the school who arrive after the start of the academic year.
* Deliver short- term induction programmes to suit individual student’s needs.
* Assessing the needs of newly arrived students and liaising with the EAL Coordinator and relevant members of staff regarding the placement of students in appropriate tutor groups and sets
* Take responsibility for the delivery of specific learning and support programmes for individual and small groups of students, facilitating learning and sharing responsibility for teaching aspects of the curriculum for Key Stages 3 and 4.
* Help students with the language development and resolve a range of issues which are creating barriers to learning by devoting time to those students and developing effective relationships to help provide them with strategies to overcome those barriers.
* To contribute to the comprehensive assessment of children who need extra help to overcome barriers to learning both inside and outside the school.
* Track, monitor and analyse identified students’ progress though the Academy reporting system and liaise with relevant staff as a result of this monitoring.
* Develop positive one-to-one relationships with students needing particular support which is aimed at achieving the goals defined in their individual plan.
* Maintain regular contact with parents/carers of students receiving support and to encourage positive family involvement in the students’ learning.
* Maintain accurate records so that information can be communicated to appropriate parties who have an educational interest in students receiving support. Particular attention should be paid to EAL Pupil Passports and evidence of language progress.
* Contribute to the identification and sharing of good practice between individuals to enhance the provision.
* Work as part of a team to ensure that students are able to enjoy and participate in all aspects of school life and reach their full potential.

Key Responsibilities

An environment where our people are valued

* Ensuring staff training, learning and subject knowledge development is targeted to needs and measured to ensure that it positively impacts on standards
* Implementing the trust’s people policies to ensure that people are recruited, managed, supported and developed appropriately and in accordance with our values and commitments
* Developing and maintain a culture of high expectations for self and other
* Open and transparent verbal and written communication strategies are implemented with staff, pupils, parents/carers and the local community, as appropriate.

Financial viability

* Contribute to the monitoring of school budgets in areas of responsibility, for approval by the Principal, which enable robust teaching and learning and value for money

Robust governance and systems and processes

* Provide transparent and thorough materials and updates to the Principal, and where necessary the local governing body, in order for them to challenge and hold the school to account and/or to make decisions
* Lead on the establishment of robust systems and processes across areas of responsibility in the academy, ensuring that the impact can always be measured

Community

* Be a visible presence for pupils, parents and the local community and sustain effective and positive relationships
* Support assemblies and participate in break, lunchtime, before and after hours’ supervision.
* Contribute to support programmes for students and staff that may, on occasion, include weekends and holiday periods

Our values

* **Community:** Evidence of working together for a common purpose and encourage diversity
* **Integrity:** Evidence of doing the right thing for the right reason
* **Passion:** Evidence of taking personal responsibility, working hard and having high aspirations

Other Expectations of all Academy Staff

* To work professionally and effectively as part of a specific and wider school staff team.
* To be a positive, professional role model for all students.
* Treat all students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to staff’s professional position.
* Have regard for, and promote the need to, safeguard students’ well-being, in accordance with statutory provisions and school policy.
* To be a form tutor or associate form tutor to an assigned group of students and carry out that role in line with school policy.
* To carry out supervision duties as directed in the Academy duty rota.
* Engage actively in the school performance management process.
* Engage actively in the school CPD programme to develop skills and improve practice.
* Be familiar with, and follow, all school policy and practice to ensure a consistent high standard approach to all aspects of the school.
* Play a full part in the life of the school, to support its distinctive mission and ethos.
* Attend school events and activities as directed by the Principal.

**Person Specification EAL HLTA**

|  |  |  |
| --- | --- | --- |
|  | *Essential* | *Desirable* |
| *Relevant* *Experience, qualifications and training* | * 5 GCSE’s or above, including English and Maths
* Experience of following procedures and instructions.
* Experience of mentoring or supporting young people in a secondary or primary school on a full time basis.
* Experience of establishing and maintaining accurate records.
* To have established and developed successful working relationships with parents/carers, teachers and support staff in a variety of situations.
* Experience of planning, leading and managing EAL Intervention Programmes, phonics and reading intervention activities for primary or secondary EAL students.
 | * Further Education.
* To have experience in working in bilingual or multilingual contexts.
* Experience of planning, leading and managing Induction programmes for newly arrived EAL pupils in UK.
 |
| *Knowledge,* *skills,* *abilities* | * Very good oral and written communication skills.
* An enthusiasm for education and the ability to generate this in others.
* Ability to work as part of a team.
* Ability to be able to manage own workload and prioritise.
* Ability to recognise potential barriers to learning and develop strategies to overcome these barriers.
* Excellent ICT skills.
 | Knowledge of SIMs or similar education MIS system. |
| *Other* | * A passionate commitment to develop the best in young people.
* Tact and diplomacy in all interpersonal relationships with the public, students and colleagues at work.
* Self motivation and drive to complete tasks to the required time scales and quality standards.
* Flexibility to adapt to changing workload demands.
* Personal commitment to the school’s professional standards and code of conduct.
* A commitment to further training and a willingness to participate in relevant CPD.
* Willingness to be engaged in partnership and community activities.
* Commitment to the aims and ethos of the school.
* A positive approach to challenges, which seeks solutions to problems and addresses difficulties with cheerfulness and good humour.
 |  |
| *Safeguarding* | * Willingness to consent to apply for an enhanced disclosure check.
* Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people.
 |  |