



Job Title	Teacher of EAL/French
Date	April 2024
Department	MFL
Reports to	Head of MFL
Responsible for	Teaching EAL from Year 9 to Year 13 and French to KS4

Purpose of the Role
<p>The teacher will teach EAL to a variety of pupils, who tend to be boarders and who may be here for a shorter stay or may remain in order to follow into Higher Education in the UK. French will be taught up to KS4.</p> <p>The basic aim of the MFL Department is to ensure that all international students are able to access the curriculum of the subjects they are studying.</p> <p>The job holder must be able to teach the subject at all levels, from Year 7 to Year 13.</p> <p>All staff are encouraged to continue professional development via internal and external courses.</p>

Departmental Information
<p>The department is supported by a Head of MFL. Staff numbers vary dependent on the numbers of international pupils on role but we generally have four full time language teachers. Pupils arrive here from all over the world.</p> <p>The EAL aspect of the MFL department is an accredited member of BAISIS (British Association of International Schools with International Students). It fulfils three main functions: to teach and nurture pupils on a dedicated one-year programme studying English as a second language; to support overseas pupils in main-stream education; to support Sixth Form students (many of whom have entered the School via the EAL dept) with their 'A' Level studies and to guide them towards the IELTS qualification and entry to a UK university.</p>

Main tasks and responsibilities

Learning and Teaching

- Support the implementation of the subject curriculum, and to be accountable for the development and delivery of all subjects or areas with the department.
- Be aware of the School's SEN Policy and take responsibility for delivering its day to day provision within the department. Be responsible for accessing all information related to students with SEN via the SEN register and meetings with the SEN staff.
- Strive towards achieving outstanding academic attainment and progress.
- Support the creation and maintenance of an environment and a code of behaviour which promote and secure good teaching, effective learning, and high standards of achievement and behaviour.
- Utilise systems for monitoring and evaluating pupils' work, including both internal/external assessment procedures.
- Make full professional use of analysis information and evaluate performance data provided
- Engage with and support a thriving extracurricular life of the department, allowing students to engage beyond the curriculum in ways that engage, excite and foster a love for the subject.
- Ensure that innovative and appropriate approaches to learning are made available to students with specific learning needs.
- Embrace the use of new EdTech such as iPads, OneNote, Teams, etc. within the department in line with whole-school policies.

Resources

- Help to ensure that the department and classroom meets the needs of pupils, the curriculum and the requirements of health and safety regulations.
- Contribute to the department displays with examples of pupil's work to help further promote the department.

Liaison and information

- Represent the department in liaison with senior colleagues, parents, other schools and other internal/external parties, such as Coram House, demonstrating effective communication and consultation as appropriate.
- Co-operate with other departments to ensure a sharing and effective use of resources to the benefit of the school and the pupil's.
- Provide information to the Head, parents, colleagues and other groups about the work of the department and the progress of pupils.
- Promote and safeguard the welfare of children and young people.
- Ensure the maintenance of accurate and up-to-date information concerning the department, including on ISAMS.

Person Specification

Educational Attainment

- A good first degree from a recognised university in a relevant subject.t
- A post-graduate qualification in a related subject (desirable).
- Recognised teaching qualification, such as PGCE, TEFL or equivalent experience.

Essential Experience, Knowledge and Skills

- Involvement in extra-curricular activities.
- Familiar with the Cambridge suite of examinations (KET, PET, FCE, General and Academic IELTS.)
- Experience of teaching Cambridge IGCSE ESL.
- Able to teach French to GCSE level.
- A track record of excellence in the classroom with evidence of good results.
- The ability to work well in a team and one who strives for excellence and leads by example.
- Good spoken and written English.
- Ability to communicate easily, both orally and in writing to a variety of audiences including pupils, parents and colleagues.
- Ability to work under pressure.
- Excellent and effective classroom management skills.
- Be organised and self motivated, with a proven record for meeting deadlines and targets.
- Able to perform well and remain professional whilst under pressure.
- Display a smart and professional appearance, representing the School in a positive manner.
- Have empathy for the Quaker values of the School.
- Ability to maintain confidentiality.

Desirable Experience, Knowledge and Skills

- Awareness of safeguarding requirements, in particular an understanding of good practice within a school that has boarding.
- High level of IT literacy.
- Appreciate the needs of a boarding school.
- Experience of managing change and improvement.t
- Evidence of the use of current and emerging technologies.
- Demonstrate evidence of structured continuous professional development.
- A track record of engagement in a range of extra-curricular activities.
- Able to teach French to A level.

Ackworth School is committed to safeguarding and promoting the welfare of children and young people as well as providing a safe and healthy workplace for employees. Ackworth school is an equal opportunities employer supporting the principles of diversity, inclusion and equity. All staff and volunteers are therefore expected to behave in such a way that supports these commitments.

Job descriptions may be subject to review from time to time and can be altered or amended to meet the changing requirements of the School. They are not designed to limit the extent of the role but instead to outline the main tasks and responsibilities.