

Pymble Ladies' College

POSITION DESCRIPTION

Title: Junior School EAL/D (English as an Additional Language or Dialect) Teacher

Date updated: 2 September 2021

Reports to: Junior School Learning Support Co-ordinator

Position Purpose and Objectives

The Junior School EAL/D Teacher is responsible to the Junior School Learning Support Co-ordinator and Head of Junior School and works closely with the Head of Learning Support, Junior School Learning Support Staff and Junior School teachers.

As part of the Learning Support Department this position will provide language and literacy support for EAL/D in the Junior School (Years 3-6). The days to be worked will be determined by the Deputy Head of Junior School Academic in collaboration with the Junior School Learning Support Co-ordinator and may vary from year to year depending on the learning needs of students.

Core Job Role Accountabilities

1. Program Delivery and Evaluation

- 1.1 Work with a range of teachers as part of a team and with students to improve student achievement in language and literacy.
- 1.2 Work collaboratively with teaching staff to identify, assess, differentiate, plan, prepare and deliver effective teaching programs and interventions for students with identified EAL/D needs.
- 1.3 Support teachers of students with EAL/D needs across all learning areas but primarily English and Inquiry.
- 1.4 Teach individuals and small groups of identified students to develop skills in language and literacy.
- 1.5 Teach collaboratively with classroom teachers as appropriate and share the leading of lessons with a co-teaching model of support

- 1.6 Work collaboratively with the Lead Co-ordinator (Years 1-3 and Years 4–6) and individual Year Co-ordinators to annotate programs indicating the adjustments made to cater for students with identified EAL/D needs across Years 3 - 6.
- 1.7 Maintain and update teaching expertise and knowledge of evidence based intervention strategies for students at risk.
- 1.8 Assess new EAL/D students and make recommendations to enrolments and the Head of Junior School for placement in the Junior School.
- 1.9 Provide feedback to Learning Support Co-ordinator, Head of Junior School, Head of Learning Support and other professionals and parents as required.
- 1.10 Report regularly to the Learning Support Co-ordinator on student progress.
- 1.11 Work collaboratively with teaching staff and the Learning Support Co-ordinator to identify students who require a formal assessment and obtain feedback on student's progress.
- 1.12 Case manage students as required.
- 1.13 Contribute to learning discussions with parents and class teachers.
- 1.14 Build competency in Junior School staff by developing their expertise in meeting the needs of students classified as EAL/D and how to support them in class.

2. Communication

- 2.1 Ensure all written and verbal communication is courteous, professional, accurate and reflective of College values.

3. Risk and Compliance

- 3.1 Report directly to the Principal on any matters relating to child protection.
- 3.2 Consistently adhere to College policies and procedures, importantly the Risk Management, WHS, Child Protection and our emergency response practices.

4. Professional Learning

- 4.1 In partnership with your Manager, continuously align your skills and professional development requirements to ensure that you are meeting the obligations of your role.

5. Other duties may be required from time to time

Position Capabilities

- **Teaching Excellence**

You are an impactful and skilled educator in your own right and you advocate, participate in and lead strategies to support high quality professional learning opportunities for colleagues that focus on improved student learning.

- **Interpersonal Effectiveness**

You are recognised for your insightful and empathetic approach which sees you connect authentically with staff across the College.

- **Learning Mindset**

You have a strong desire to enrich your own learning and understanding through intellectual curiosity and openness to challenge and change.

Core skills, knowledge and experience

- Willingness to support the ethos and values of the College.
- Post-Graduate qualifications in TESOL and knowledge of, and experience with, supporting students in Years 3-6 with EAL/D needs
- Appropriate teaching qualifications which comply with the NSW Teacher Accreditation Act
- Sound knowledge and understanding of cultural diversity
- Extensive knowledge of NESA Syllabus requirements, with particular knowledge of Stages 2 and 3 across all areas of the curriculum and have a sound ability to teach literacy
- Experience and interest in utilising digital technologies to enhance learning
- Sound knowledge of summative and formative assessment to evaluate student learning using different strategies and to use this information to inform teaching practice
- Willingness to explore innovative approaches to teaching and learning
- Proven ability to work collaboratively as a member of a team and in effective liaison with key academic and pastoral staff to enhance student outcomes
- A track record of positive, professional relationships with staff, students and parents
- Well-developed communication and interpersonal skills
- Demonstrated commitment to continuous improvement