

City of Edinburgh Council job description

Post title	Teacher (EAL)
Directorate	Children, Education and Justice Services
Service	Schools and Lifelong Learning
Responsible To	Head Teacher
Number of post holders	N/A

MAJOR TASKS/JOB ACTIVITIES:

Subject to the policies of the service and the education authority the duties of teachers, promoted and unpromoted, are to perform such tasks as the Head Teacher shall direct having reasonable regard to overall teacher workload related to the following categories:

- a) teaching pupils as appropriate.
- b) supporting schools to develop their curriculum in relation to equality and inclusion, particularly of bilingual and minority ethnic learners.
- c) supporting assessment, recording and reporting for bilingual and Gypsy Roma Traveller pupils; preparing pupils for examinations and assisting with their administration.
- d) providing advice and guidance to pupils on issues related to their education.
- e) providing advice and guidance to staff and schools on issues related to inclusion and equality of bilingual and minority ethnic learners.
- f) contributing to the professional development of colleagues, including probationary and student teachers.
- g) promoting and safeguarding the health, welfare and safety of pupils.
- h) working in partnership with education establishment senior leadership teams, staff, parents and other professionals.
- i) undertaking appropriate and agreed continuing professional development.
- j) participating in issues related to school and service planning, raising achievement and individual review.
- k) contributing towards good order and the wider needs of the service.

Outline of duties is taken from Annex B; 'Outline of Teacher Duties'

RESPONSIBLE FOR:

None.

ADDITIONAL INFORMATION:

The EAL Teacher's role is to work collaboratively with establishments, providing information, support and advice in relation to the education of bilingual and Gypsy Roma Traveller pupils in Nursery, Primary and Secondary schools. This could include learners with a range of support needs in addition to English as an Additional Language (EAL), for example communication difficulties (including autism), social, emotional and behavioural needs.

Duties:

- a) support schools in assessing the educational needs of children and young people
- b) use and advise on a range of support strategies tailored to the varying strengths and needs of different bilingual and Gypsy Roma Traveller learners.
- c) liaise closely with mainstream teachers and model best practice to develop and enhance school staff skills for working with bilingual and Gypsy Roma Traveller learners, across curricular areas
- d) devise and deliver appropriate individualised and, where required, group English language and literacy programmes
- e) offer consultation, advice and in-service training to schools and other partners in relation to best practice for developing bilingual and minority ethnic learners
- f) attend and contribute to relevant multi-agency meetings, e.g. child planning meetings
- g) liaise with parents, carers and appropriate external agencies
- h) write reports as required
- i) work as part of a peripatetic service in any part of the city
- j) work under the direction of the Head Teacher, and in accordance with city of Edinburgh guidance on best practice for English as an Additional Language learners and Gypsy Roma Traveller children and young people

This post is considered Regulated Work with Vulnerable Children and/or Protected Adults, under the Protection of Vulnerable Groups (Scotland) Act 2007. Preferred candidates will be required to join the PVG Scheme or undergo a PVG scheme update check prior to a formal offer of employment being made by the City of Edinburgh Council.

LEAVE:

In accordance with the Teachers Conditions of Service the City of Edinburgh Council applies the provisions set out in the Handbook to calculate leave entitlement for anyone joining the Council after the start of the academic year. This calculation will reflect the pro-rated leave entitlement to the end of the academic year. For permanent teachers and instructors this will then be converted into the monetary value and an adjustment made to your salary will be averaged over the remaining academic salary pay periods. This amount will be notified to the successful candidate in their Statement of Particulars. For temporary teachers and instructors, the recalculation of leave will be carried out at the end of your temporary contract and any adjustment will be made to your final

salary. A similar recalculation of leave will also be made if you change your hours at any time after the start of the academic year.

EMPLOYEE SPECIFICATION:

Council Core Competencies

These Council Core Competencies apply to all positions:
Being Customer/Client Focused
Working Effectively with Others
Managing Change
Taking Ownership and Responsibility
Communicating Effectively
Planning and Decision Making
These Council Core Competencies apply to positions with responsibility for managing people or resources:
Leading Others
Managing Performance and Developing others
Political Sensitivity

Teacher	Essential	Desirable
Experience	<p>Successful experience of teaching developing bilingual learners using inclusive approaches at nursery, primary or secondary level.</p> <p>Experience of working with children and young people with a range of additional support needs.</p> <p>Recent mainstream or EAL specialist teacher experience.</p> <p>Experience of working as a member of a team.</p> <p>Successful implementation of learning and teaching guidelines.</p>	<p>Experience of working with Gypsy Roma Traveller learners.</p> <p>Experience of liaising with support/multi-disciplinary agencies</p> <p>Experience of contributing to the development and implementation of school or service policy.</p> <p>Experience of working across sectors (early years, primary, secondary and special).</p>
Knowledge, Skills and Understanding	<p>Knowledge of current National and Local Authority Guidelines relating to Nursery, Primary or Secondary Education, including Curriculum for Excellence.</p>	<p>Evidence of core professional skills having been further developed.</p> <p>Ability to speak a community language (e.g. Arabic, Bengali,</p>

	<p>Knowledge of current national and local authority guidelines relating to Additional Support for Learning.</p> <p>Understanding and application of the principles of GIRFEC. Ability to use and advise on a range of inclusive teaching strategies to meet the needs of EAL learners</p> <p>Understanding of best practice in the field of EAL provision.</p> <p>Ability to deliver effective assessment and reporting systems.</p> <p>Strong communication skills, with a proven record of establishing good relationships with adults & children and young people</p> <p>Core ICT skills.</p>	<p>Cantonese, Mandarin, Polish, Punjabi, Urdu).</p> <p>Understanding of best practice in provision for Gypsy Roma Traveller children and young people.</p>
Qualifications and Training	<p>Current GTCS Registration</p> <p>Evidence of relevant professional learning, including: EAL; Gypsy Roma Traveller provision; Additional Support for Learning, Race Equality.</p>	<p>Postgraduate qualification in inclusive education, including EAL.</p>

Job Specific Requirements	<p>Ability to identify bilingual learners' needs and model effective and stimulating support to facilitate access to the curriculum & English language development.</p> <p>Ability to establish professional partnerships</p>	Capacity to work collaboratively as a 'leader of learning' to promote improved classroom practice.
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	<p>and work effectively in an advice and consultancy role.</p> <p>Ability to deal effectively with challenging situations involving pupils, parents or other members of staff.</p> <p>Ability to show initiative.</p> <p>Ability to be flexible and to demonstrate a problem-solving approach.</p> <p>Ability to work independently.</p> <p>Excellent team-working skills</p> <p>Commitment to equality and inclusion for learners with additional support needs, particularly bilingual and minority ethnic learners.</p> <p>Ability to demonstrate accuracy and fluency in spoken and written English for social and academic purposes, across a range of registers.</p> <p>Capacity to self-evaluate.</p> <p>Ability to contribute to ASL Service development, to think creatively to promote ASL Service innovation and progress</p>	
<p>Applicants should always check the Job Vacancy Summary for any specific Employee Specification Requirements for the advertised vacancy.</p>		