

JOB DESCRIPTION

Post title: English as an Additional Language (EAL) Pupil Support Officer - Level 2 - (Permanent) - 29 hours per week, Term time plus 1 week

Grade: C

Responsible to: Special Educational Needs Coordinator (SENCO), EAL Coordinator

Job Purpose:

To work with and support pupils for whom English is not their first language as a member of the Learning Support Faculty. To ensure students with additional language or learning needs are fully included in the life of Witton Park Academy Community and have equal opportunity to fulfil their full potential, promoting the inclusion of all pupils.

Main responsibilities

Support for students:

- To produce a personalised learning support programme for all identified EAL students to help develop their knowledge of spoken and written language in conjunction with the EAL Coordinator.
- To teach an EALIP programme through 1:1 sessions and group work.
- To track the progress of EAL students including the inputting of data
- To assist the EAL Coordinator with the management of the pupils and environment of the EAL Unit.
- To assist the EAL Coordinator in the assessment of EAL students
- To design, deliver and track interventions both 1:1 and in small groups for EAL students.
- To assist where needed with the admission of EAL students.
- To support the pupil(s) in the development of skills, e.g. basic literacy and numeracy skills, communication skills; play and social skills; self-help skills; and emotional development whilst 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 programme(s) or Individual Educational Plan (IEP) or Pupil Support Plan (PSP) designed for the pupil.
- To monitor pupil progress and report on any achievements, needs or developments during IEP meetings and Annual Review meetings for pupils with EHCP's or IPRA's.
- To maintain high quality records of in-class support and of the progress of individual pupils to report on achievements or developments against IEP/PSP targets and to contribute to a review of pupil progress and attend relevant meetings.
- To actively encourage independent learning and social skills of pupils in a class by ensuring effective pupil interaction in the classroom.
- To assist with the development of the pupils(s) basic ICT skills and support the use of a wide range of ICT tools in learning activities.

- To prepare suitable work and differentiate learning resources (e.g. worksheets or sight cards) to enable the pupil(s) 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.
- To assist the pupil(s) and their form tutor during registration time.
- To assist any identified pupil(s) with physical, medical and social needs as directed by the Special Needs Coordinator.
- To encourage pupil(s) to engage in activities led by the teacher.
- To help, where necessary, with pupils who are sick, distressed or injured.
- To promote pupil self-esteem and independence through praise and use of the school reward system.
- To assist with the supervision of pupil(s) out of lesson, as necessary for their safety.
- To accompany the pupil(s) 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.
- To undertake any other broadly analogous duties.
- To create and maintain an orderly and supportive environment by ensuring pupils are supported in form time to be prepared for the school day:
 - Check pupil(s) understanding of the timetable;
 - Check pupil(s) are aware of changes to the day e.g. staff absence, events in school
 - Check pupils have the necessary equipment for the day

Support for Teachers

- To promote good pupil behaviour, dealing promptly with conflicts/issues and encouraging pupils take responsibility for their own behaviour, in line with the school behaviour policy.
- To support constructive relationships with parents and carers, in appropriate languages, promoting the school's home/school liaison policy.
- To report pupil achievement, progress and issues in agreed format
- Undertake marking of pupils' work against an agreed marking scheme under the direction of a teacher
- To collate pupil records in liaison with teaching staff, inputting data as required.
- To prepare, maintain and use equipment / resources required to meet the lesson plans / learning activity and assist pupils in their use
- To provide minimal clerical support for teachers e.g. photocopying, filing, collecting money, checking deliveries, administering coursework, production of work sheets for agreed activities
- To administer routine primary tests and contribute to the invigilation of examinations as required.

Support for the School

- To be aware of and comply with policies relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.
- To work as part of a team and support the role of other people in the team

- To attend and participate in meetings as required
- To undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management, and use this to support others
- To assist with the supervision of pupils out of lesson time (before school, break time)
- To accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher
- To cover tutor time if needed
- To deliver interventions to students before, during or after school as directed by the SENCO or Senior Leadership Team.