

## Job Description

<b>Job Title:</b>	Teacher of EAL
<b>Department:</b>	Additional Needs (Skills)
<b>Accountable to:</b>	Special Educational Needs Coordinator (SENCo)
<b>Number of direct reports:</b>	No direct reports
<b>Budgetary responsibility:</b>	None
<b>Location:</b>	Stowe School
<b>Purpose of the role:</b>	To take the lead for the identification and support of those pupils with English as an Additional Language and to teach the EAL iGCSE sets and prepare Sixth Form pupils for IELTS.

### The Stowe Group

The Stowe Group of schools (Stowe, Ashfold, Swanbourne House and Winchester House) is situated on four separate sites in Buckinghamshire and Northamptonshire and educates children from 3-18 years. Within The Stowe Group there are more than 1,800 pupils and 800 members of staff. The schools occupy sites of historical significance in Swanbourne, Dorton, Brackley and the world-famous landscape gardens at Stowe, where we work with The National Trust to manage 880 acres and open the grounds to over 200,000 visitors a year. Stowe House is open to the public during the School holidays and for guided tours during term time. The Stowe Group is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. In 2021, The Stowe Group launched its transformational Change Makers vision and Change 100 programme.

### Vision & Ethos

We are Change Makers

Stowe stands in the most sublime setting of any school in the world. Historic buildings, landscaped gardens and the very spirit of the Enlightenment sit at the heart of its founding. But, as this remarkable landmark enters its second century as a leading public school, we believe that beauty and tradition are not enough: our future vision for the School embraces change, uncertainty and the challenges that will face our pupils not just during their academic careers, but throughout the rest of their lives in a world which is increasingly complex and ambiguous. Within that volatile environment we see our pupils and staff as Change Makers. They will make a lasting impact not only while they are here at Stowe, but, perhaps more importantly, in the wider world. The history of this place, both as a stately home and as a pioneering school remains important to our mission of education, and at the heart of a Stowe education remains intellectual enquiry, academic curiosity and a love of learning. We strive for a balance of rights and responsibilities, equality and inclusion and to treat each pupil and member of staff as an individual. Our vision is inspired by a history of progressive thinking, and has been developed through collaboration with our pupils, parents, teachers, support staff, governors and alumni. Yes, we teach pupils how to excel in exams, but we also teach them how to collaborate, how to solve problems and how to think critically. Stowe is educating a generation of Change Makers ready to transform the world.

The Group's talented and committed workforce is one of our greatest strengths. We are committed to fostering team engagement, attracting, mentoring, developing and retaining our

best teachers and support staff. We focus on employee wellbeing, provide opportunities for professional growth and we create a culture of community and partnership.

### **The Department**

Pupils join the school in September of Year 9, when they begin their GCSE English course with a Literature text and consolidate their experience from their previous schools. The Department follows the AQA 9-1 GCSE Specifications in English Language and English Literature. From Year 9, all pupils follow both the Language and Literature specifications, developing the skills needed for success in English Language through the study of the Literature texts. At A Level, the Department offers Edexcel 9ETO specification. For those pupils entering in Year 9 whose level of English makes it too difficult to access the domestic English GCSE, an arrangement may be made to replace those lessons with preparation lessons for the Cambridge iGCSE for English as a Second Language. The Additional Needs Department also provides English as an Additional Language (EAL) lessons for those pupils joining the school in Year 12 who will need EAL qualifications in order to facilitate their application to UK universities.

The Additional Needs Department at Stowe School is dedicated to supporting the pastoral well-being and academic success of all those pupils who require some additional support or arrangements in order to fully access the curriculum. The department provides English language tuition for students whose first language is not English, either to just improve language skills, or in preparation of formal qualifications in English as an Additional Language.

Pupils are generally taught EAL in small groups or on a one-to-one basis. Following the initial assessments where their levels and needs are determined, pupils are expected to attend a set number of lessons each week.

Teaching of EAL takes place in the academic classrooms. Each teaching room includes a fixed terminal computer, a digital projector and a SMART interactive whiteboard. There is also a departmental library which includes a substantial range of texts, as well as DVDs, critical works, magazines, past papers and a photocopier.

### **Key Tasks:**

The successful applicant will have their timetable dedicated to teaching EAL and will also carry out the administration involved in the department. This includes:

- Organising the initial placement tests.
- Identification of EAL/ESL Sixth Form students who require IELTS for entry to UK universities.
- Setting up EAL/ESL/IELTS classes in all year groups.
- Ensuring high quality teaching of EAL/ESL.
- Liaising with parents, Houseparents and tutors around pupils with EAL needs and how best to support these needs.
- Ensure regular reporting to SENCo about pupil progress in EAL.
- Ensuring all pupils who need to take ESL at GCSE or IELTS (or similar) in the Sixth Form are prepared for and entered for the exam.

- Organising the IELTS tests.

#### **Additional Responsibilities:**

- To promote the aims of the School at all times with colleagues, parents, pupils and the public
- To play a full part in a seven day a week boarding School during term time, with commitment to teaching, pastoral care, extra-curricular activities and School duties.
- To assist in the recruitment of pupils and to promote the School and Department.
- To provide professional, high-quality teaching, with the effective use of appropriate resources to ensure the highest standards of learning and achievement of all pupils.
- To attend all appropriate Health & Safety (COSHH) and Child Protection training related to the pupils, School and Department.

#### **Key Tasks:**

##### **1 Teaching**

- 1.1 To enable pupils to acquire knowledge and make progress according to their current level of attainment so that they increase their understanding and develop their skills in the subject taught.
- 1.2 To foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves.
- 1.3 To create well-planned lessons and deliver through effective and appropriate teaching methods, activities and management of class time.
- 1.4 To show a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure these are taken into account in lesson-planning.
- 1.5 To utilise effective strategies for managing behaviour and encouraging pupils to act responsibly.
- 1.6 To teach, according to their educational needs, the pupils assigned to them, including the setting and marking of work to be carried out by the pupils in class, prep and elsewhere.
- 1.7 To assess, record and report on pupils' development, progress and attainment and for all such records to be kept in mark books (either paper copy or electronic) to be scrutinised and verified by the SENCo or a member of the Executive Leadership Team.
- 1.8 To work with, and under the instruction and guidance of, the SENCo, in the preparation and development of courses of study, teaching materials, teaching programmes.
- 1.9 To carry out the terms of a departmental job description arrived at after individual discussion and consultation with the SENCo.

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| 1.10     | To contribute to the development of the curriculum, and to be aware of the latest thinking in both subject and the national curricula.  |
| 1.11     | To staff clinics and other academic support measures according to the timetables and needs of the pupils.   |
| 1.12     | To teach/act as supervisor for the Extended Project Qualification (EPQ) as and when required by the Deputy Head (Academic)  |
| <b>2</b> | <b>Social and moral welfare of pupils</b>   |
| 2.1      | To take responsibility for the educational, social and moral welfare of pupils in the context of Stowe's boarding community.  |
| 2.2      | To assist the Houseparent(s) of the boarding house to which they are assigned, as required by the Head. For Junior School Tutors; this will normally involve a regular, weekly evening duty supervising pupils, occasional supervision of early prep and some weekend events as needed.   |
| <b>3</b> | <b>Tutorial work</b>  |
| 3.1      | To provide guidance and advice to tutees assigned to them, on their academic programmes, timetables, methods of study, study skills, further education and future careers, including information about sources of more expert advice on specific questions, making relevant records and reports.  |
| 3.2      | To attend any Personal, Social and Health Education (PSHE) tutorial sessions as specified for their tutor group by the Heads of Year.   |
| 3.3      | To communicate and consult with the parents of pupils to communicate and co-operate with persons or organisations inside and outside the School in order to promote the social and moral welfare of pupils.   |
| 3.4      | To participate in meetings arranged for any of the purposes above.  |
| <b>4</b> | <b>Games and extra-curricular activities</b>  |
| 4.1      | All staff are expected to assist with, and be involved in, the provision of both games and extra-curricular activities. The nature of that assistance and the degree of involvement will naturally vary according to the experience, skills and aptitudes of individual staff. Nevertheless, in a boarding community, all staff can expect to be called upon during the week and at weekends, to contribute to this essential part of the School's educational provision. |
| <b>5</b> | <b>Assessments and reports</b>  |
| 5.1      | To provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils.  |
| <b>6</b> | <b>Performance Review and Professional Development</b>  |

6.1 To keep abreast of developments in their subject(s) and its teaching methods in order to maintain a high level of professional competence; checking exam board websites regularly for specification updates and exam information and to attend exam board Inset. Staff should also participate in arrangements within the agreed framework for review and professional development, including INSET.

## **7 Discipline, Health and Safety**

7.1 To maintain good order and discipline among pupils and safeguarding their health and safety both on the School premises and when they are engaged in School and other activities elsewhere, within the framework of the Health and Safety Policy documents.

7.2 To adhere to and manage all appropriate Health & Safety legislation, risk assessments and Child Protection training issues related to the Department.

## **8 Cover**

8.1 To supervise and, where possible, teach pupils whose teacher is not available, as well as invigilating examinations when required.

## **9 Meetings**

9.1 To participate in all meetings which relate to the School curriculum, School organisation and school administration and to attend Chapel, assemblies and other School events as required by the Head.

## **10 Public Examinations**

10.1 Staff should participate in arrangements for preparing pupils for public examinations and assess pupils for the purposes of such examinations. Teachers should also record and report such assessments and supervise and invigilate pupils during such examinations.

## **11 School Duties**

11.1 To undertake the supervision of pupils at meal times, in detention, on School journeys and on School premises as required by the duty rota.

## **12 Management and Administration**

12.1 To contribute to the induction and support of new and probationary teachers.

12.2 To be committed to continuing career and professional development.

12.3 To ensure compliance with the current teaching staff handbook.

**Person Specification:** The selection of candidates for short-listing will be based on this specification and candidates should bear this in mind when preparing their application and completing the application form

Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>An Honours degree (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>Post Graduate Certificate in Education</li> </ul>

	<ul style="list-style-type: none"> <li>• Experience in teaching EAL qualifications</li> </ul>	
Specialist Skills and Experience	<ul style="list-style-type: none"> <li>• An ability to motivate, enthuse and influence.</li> <li>• A commitment to safeguard and promote the welfare of children.</li> <li>• Experience of classroom teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of classroom teaching</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• A willingness to participate fully in the pastoral care, School duties and extra-curricular activities.</li> <li>• High levels of organisation and attention to detail.</li> </ul>	
This job description and Person Specification reflects the present requirements of the post and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post holder		
<b>Date Agreed: April 2025</b>		