



Bedford Academy, Mile Road Bedford, MK42 9TR

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February 2012

Dear Applicant,

Thank you for your interest in the EAL Support Assistant post at The Bedford Academy.

We have exciting and ambitious plans for the education of everyone in the school and will be moving into our brand new building later in 2012.

We are looking to appoint a skilled and highly self-motivated person who will not only share our enthusiasm, aspirations and commitment but also bring a new dimension to the team.

A full job description for this role is available on the website. If you believe this is the role for you then please submit an application form and ethnic minority screening form. Unfortunately, to comply with safeguarding requirements, we are unable to accept CVs and need to have a fully completed application form before we can consider your application. Please do not put "refer to CV" on the application form. General details about the Academy are also available from our website www.bedfordacademy.co.uk

I hope that the contents of this letter and the information on the website will encourage you to apply. The closing date for applications is Monday, 5 March 2012 and interviews will be held on 12 March 2012. If you have not heard from us by 11 March 2012 please assume that your application has been unsuccessful on this occasion.

May I take the opportunity to wish you well with your application and I hope that, if you are successful, we have a long and productive partnership working for the benefit of the students of The Bedford Academy.

Yours sincerely,

Julie Lombardo
Finance & Operations Director



Background

The Academy's curriculum policy is based upon personalised learning, inclusive principles, collaboration and partnership.

This role forms part of the Access team and has a significant responsibility for the support of teaching and learning within the academy for students with special educational needs.

This job description is not exhaustive and will be subject to review.

Main Duties

- To help children learning English as an additional language in the classroom to develop language skills in English by supporting them in their classroom activities.
- To provide additional social and emotional support in terms of developing individual personal autonomy and confidence and developing proficiency in English.
- To provide additional support for students and teachers in building on and using what pupils bring to school in terms of their linguistic and cultural heritage and traditions.
- To build and maintain successful relationships with students, treat them consistently, with respect and consideration.
- To help promote independent learning.
- To help reinforce learning.
- To assist students with physical needs.
- To help students record work in an appropriate way.
- To develop study and organisational skills.
- To help keep the students on task and to build motivation.
- To model good practice
- To help build the students confidence and enhance self-esteem
- To assist Academy staff with meetings and telephone and written communications where interpretation and translation is required

In relation to the Teacher

- To assist teachers with the reintegration of students who have been on extended visits overseas.
- With the teacher, to assist with the development of curriculum materials appropriate to the age, language development, curriculum targets and cultural needs of ethnic minority students.
- To facilitate oral and written communication between the school and the home, attending school functions as appropriate.
- To have formal and informal meetings with teachers to contribute to planning lessons / activities.
- To prepare materials and resources.
- To prepare students beforehand for a task.
- To work on differentiated activities with identified groups or individuals.
- To support the teacher in implementing specific teaching programmes.
- To supervise practical tasks.
- To carry out structured classroom assessment/ observation and feedback outcomes.
- To be involved in keeping records and evaluating identified students' progress.

In relation to the School

- To contribute to the ongoing assessment and profiling of the linguistic progress of students learning English as an additional language.
- To support implementation of school policies and procedures, including those relating to confidentiality and behaviour.
- To identify personal training needs and to attend appropriate internal and external in-service training.
- Support exam arrangements for students with additional needs.
- Any other tasks as directed by the Principal which fall within the purview of the post.

Line Management Responsibilities

None

Common Roles of All Members of the Academy

Vision and Values

- Take responsibility for policy implementation in agreed specified areas and assist with policy development where required.
- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Academy.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- Assist the Senior Leadership Team to develop a culture and environment in which young people thrive and to drive innovation.
- To drive up educational standards, promote life-long learning and continually improve outcomes for all.
- Contribute to an ethos in the Academy where well being and respect are at the heart of the Academy and each student is valued and nurtured to develop personally and educationally.
- Support the effective operation of Academy self-evaluation systems as appropriate, and produce reports as required.

Leading and Managing Others and Self

- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Academy's health and safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Adhere to Academy policies and procedures

PERSON SPECIFICATION

Our aim is to create an outstanding Academy at Bedford and our staff will be expected to exemplify excellence in all that they do. In a Teaching Assistant we require someone with high expectations, enthusiasm and the ability to positively impact on the ethos of the Academy. We value the ability to demonstrate emotional intelligence, be flexible and to adapt to different situations with a clear sense of humour.

	Essential	Desirable
Knowledge and Experience	<ul style="list-style-type: none"> • Basic Knowledge about how pupils learn • Level 2 qualifications or higher • GCSE level C in English and Maths or equivalent • Experience of working with young people/children • Relevant professional development or work experience • Experience of record keeping, administration and ICT use (Internet, email, word, excel). 	<ul style="list-style-type: none"> • Experience of teaching English as a foreign language • Ability to speak foreign language eg Polish • Experience of working in a secondary school • Experience of working with EAL pupils.
Skills and Attributes	<ul style="list-style-type: none"> • Ability to effectively direct the work of a team • Willingness to learn • Ability to follow guidelines for generation and use of student data • Fundamental belief that every child matters and that achievements/aspirations can be significantly altered • A liking, sympathy and respect for children and sensitivity to their needs • Ability to relate well to parents and the wider community • Ability to identify work priorities and manage own workload • Ability to maintain accurate work records • Ability to demonstrate developed interpersonal and communication skills • Ability to establish positive relationships with pupils, including those with special educational needs • Ability to adapt materials • Commitment to obtaining further qualifications, NVQ, etc. 	