



## Job Description

### Primary English as an Additional Language (EAL) Teacher

<b>School:</b>	Primary
<b>Allowance Group:</b>	N/A
<b>Teaching Allocation:</b>	80% of contact periods
<b>Reports to:</b>	Leader of Learning, Language Acquisition

### Role and Position in the Organisation

The EAL teacher is responsible for teaching students on the EAL programme and supporting the class teachers to effectively teach all bilingual students. This is done in accordance with the school's Guiding Statements (mission, vision and values), curriculum programmes and in line with the school's policies.

The EAL teacher works in a collaborative way, planning with the class teachers and leading the members of the EAL year team in order to support children in mainstream classes in order to help them access the curriculum and improve their English language proficiency skills.

In addition to planning, teaching and evaluating, the EAL teacher liaises with class teachers and has regular reviews with parents.

The EAL teacher leads their group of EAL Facilitators and is responsible for their Performance Management.

### Responsibilities, by area

#### Goal I: We focus on continually improving learning

#### Strategic Area 1 - Teaching and Learning – the Primary EAL Teacher will:

- teach and work with students who are on the EAL programme;
- proactively seek to develop independent assessment-capable learners;
- put into practice the school's Teaching and Learning Policy and guide EAL Facilitators on applying this;
- adhere to the school's Professional Standards for Learning and Teaching;



- employ a wide variety of teaching and learning strategies including the use of new technologies to make learning both effective and enjoyable;
- collaborate with and advise class teachers on appropriate teaching arrangements for bilingual students;
- employ a variety and range of co-teaching models in liaison with the class teachers;
- assist in the Primary/Secondary, Key Stage and Year group liaison process, in consultation with the respective class teachers, to ensure cross-phase continuity;
- maintain student records as required by the school;
- prepare and maintain student profiles detailing language skills in the four language areas including areas for development;
- write student reports for parents including overseeing and cross-reference input provided from EAL Instructors and ensure that quality and consistency is maintained;
- regularly review language development of the students with class teachers and parents and assess students ready for exiting the EAL programme;
- update Class Teachers, Leader of Learning and Welfare and Leader of Learning and Curriculum on EAL student progress.

**Strategic Area 2 - Professional – the Primary EAL Teacher will:**

- keep abreast of current educational thinking and ideas for curriculum development and provision for bilingual students;
- commit to an ongoing programme of professional development, both formally and informally;
- actively engage with the school's Performance Management and be responsible for the Performance Management of the EAL Facilitators in the team;
- act as an ambassador for the school by demonstrating the highest professional standards;
- contribute fully to school life through the ECA programme and through Primary and whole school events. Teachers are required to deliver 3 blocks of ECA each year and attend occasional weekend events as required;
- contribute to in-service training of all staff;
- on occasions, provide cover for unexpected class teacher absence or other urgent eventualities;
- undertake playground and lunch time duties;
- attend all compulsory Continuing Professional Learnings (CPL) sessions linked to student safeguarding, First Aid, English as an Additional Language (EAL) and Learning Support (LS).



**Strategic Area 3 - Culture and Communication – the Primary EAL Teacher will:**

- liaise fully with the Leader of Learning, Language Acquisition, other EAL teachers and EAL Facilitators;
- liaise with parents of students on the EAL programme in conjunction with the students' teachers and, where appropriate, the Leader of Learning, Language Acquisition;
- ensure excellent lines of communication with all staff, parents and children;
- use and contribute to the school's established systems of communication – the Patana Website, the Patana News, Year Group Newsletters, Class Blogs, email, 3-Way Conferences;
- ensure exemplary standards of behaviour and personal responsibility.

***Goal II: We align our structure, policies and practices to support learning***

**Strategic Area 1 - Policy and Planning – the Primary EAL Teacher will:**

- work in line with the school's Guiding Statements, policies and curriculum programmes;
- support and actively promote full integration of the school's Language Policy, the EAL policy and the Home Languages policy into all other school policies on curriculum and pastoral related matters;
- plan, co-ordinate and document the school's arrangements and strategies for supporting and identifying students who require additional EAL support and make recommendations on students exiting the EAL programme;
- attend EAL and appropriate Year Team meetings;
- take an active role in Year group planning, advising class teachers on appropriate differentiation and resources for bilingual students;
- ensure that planning and student records are easily accessed by monitoring staff and supply teachers;
- contribute to whole school review and from time to time to volunteer to serve on a new initiative or review committee;
- understand and adhere to the Student Safeguarding Policy, code of conduct and methods of reporting a concern.

**Strategic Area 2 - Finance and Resources – the Primary EAL Teacher will:**

- help ensure all resources are appropriately stored, maintained and deployed;



- contribute ideas to Year group resourcing and budget planning as well as resourcing and budget planning for the EAL Department.

**Strategic Area 3 - Admissions – the Primary EAL Teacher will:**

- assess new students applying to the school and write a report on their language skills during times when the Leader of Learning, Language Acquisition is unable to carry out the assessments alone, i.e. beginning of the academic year and Term 3;
- ensure that assessment advice to the Principal is in line with the school's admissions policy;
- provide advice to the Leader of Learning and Welfare on placement for new EAL students;
- ensure that new students on the EAL programme transfer smoothly into their class and positive relationships are developed with the parents.

**Strategic Area 4 - Health and Safety – the Primary EAL Teacher will:**

- keep a watching brief on health and safety matters and to be proactive in reporting to the Leader of Learning Language, Acquisition or Leader of Learning and Welfare any perceived risks;
- be aware of and follow the student protection and safeguarding procedures;
- safeguard students against all foreseen risks.

**Strategic Area 5 - Facilities – the Primary EAL Teacher will:**

- use all facilities appropriately and to report to the Leader of Learning, Language Acquisition or Leaders of Learning Welfare regarding any maintenance issues.

These duties will be developed into short and longer-term targets in consultation with the post holder.



**Bangkok Patana School**  
*The British International School in Thailand*  
*Established 1957*

## **Bangkok Patana School**

### **Mission**

Our mission is to ensure that students of different nationalities grow to their full potential as independent learners in a caring British international community.

### **Vision**

We develop global citizens who shape their world through independence, empathy, creativity, and critical thinking.

### **Values**

#### **Well-being**

##### **We are**

Protected, safe and secure  
Motivated and engaged  
Responsible and honest  
Kind and compassionate  
Balanced and fulfilled

#### **Learning**

##### **We are**

Rigorous  
Inquisitive and creative  
Collaborative and  
confident communicators  
Critical, reflective thinkers  
Passionate, resourceful  
and resilient

#### **Global Citizenship**

##### **We are**

Committed to integrity  
Active volunteers  
Diverse and inclusive  
Ethical and informed  
Empowered by our  
interculturalism  
Inspired to improve global  
sustainability  
Respectful contributors to digital  
and local communities

### **Student safeguarding**

Bangkok Patana School is committed to safeguarding and promoting the welfare of its students and expects all staff to share the same commitment.