



St Augustine's  
PRIORY



Rated

Outstanding'

in all categories, Diocesan Inspection 2016



Leading Catholic  
Independent Day School  
for girls aged 3-18 and  
boys in the Nursery,  
set in 13 acres of  
stunning grounds

# EAL TEACHER

## Applicant Information

St Augustine's Priory,  
Hillcrest Road,  
Ealing,  
London W5 2JL



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# St Augustine's Priory

## Part Time English as an Additional Language (EAL) Teacher

Dear Applicant,

Thank you for the interest you have shown in the post of Part-Time EAL Teacher at St Augustine's Priory and welcome to our inspirational school which is at a very exciting stage of its development. Our mission is to deliver excellence in all aspects of this unique school - we do this through nurturing and empowering our passionate staff, by hiring exceptional talent, by fostering a culture of ideas, energy and possibilities and by a relentless focus on developing each girl to the best of her ability and be equipped for life.

St Augustine's Priory is a Catholic, independent day school for girls aged 3-18 with boys in the Nursery. We are an all-through school and it is an enormous benefit to girls and parents that pupils who join us in the Junior School are able to move seamlessly up with us through to the Sixth Form years. As a Catholic school we hold the care of the whole person as central to what we do.

The school is set in 13 acres of beautiful grounds with magnificent views. We are currently in the midst of a three phased building development programme. Here girls have the physical, mental and emotional space to grow intellectually in an environment which both supports and provides plenty of challenges. Our results are excellent and we pride ourselves on instilling in girls a love of learning. We are committed to preparing girls for life-long effectiveness and to developing the range of skills they require to achieve long-term happiness and success.

We have been in Ealing for over one hundred years and we represent a wonderful continuity of expertise in educating women of the future. Our founders were exceptional, visionary women who strove relentlessly to offer girls the best education possible; we continue in this tradition. Our girls are dynamic, ambitious and a pleasure to teach. Our staff room is happy, welcoming and supportive of the excellent contribution all our staff members make to all aspects of our busy school life. We offer a broad and varied curriculum with rich opportunities for personal development and training.

We invite you to consider joining us on an exciting journey.

Mrs S. Raffray MA NPQH



Headteacher

## Letter from the SENCO

Dear Applicant,

We look forward to receiving your application. We are looking for someone who will enjoy working with EAL pupils across the school.

There is a separate application form, and applicants should pay particular attention to its accurate completion. I also enclose some information about the school.

Should you have any further queries please do not hesitate to contact the school. You are also welcome to arrange a preliminary visit to the school at a mutually convenient time.

I trust this brochure will be informative and helpful in making the decision to apply for this post.

### Contents

1. Information about the Learning Support Department
2. Job Description for Part-Time EAL Teacher
3. Person Specification for Part-Time EAL Teacher
4. An outline of the selection procedure

Miss F Johnson  
SENCO

## St Augustine's Priory Learning Support Department

At the heart of the learning support for pupils with special educational needs and disabilities (SEND) is the outstanding teaching they receive from each teacher, as well as the assistance provided by the Learning Support team. As a small school, lessons are planned to take into account the needs of every child, and pupils with SEND make extremely good progress at St Augustine's Priory.

Senior school subject teachers offer a wealth of extra provision from 1:1 support for a particular problem, to regular drop-in sessions. In the Junior School, highly qualified teaching assistants (TAs) support pupils in class and work with small groups or individual pupils in breakout areas. Our strong, well-qualified Learning Support Department works closely with teachers to ensure that pupils are being supported appropriately.

Pupils in the senior school with SEND are offered assessments to determine whether they are entitled to extra provision (such as additional time, bilingual dictionaries, word processors, rest breaks etc.) in public examinations to ensure they are not disadvantaged.

Pupils for whom English is not their first language are offered additional support lessons, usually on a 1:1 basis with one of our specialist English as an Additional Language (EAL) teachers. SEND and EAL specialist support is at an additional charge.

There are currently 11 pupils receiving 1:1 EAL support and a further 6 in the Preps who have paired or small group support.

## Job Description: Part-Time EAL Teacher

### Salary:

Post of Part-Time EAL Teacher. 1 to 2 days per week, ideally Tuesday and/or Thursday but there may be some flexibility with this.

The post-holder will be paid on the appropriate point of the St Augustine's Salary Scale. The post is part-time, term time only and the salary will be pro rata.

We have our own pay scale which is above the maintained sector.

### Line of Responsibility:

The EAL Teacher is directly responsible to the Special Educational Needs Coordinator (SENCO)

### Job Content:

#### Strategic Purpose

The key purpose of the role is to support pupils for whom English is an additional language, to enable them to achieve their full academic potential, gain independence and participate fully in the life of the school and the wider community.

### Operational Responsibilities

#### Teaching

- Improve the attainment and literacy levels of all EAL pupils, from new arrivals to those with advanced EAL needs
- Take account of students' prior levels of attainment and use them to inform planning
- Work alongside the SENCO to ensure that an appropriate curriculum is available for pupils with EAL
- Improve staff understanding across the school of how to provide for EAL pupils in the most effective ways, and help promote the importance of EAL issues at a whole-school level
- Help lead the development of schemes of work and planning for EAL pupils in order to improve learning and teaching
- Lead additional after school support programmes for EAL pupils

- Work in accordance with school and departmental policies which are designed to provide an appropriate education for all pupils and encourage individuals to high personal achievement
- Set work when required for absent students
- Maintain good discipline by following the school's policies and procedures
- Establish a purposeful working atmosphere during all learning activities
- Set appropriate and challenging work for all students
- Identify and work appropriately with 'Special Educational Needs and Disabilities' students and 'Gifted and Talented' students
- Provide and maintain a stimulating and ordered physical classroom environment

### Assessment, Recording and Reporting

- Keep appropriate records of pupils' work
- Mark and return work set, including homework, within an agreed and reasonable time
- Carry out assessment programmes, as agreed by the school or department
- Complete student reports in line with school policy
- Keep parents informed about their child's performance and future targets
- Attend other school functions as required
- Develop positive working relationships and communicate effectively with parents and carers, including meeting with parents/carers on a regular basis

### Pastoral Duties

- Communicate information about the pupil's personal and educational needs to staff
- Be sensitive to the confidential information that is passed in the course of the day, and pass on any concerns in accordance with the Safeguarding (Child Protection) Policy and guidelines in place in the school
- Follow Health and Safety guidelines and other school policies
- Undertake training and attend INSET days
- Attend meetings as directed by the line manager

- Assist with any Individual Education Plan (IEP), work programmes, annual reviews, schedules and observations and records on the pupils as required.
- Assist with any other duties reasonably required

At all times the welfare of pupils is paramount, and the post-holder has a professional duty to exercise sound judgment in upholding the school's policies and to make all necessary referrals in a timely fashion.

### **Performance Management and Professional Development:**

The EAL Teacher will be part of the school's Performance Management Scheme. She or he will have an appraiser who will set agreed targets and monitor professional development.

### **Conditions of employment:**

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post-holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body.

The post-holder must uphold the School Policy in respect of all matters related to safeguarding and Child Protection.

The post-holder may be required to perform any other reasonable tasks.

This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This Job Description is not necessarily a comprehensive definition of the post. It will be reviewed periodically and may be subject to modification at any time after consultation with the post-holder.

## St Augustine's Priory

### Person Specification: Part-Time EAL Teacher

Applicants should:	Essential	Desirable	Primary means of assessment
<b>Subject Delivery</b>			
Hold a recognised teaching qualification relative to EAL	x		Application Form
Understand the role of an EAL teacher	x		Supporting Letter / Interview
Show an up-to-date knowledge of subject and teaching methodologies		x	Supporting Letter
Possess effective oral and written communication skills	x		Interview / Application form
Have high expectations of pupils	x		Interview
Be able to communicate effectively, and establish good working relationships, with pupils, parents and colleagues	x		Interview
Work well within a team	x		Interview
Have good range of teaching strategies	x		Interview Teaching
Show knowledge of how to plan for effective learning, including homework	x		Interview Teaching
Be able to teach challenging, organised and sequenced lessons	x		Interview
Know how to adapt teaching strategies to needs of all learners	x		Interview Teaching
Make effective use of assessment and data	x		Interview
Promote independent learning	x		Interview
Give developmental feedback to pupils	x		Interview Teaching
Have good ICT skills	x		Supporting Letter Teaching



Have firm and fair disciplinary skills – creating and maintaining a purposeful, orderly and safe learning environment, maintaining consistent rules and understandings about behaviour, offering appropriate rewards and sanctions to foster motivation	x		Interview
Be able to become familiar with and contribute to whole school policies, procedures and standards and be willing to implement them in a consistent manner	x		Interview
Be a practising Catholic		x	Application form
Be willing to organise extra-curricular activities		x	Supporting Letter
<b>Whole School</b>			
Have a sound understanding of Safeguarding	x		Interview
Understand Special Educational Needs	x		Supporting Letter
Deal effectively with parents	x		Interview
Understand the roles of colleagues and managers in the school	x		Supporting Letter
Be willing to participate in the wider life of the School	x		Interview

## The Application and Selection Process

1. Applicants should complete an application form in full and write a letter in support of their application, paying particular attention to the Job Description and Person Specification.
2. The completed application form and supporting letter should be emailed to the School HR@sapriory.com to arrive no later than midday on Friday 15<sup>th</sup> November 2019.
3. The Selection Panel will then convene to determine a shortlist of applicants who will be invited to interview.
4. Shortlisted applicants will be contacted by email to invite them to interview and it is anticipated that the interviews are likely to be in the week commencing Monday, 18<sup>th</sup> November 2019, this is subject to confirmation.
5. On the day of the interviews all applicants will be asked to teach a lesson observed by a member of the Learning Support Department. They will then be asked to complete a non-teaching task, after which there will be a formal interview before the appointments panel.
6. On the day of the interview applicants should bring with them proof of identity and address as specified on the application form and any certificates pertaining to their qualifications.
7. Following the interview the successful applicant will be invited to accept the post by telephone, but only once a contract has been signed will unsuccessful applicants be informed. All applicants should be aware that this is a normal part of our selection procedure and should make no assumptions based on a short delay.

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