

Hendon School



Person Specification – Head of EAL

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job:

Essential (E): without which candidate would be rejected

Desirable (D): useful for choosing between two good candidates

Please make sure, when completing your application form, ensure that you give clear examples of how you meet the essential and desirable criteria

Attributes	ESSENTIAL	How Measured	DESIRABLE	How Measured
Qualifications	GCSEs at grade C or above in English, Maths and ICT.	A		
	TEFL qualifications or equivalent.	A		
	Evidence of relevant on-going professional development	A		
Experience	Experience of coordinating, monitoring the achievement of EAL learners.	A/I	Experience in more than one school.	A
	Evidence of significant teaching of EAL students.	A/I/O		A
	Experience in devising individual or group programmes of support for EAL learners at varying levels of English Development.	A/I/O		
	Clear evidence of raising EAL student achievement in order to narrow the achievement gap for pupils from ethnic minority groups who are at risk of underachieving	A/I		
	Experience of leading a team & line management of staff			
	Experience of meeting the needs of bilingual learners at various levels of developing English	A/I/O		

	competence.			
	Experience of teaching/delivering lessons in a multi-cultural environment.	A/I/O		
Knowledge & Understanding	Up to date knowledge of the language levels/steps used in identifying and assessing pupils needing EAL support.	A/I/O		
	A range of intervention strategies to raise levels of achievement of targeted groups of EAL.	A/I/O		
	Strategies for engaging EAL learners, EAL communities, personalised learning and differentiation across a mixed ability range.	A/I/O		
	Current national developments in EAL education, teaching and learning	A/I/O		
Skills /qualities	Effective organisational skills with the ability to meet deadlines.	A/I		
	Ability to gather, analyse and interpret data for effective target setting.	A/I		
	Ability to model effective teaching methods in order to raise achievement.	A/I		
	Ability to assess and promote students' progress in a variety of ways.	A/I		
	Excellent interpersonal and communication skills.	A/I		
	Confident use of ICT.	A		
	Ability to plan strategically in order to raise achievement.	A/I		
	Ability to build positive working relationships with colleagues and provide support through coaching.	A/I		
	Ability to write clear concise reports.	A/I		
	Ability to lead, manage and implement changes to curriculum.	A/I		

	Commitment to inclusion and to raising standards for all students.	A/I		
	To be interested in young people, how they learn and in developing ways of removing barriers to learning to counteract disadvantage, prevent underachievement and improve the literacy levels of all students.	A/I/O		
	To believe in the importance of teamwork and a collaborative approach.	A/I/R		
	Commitment to and understanding of collective responsibility and distributed leadership	A/I/R		
	Willingness to attend outside meetings and to work outside the timetabled day with groups of EAL/ethnic minority pupils to provide extra-curricular relevant opportunity.	A/I/R		
	Willingness to work with other members of staff on collaborative projects.	A/I/R		
	Flexible approach and a sense of proportion.	A/R		
	Ability to work hard with completing deadlines, prioritising appropriately and maintaining good humour	A/R		
Equal Opportunities	Commitment and contribution to school anti-discrimination policies (Equal Opportunities Policy, Disability Equality Scheme, Gender Equality Scheme).	A/I		

(A = Application Form I = Interview O =Lesson Observation r=References)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act(1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.