

Great Academy Ashton - Person Specification – HLTA (EAL Specifics)

Qualifications & Training	<p>Essential</p> <ul style="list-style-type: none"> • HLTA status (or willingness to work towards it within an agreed timeframe). • Evidence of training or qualifications in supporting learners with English as an Additional Language. • Good standard of literacy and numeracy (e.g., GCSE English and Maths or equivalent). • Commitment to ongoing professional development. <p>Desirable</p> <ul style="list-style-type: none"> • Degree or equivalent qualification in education, linguistics, TESOL or a related field. • ELT/EAL-specific accreditation (e.g., CELTA, TEFL, or similar). • Training in SEND, safeguarding, or inclusion.
Experience	<p>Essential</p> <ul style="list-style-type: none"> • Experience delivering learning activities or leading small-group/individual support within a school environment. • Evidence of planning, delivering and evaluating interventions or structured learning programmes. • Experience working with EAL learners, including assessing language proficiency and tailoring support. • Experience collaborating with teachers, support staff and pastoral teams. • Experience contributing to pupil assessment and tracking progress. <p>Desirable</p> <ul style="list-style-type: none"> • Experience supporting curriculum access for multilingual learners across a range of subjects. • Experience working with parents/carers from diverse linguistic and cultural backgrounds. • Experience leading staff training or modelling teaching strategies for colleagues. • Experience contributing to induction processes for new students or new arrivals.
Knowledge & Understanding	<p>Essential</p> <ul style="list-style-type: none"> • Strong understanding of effective EAL pedagogy, including scaffolding techniques, vocabulary instruction and language

	<p>acquisition theory.</p> <ul style="list-style-type: none"> • Knowledge of current local and national EAL strategies and guidance. • Understanding of inclusive practice and cultural responsiveness within a school context. • Understanding of assessment processes, including the use of EAL A–E proficiency codes or similar frameworks. • Awareness of safeguarding, child protection and equalities legislation. <p>Desirable</p> <ul style="list-style-type: none"> • Understanding of barriers faced by newly arrived, refugee or asylum-seeking students. • Knowledge of community languages, multilingual library provision or culturally responsive curriculum design. • Familiarity with admissions processes and MIS systems relating to EAL data.
Skills & Abilities	<p>Essential</p> <ul style="list-style-type: none"> • Ability to plan, deliver and evaluate high-quality learning activities in line with HLTA standards. • Strong communication skills with students, parents, colleagues and external partners. • Ability to model effective classroom strategies and language-support techniques for staff. • Ability to assess need, set measurable targets and monitor progress effectively. • Strong organisational skills, including maintaining accurate records such as EAL profiles, registers and baseline data. • Ability to create an inclusive environment and build positive, trusting relationships with students. • Competency in selecting, updating and managing learning resources, including bilingual tools and assessment materials. • Ability to work independently, take initiative and lead aspects of provision. <p>Desirable</p> <ul style="list-style-type: none"> • Ability to design and deliver staff training or CPD sessions. • Ability to analyse data to identify underachievement and plan targeted interventions. • Ability to contribute to transition arrangements across key stages.

Personal Qualities	Essential <ul style="list-style-type: none"> • Commitment to promoting equality, diversity and inclusion. • Empathy, patience and a genuine commitment to supporting multilingual learners. • Resilience, flexibility and a positive approach to problem-solving. • Ability to maintain confidentiality and professionalism at all times. • Reflective practitioner with a proactive approach to improving practice. • Team player who can also work autonomously.
Additional Requirements	Essential <ul style="list-style-type: none"> • Willingness to attend meetings, parents' evenings and training outside normal working hours where required. • Willingness to lead induction and orientation activities for new arrivals. • Commitment to the safeguarding and welfare of all students.