FRASER HIGH SCHOOL
Te Kura Tuarua o Taniwharau

JOB DESCRIPTION

Teacher in Charge
English for Speakers of Other Languages
(ESOL)

UNITS HELD: 1 x Middle Management Allowance

DIRECTLY RESPONSIBLE TO: HOF - He Kaakano

PRIMARY OBJECTIVES:

- To support students to develop the English language skills necessary to participate effectively in their general stream classes, and everyday life
- Implement the New Zealand Curriculum (NZC)
- Lead, manage, develop and implement teaching and learning programmes, including a range of assessment practices; giving priority first to student achievement in literacy and numeracy and then to the breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the NZC
- Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified above.
- To be a professional role model for staff
- To build Te Tiriti o Waitangi partnerships with learners, families, the school communities, and iwi

Key Tasks	Expected Outcomes	Success Indicators
Professional Leadership	• Development and implementation of an annual ESOL plan that relates to the faculty and school's strategic plan • Provision of effective advice and guidance to all ESOL staff so that high teaching standards are maintained • Provision of appropriate and equitable professional learning (PL) for all ESOL staff	• Staff have a clear understanding of the ESOL programme's direction • Achievement targets set • Variance reports completed • ESOL Programmes and Professional Growth Cycle (PGC) goals are aligned to the School Strategic Goals • Regular PGC meetings will be held with ESOL staff. • Attestation and registration requirements are met for all ESOL staff • All ESOL staff will have an equal opportunity to attend identified PL courses to meet their needs for ongoing development
Curriculum Management	• Update the ESOL Curriculum Management documents. • Ensure updated Course Outlines will reflect the NZC, ELIP & ELLP • Ensure all documents pertaining to the NZC and learning reflect the overall school Strategic Plan. • Individual Learning and Career Plans (LCP's) are developed for new targeted ESOL learners. LCP's are revisited and re-developed for all targeted ESOL learners at least twice a term. • Families and communities are engaged in the process of LCP planning.	• Learners will acquire a broad range of language skills appropriate to their level and personal goals, and to live and work in general stream classes and everyday life. • All ESOL learners will have LCPs to identify individual needs, strengths and interests. • ESOL learners will have a clear understanding of learning pathways in order to reach their employment goals.
Resource Management	• Manage the MOE funding for students requiring ESOL support. • Effective resource management and administration systems are in place.	• Learners and their families will gain language support to support their transition into the NZ school system • Manage and monitor the budget allocated to ESOL

	• Effective communication with the Ministry of Education • Appropriate resources and equipment are available for teaching purposes and student use	• Complete all Ministry of Education documentation, resource/funding applications in a timely manner.
Staff and student management	• Assist with ESOL enrolments when required, to ensure the completion of appropriate documentation. • To ensure appropriate courses of study are selected and timetabled. • To ensure appropriate and useful placement tests are used. • To ensure regular academic progress is relayed to the appropriate agencies. • To appraise and provide feedback and feed forward to staff and learners, and families • Active support and endorsement of all school-wide procedures and systems.	• Learners will be placed in classes appropriate to their level, especially ESOL support. • Learners will be closely monitored, and learning needs met as required. • Learners will be aware of their progress. • Learners will have the language support in order to experience success in both the ESOL environment and general stream subjects. • Pastoral and discipline issues within the ESOL classes are dealt with fairly, firmly and promptly, and appropriate communication takes place with families.
School wide	• Identification and working with the relevant groups in the school community.	▪ Attend School/Parent evenings. ▪ Liaise with contributing schools via the school's process ▪ Contribution to School newsletters / newspaper / web page / information events