ESOL Kaiako | Teacher – Job Description

1. Position details

Position: ESOL Kaiako | Teacher
Hours: 1.0 FTTE
Reports to: Deputy Principal – SENCo
Team: Rōpū Motuhake

2. Purpose of the role

The ESOL kaiako | teacher is responsible for the coordination and delivery of the school's English for Speakers of Other Languages (ESOL) programme, supporting ākonga | learners who are learning English as an additional language to access the curriculum, develop their English language proficiency and participate fully in school life.

Working within the school's overall direction and under the strategic oversight of the Deputy Principal SENCo, the ESOL kaiako | teacher will identify ākonga | learners' language-learning needs, plan and deliver appropriate teaching, monitor progress and work collaboratively with kaiako | teachers to strengthen outcomes for English language learners.

The role includes both direct teaching and supporting classroom kaiako | teachers to develop effective approaches to language learning across the curriculum.

3. Key responsibilities

A. ESOL teaching and learning

- Identify and assess ākonga | learners who may be eligible for ESOL support, in accordance with Ministry of Education guidelines and school processes.
- Plan and deliver targeted ESOL teaching that responds to ākonga | learners' English language proficiency, strengths and learning needs and adapt teaching and programmes in response to ākonga | learners' progress and changing needs.
- Use appropriate teaching approaches and resources to develop ākonga | learners' oral language, listening, speaking, reading and writing and ensure ESOL teaching connects with classroom learning and supports ākonga | learners to access the wider curriculum.
- Promote ākonga | learners' identity, language, culture and sense of belonging within the school.

B. ESOL programme coordination and delivery

- Coordinate the day-to-day operation of the school's ESOL programme.
- Provide professional leadership and direction for the delivery of the ESOL programme, including the work of kaiawhina | learning assistants supporting ESOL ākonga | learners.
- Work in partnership with the Kaiarahi | Head Learning Assistant to ensure kaiawhina | learning assistants involved in ESOL understand their roles, responsibilities, teaching expectations and programme requirements.
- Develop and communicate clear teaching plans, timetables, groupings and expectations for ESOL support.

- Monitor the delivery of planned ESOL teaching and support, following up missed, shortened or cancelled sessions to ensure continuity of provision.
- Ensure changes to planned sessions, groupings or timetables are discussed and agreed in advance, with appropriate communication to relevant kaimahi | staff.

C. Assessment, monitoring and resourcing

- Maintain accurate and up-to-date records of learners receiving ESOL support, including enrolment information, eligibility and programme participation.
- Coordinate ESOL assessments and maintain the school's twice-yearly ESOL matrices, ensuring funding requirements and relevant documentation are accurately maintained, in consultation with the SENCo.
- Monitor ākonga | learners' progress and use assessment information to inform teaching, programme planning and next steps.
- Review and identify ESOL teaching and resource needs, maintain and coordinate the use of appropriate resources and teaching materials, and prepare an annual budget request outlining proposed requirements for consideration by the SENCo.
- Communicate relevant programme information, assessment findings and updates to the SENCo.

D. Supporting kaiako | teachers and classroom practice

- Work alongside kaiako | teachers to support their understanding of English language learners' needs and stages of language development.
- Provide practical strategies and resources to support language development within everyday classroom teaching.
- Help kaiako | teachers make connections between ESOL teaching and classroom programmes, ensuring ākonga | learners have opportunities to practise and apply new language.
- Share relevant assessment information and teaching strategies with kaiako | teachers to support planning and monitoring.
- Contribute to professional learning and discussion about effective practice for English language learners.

E. Collaboration and whānau engagement

- Work collaboratively with kaiako | teachers to support the learning and language development of ESOL ākonga | learners.
- Coordinate initial communication with whānau | families through kaiako | teachers when ākonga | learners are identified for ESOL support, explaining the purpose and nature of the programme, and coordinate further communication where there are significant changes to the support available, including changes resulting from ESOL funding.
- Provide kaiako | teachers with information and guidance to support their communication with whānau | families about learners' English language development and ESOL provision.
- Work collaboratively with kaiawhina | learning assistants who support ESOL learners to ensure teaching approaches and learning goals are understood and reinforced.
- Liaise with relevant school kaimahi | staff and external agencies where this supports ākonga | learners' language development and participation.
- Recognise and value learners' home languages, cultures and experiences as important strengths.

F. Professional learning and development

- Participate in relevant ESOL professional learning, networks and development opportunities to strengthen teaching practice and keep up to date with effective approaches to English language acquisition.
- Share relevant learning, resources and strategies with kaiako | teachers and colleagues to support effective practice across the school.
- Engage in ongoing professional reflection and development to improve outcomes for ESOL ākonga | learners.

G. Additional teaching responsibilities

- Depending on the needs and priorities of the school, the ESOL kaiako | teacher may be asked to contribute to other targeted literacy teaching or intervention programmes.
- Any additional responsibilities will be agreed in consultation with the SENCo and will take account of the priorities of the ESOL programme, the kaiako | teacher's expertise and overall workload.

4. Professional knowledge, experience and capabilities

The successful applicant will demonstrate:

- A recognised teaching qualification and current New Zealand practising certificate.
- Experience teaching ākonga | learners who are acquiring English as an additional language.
- Understanding of second-language acquisition and effective approaches to developing English language proficiency.
- Knowledge of assessment approaches and the ability to use assessment information to plan teaching and monitor progress.
- An understanding of how language development supports access to learning across the curriculum.
- Ability to work collaboratively with kaiako | teachers, kaiawhina | learning assistants, whānau | families and colleagues.
- Strong communication, organisation and record-keeping skills.
- Culturally responsive, mana-enhancing practice that values ākonga | learners' languages, identities and backgrounds.
- Commitment to Te Tiriti o Waitangi and inclusive education.

5. Scope and accountability

The ESOL kaiako | teacher is responsible for the day-to-day coordination and delivery of the school's ESOL programme, working within school priorities, policies and Ministry of Education requirements.

The ESOL kaiako | teacher provides professional leadership and direction for kaiawhina | learning assistants involved in ESOL delivery, working in partnership with the Kaiarahi | Head Learning Assistant, who retains responsibility for the practical organisation and day-to-day leadership of the wider Learning Assistant team.

The Deputy Principal SENCo retains strategic oversight of the programme, including overall direction, funding and resourcing decisions, Ministry requirements and reporting.

The ESOL kaiako | teacher is expected to exercise professional judgement within the scope of the role, keep the SENCo informed of programme needs and progress, and seek guidance where matters require wider school or strategic consideration.

Classroom kaiako | teachers retain responsibility for the teaching, learning and progress of all ākonga | learners in their classrooms. ESOL teaching and support are intended to complement and strengthen classroom learning, not replace it.

6. Professional expectations

The ESOL kaiako | teacher is expected to:

- Uphold the school's OAR values: Others, Achieve, Respect.
- Demonstrate mana-enhancing and culturally responsive practice.
- Uphold the principles of Te Tiriti o Waitangi.
- Build respectful and collaborative professional relationships.
- Maintain confidentiality and follow school policies and procedures relating to privacy, safeguarding and information sharing.
- Participate in relevant professional learning and contribute to the wider development of teaching practice at Papakura Normal School.
- Reflect on and develop their professional practice to improve outcomes for ākonga | learners.