

# Position Description

Title: English as an Additional  
Language/Dialect (EAL/D) teacher:  
Preschool – Year 6



This Position Reports to: Head of the Preparatory School

Department: Education Support

Date: May 2025

## **PREAMBLE**

As a staff member of The Southport School, it is crucial that you understand the underpinning philosophy and aims of this school, its routines and administration, and more importantly, that you actively support the Anglican Ethos of the School. The School Prayer gives a clear understanding of the School Aims.

*Make us a truly Christian Community where education embraces the whole of life.  
With the school may we find acceptance, healing and growth through faith in Christ  
and in turn service to others.*

## **OUR TSS VALUES**

### **We are a TEAM**

We work together in a spirit of trust, loyalty, inclusion and mutual respect. We persist and encourage each other to do our best each day.

### **We are a community of SCHOLARS**

We learn every day and our interests and different approaches bring diversity of opportunity and enrich our understanding of the world.

### **We are here to SERVE**

We contribute positively to our classes, our teams, our school, our families, and our communities, learning to lead and to improve the world in which we live.

## **STUDENT PROTECTION IN ANGLICAN SCHOOLS**

Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God.
- Every child: loveable and loved, unique and unrepeatable.
- Outstanding education for the flourishing of people and the good of community.

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practiced.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people.
- create conditions that reduce the likelihood of harm to children and young people.
- create conditions that increase the likelihood of identifying harm where it exists; and
- respond swiftly and appropriately to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.

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## **PURPOSE OF THIS DOCUMENT**

To provide the team member with the key selection criteria, specific duties and responsibilities and general responsibilities against which your appointment to, and performance in the job, will be assessed.

As part of the team, you will be expected to know the policies and procedures that govern some of the tasks you will be performing.

## **KEY SELECTION CRITERIA, QUALIFICATIONS AND EXPERIENCE:**

### **Selection Criteria**

- Demonstrated capacity to plan and deliver effective learning experiences.
- Demonstrated understanding and experience in creating supportive and engaging learning environments.
- Demonstrated understanding of effective teaching pedagogy and in-depth knowledge of the Australian Curriculum
- Demonstrated commitment to nurturing positive relationships between students, teachers and stakeholders.
- Demonstrated excellent communication skills and interpersonal skills necessary to work with all members of the school community.

### **Qualifications and Experience**

- Education and Degree:  
A Bachelor's degree in Education with a specialisation in a related field.
- Teacher Registration:  
Must hold valid teacher registration with the QCT.
- Subject Knowledge:
- 10+ years experience as a teacher and 5+ years experience in an inclusive/diverse learning education role. Appropriate qualification in EAL/D Education. Demonstrate a strong foundation and an in-depth understanding of the Australian curriculum, including the essential concepts and skills at the primary level.
- Professional Development:  
Demonstrated engagement in ongoing professional development that enhances teaching skills, keeping up to date with curriculum changes, and staying informed about best practices in education. Participation in workshops, conferences, and professional learning communities that contribute to continuous growth as an educator.

### **Additional requirements:**

- Provide a recent criminal history check certificate – must be within 2 months of appointment.
- Hold, or be willing to obtain, a current First Aid Certificate that includes CPR.

## **DUTIES AND RESPONSIBILITIES FOR THE POSITION**

This part of the document outlines the responsibilities required to competently perform the duties of the position. Of course, you will also be required to perform any other duties that the Headmaster, or their delegate, may direct you to perform, and which could reasonably be considered relevant to the position.

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## **SPECIFIC DUTIES AND RESPONSIBILITIES**

The position involves working alongside the Preparatory School's classroom teachers to provide explicit intervention, modify curriculum, keep accurate records, liaise with and report to parents, case manage students and ensure that the learning of all students is supported. Reporting to the Head of the Preparatory School and Education Support Coordinator the EAL/D Teacher role embraces the following;

### **Key responsibilities:**

- Work within school teams and with students, parents/caregivers and communities to identify and improve the learning outcomes of all EAL/D students.
  - Provide individual and whole school support in the identification of the English language learning needs of all EAL/D students across the curriculum using the NLLIA Bandscales for EAL/D Learners.
  - Demonstrate strong understanding of and skills in reading, spoken and written English, and apply evidence based approaches to developing literacy skills in children that demonstrate a clear knowledge of the Foundation to Year 6 programs of the Australian Curriculum
  - Demonstrate understanding of the Teaching Handwriting, Reading and Spelling Skills (THRASS) approach to teaching phonemic and phonological awareness, spelling and reading
  - Assist with planning, preparation and delivery of effective learning and teaching programs for all EAL/D students focusing on English language acquisition across the curriculum.
  - In cooperation with the classroom teacher, teach small groups and individuals with identified EAL/D needs within the guidelines of the school improvement plan.
  - Maintain teaching expertise and knowledge of evidence based, effective teaching practices to improve learning across the curriculum for all EAL/D students.
  - Provide support to school teams and individual teachers in identifying patterns of achievement and selecting evidence based intervention strategies for all EAL/D students.
  - Support teachers in assessing and monitoring the progress of all EAL/D students' English language acquisition.
  - Support documentation of intervention responses for EAL/D learners requiring additional support
  - Provide support for schools and leadership teams in creating awareness of issues affecting the learning achievement of all EAL/D students including valuing their cultural backgrounds
  - Provide expertise, support and professional development at whole school, and individual teacher levels on pedagogy and assessment that accommodates the social and learning needs of all EAL/D students.
  - Provide support and advice on the teaching of EAL/D students by identifying the English language demands of tasks and texts, and identifying resources and strategies to help this group of students meet the demands of the curriculum.
  - Work alongside classroom teachers to contribute additional expertise in planning, teaching, assessing and monitoring student achievement and progress for all EAL/D students.
  - Work collaboratively with the Additional Learning Needs Team to coordinate services which improve the learning outcomes for all EAL/D students.
  - Where appropriate, plan, prepare and deliver effective learning and teaching programs for EAL/D students focusing on English language acquisition. This may be in a range of learning areas or subjects.
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- Collaborating with the Education Support Coordinator in the completion of Census accountability documentation
- Attendance at Additional Learning Needs meeting in support of case management decision making for culturally and linguistically diverse student referrals (as requested)
- Maintain a high level of record keeping related to student performance
- Assist the Education Support Coordinator in the maintenance of Departmental resources and budgeting
- Undertake rostered duty in accordance with the practice currently in place in the school
- Attend Chapel, Assemblies and House Meetings as required
- Delivery of professional development sessions as identified by the Director of Teaching and Learning
- Accept responsibility for your own on-going professional development in line with the School's professional development policies and budgets

### **CO-CURRICULAR AND EXTRA CURRICULAR**

- Support of the Christian ethos of the school through weekly attendance at Chapel services, and modelling of appropriate behaviour based on that ethos. (Weekly Prep Chapel services fall within the normal Prep School Timetable. Special services, some four per year, are generally held on Wednesday evenings.)
- Support of the school's co-curricular program where practical. (Payment for participation shall be in accordance with the T.S.S. Co-curricular Allowance Scheme.)
- Participation in the supervision of students within the school through a Yard Duty roster system.
- Attendance at House meetings and Assemblies as required by the Head of Prep.

### **METHOD, MANNER AND MANAGEMENT**

- Establishment of clear and meaningful expectations for all students, ensuring that a nurturing, supportive environment within which all are expected to meet such requirements is fostered.
  - Establishment and maintenance of effective communication with all relevant parties. Participation in arranged interactions, such as Parent-Teacher information sessions and interviews, as required under Preparatory School Policy.
  - Informing students (where appropriate) of personal expectations in line with the Anglican ethos statement as indicated in the current Enterprise Agreement.
  - Regular arrival at school not later than 15 minutes prior to the commencement of classes each day, i.e. normally 0830, except on days when rostered for Yard Duty at 0800.
  - Dressing appropriately, as befits a professional practitioner, acknowledging relevant sections of the current Enterprise Agreement.
  - Presenting a positive image of the school in the public sphere.
  - Willingness to support the Admissions programme of the school in the recruitment of students wherever possible and practical.
  - Support of, and compliance with, the text and spirit embodied within all policies and procedures within the School.
  - Support of the vision of T.S.S., in particular the Prep School's mission statement, "Nurturing happiness through work and play", through positive modelling of attitudes, values and work ethic, and affirming contributions to the school's professional environment.
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## **PROFESSIONAL PARTICIPATION AND GROWTH**

- Attendance at and participation in Staff Briefings and Staff Meetings as scheduled.
- Professional Development
  - undertaking courses/conferences/workshops as appropriate and applicable to professional skills and responsibilities, personal interests, to ensure that professional awareness and skills are maintained at a high level.
  - designing and/or implementing professional development experiences for staff as applicable to skills, interests and/or assigned responsibilities.
  - participating in assessments of the school's P.D. needs from time to time.
- Participation in the process of Staff Performance Development in accordance with The Southport School's policy.

### Establish and enforce clear expectations:

Be active in setting and communicating clear expectations for student behaviour. Establish classroom rules, routines, and procedures that promote a positive and respectful learning environment.

### Teach and reinforce positive behaviour:

Be responsible for explicitly teaching and reinforcing positive behaviour. This involves teaching students social and emotional skills, such as empathy, self-regulation, and conflict resolution.

Incorporate character education promoting positive values, and help students develop the necessary skills to navigate social interactions and contribute positively to the classroom community.

### Implement behaviour management strategies:

Deploy effective behaviour management strategies for maintaining a productive learning environment. A range of strategies can be deployed, such as positive reinforcement, individual behaviour plans, and restorative practices, to address and redirect challenging behaviours. Address disruptive behaviours promptly and consistently, to minimise distractions and maximise instructional time. Seek pastoral care support and guidance from the Deans of Students and Heads of House and refer to the relevant Student Behaviour Codes of Conduct and Management protocols.

### Foster positive relationships:

Build positive relationships with students crucial for both behaviour and academic outcomes. Develop good relational connections with the students, demonstrating care, empathy, and respect. Establish a supportive and trusting relationship, and create an environment where students feel valued and motivated to engage in their learning.

### Collaborate with parents and support staff:

Collaborate with parents and other support staff. This is vital in addressing behaviour issues and promoting academic outcomes. Maintain open lines of communication with parents, sharing both positive achievements and areas for improvement. Work together with parents, and other key staff to develop strategies to support students' behaviour and academic progress. Collaborate with School Psychologist, Deans, Housemasters, and other specialists to help provide additional resources and interventions to address behaviour challenges effectively.

## **Student protection and child safety responsibilities**

- Ensure a comprehensive understanding of all relevant policies, procedures, guidelines and reporting protocols at The Southport School.
  - Create and maintaining a safe and secure environment where students feel physically and emotionally protected.
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- Recognise signs of abuse, neglect, harm, and inappropriate behaviours and conduct of students, staff, volunteers, visitors and other persons engaging with the students.
- Immediately report concerns, suspicions of harm or disclosures to a Student Protection Officer, or the Director of Student Protection, or the Headmaster as a mandatory reporter.
- Educate students about their own personal safety, empowering them to understand and assert their boundaries and seek help if they feel unsafe.

## **GENERAL DUTIES AND RESPONSIBILITIES**

Ensure all school policies and procedures are complied with by:

- Complying with legal obligations of an education establishment including complying with established industrial relations practices and requirements.
- Compliance with the Student Protection Policy and Procedures including ensuring that the well-being of all students is closely monitored, and any concerns are reported to the appropriate support and leadership staff.

Ensure a safe and healthy work environment is provided for students, employees and visitors by:

- Complying with the Workplace Health and Safety Legislation and Regulations.
- Complying with The Southport School Workplace Health and Safety Policy
- Implementing documented basic safety and security practices.
- Preventing hygiene risks and problems through implementation and adherence to policy and procedures.

Display positive interpersonal skills needed for the delivery of quality service, with a particular emphasis on communication and teamwork by:

- Communicating effectively one on one in the workplace.
  - Communicating and participating effectively as a member of a team in the workplace.
  - Providing confidential employee and client relations for counselling and any grievance procedure that may take place.
  - Presenting a positive, professional and dynamic image of the School to employees, clients and visitors at all times.
  - Initiating and driving the business forward by directly representing the School's ethos and motto.
  - Demonstrating the very highest level of personal insight, initiative and maturity in all that is done and to display a sense of flexibility and willingness to work as an integral member of the team.
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