

**Fair Futures CIC
 JOB DESCRIPTION**

Post Title: TEMPORARY BILINGUAL SUPPORT WORKER (CHINESE LANGUAGE DEVELOPMENT) (MATERNITY LEAVE COVER)	
Location: 17 Broad Street Bury BL9 0DA And Hollins Grundy Primary School, Bury	Post Grade: Grade 9
	Post Hours: 3 hours per week 1.15-3.45pm Mondays + 30mins additional planning and preparation time Term-time only
Special Conditions of Service: Leave must be taken in school holidays. If leave is needed within term time, this must be agreed in advance with a minimum of one month's notice.	
Purpose and Objectives of Post: To teach Chinese languages (Mandarin or Cantonese) within a classroom, with the support of a teaching assistant or teacher. To work in partnership with the teacher to support access to learning for pupils learning English as an Additional Language by joint planning, preparation and delivery of learning activities. To ensure that the first languages of the pupils are used to access and develop learning where appropriate, and that resources are used that reflect the cultures and backgrounds of the pupils. Management of bilingual language development in classrooms related to the needs of bilingual pupils and the training and development of BLAs and TAs.	
Accountable to: Board of directors	
Immediately responsible to: Primary deputy: Janet Holden	
Relationships: Fair Futures and school colleagues Parents Head Teachers Teachers Support Staff Pupils External agencies	

Control of Resources:

Teaching resources
IT equipment

Duties/Responsibilities:

SUPPORT FOR THE PUPIL

- Use specialist skills/training and experience to support bilingual pupils and teach community languages
- Provide first language support to promote access to the curriculum and language development
- Use first language to provide pastoral support for EAL pupils
- Develop and implement learning plans
- Assess the needs of pupils and used detailed knowledge and specialist skills to support bilingual pupils' learning.
- Establish good working relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Promote inclusion and equality of opportunity for all pupils
- Promote independence, employing strategies to recognise and reward achievement of self-reliance.
- Encourage pupils to interact with others and work co-operatively with others and engage all pupils in activities.
- Provide feedback to pupils in relation to progress and achievement

SUPPORT FOR THE TEACHER

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with school policy.
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/ achievement using first language as appropriate.

SUPPORT FOR THE CURRICULUM

- Support the teacher to deliver the curriculum bilingually as appropriate, implementing

agreed learning activities and adjusting activities according to pupil learning styles and responses/needs

- Deliver local and national learning strategies e.g. literacy, numeracy, early years effectively to support development
- Use ICT effectively in learning activities and develop pupils' competence and independence in its use.
- Support the teacher to develop culturally appropriate activities
- Assist pupils to access learning through specialist support
- Select and prepare required resources necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds
- Advise on appropriate deployment and use of resources

SUPPORT FOR THE SCHOOL

- Comply with and assist with the development of school and Fair Futures' policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
- Assist in the supervision, training and development of staff, as required.
- Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher to support the achievement and progress of pupils.
- Promote equality and diversity and ensure all pupils have equal access to opportunities to learn and develop
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Contribute to an inclusive ethos in the school
- Supervise pupils on visits, trips and out of school hours learning activities.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Attend relevant meetings as required by line manager
- Participate in training and other learning activities as required by line manager
- Act as an interpreter to liaise between school/service and parents, including on a home visit
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend in school activities.

MANAGEMENT RESPONSIBILITIES

Liaise between managers/teaching staff and teaching assistants

Represent Bilingual Support Workers at teaching staff/management/other meetings

Undertake recruitment/ induction/mentoring for other staff

Manage, plan, organise and deliver specific projects in schools, e.g. Bilingualism in Language Comprehension in CLLD, Mandarin teaching and language clubs.

HEALTH AND SAFETY

All members of staff have a **duty** under the Health & Safety at Work Act 1974 to:

Take reasonable care for the Health and Safety at Work of himself/herself and of others who may be affected by his or her acts or omissions.

Employees are also required under the Act to:

Co-operate with his/her employer with regard to any requirements imposed on the employer by statutory provisions.

Where an employee is asked to undertake duties other than those specified directly in his/her job description, such duties shall be discussed with the employee concerned.

Job Description prepared by:	Sign:	Date:
Agreed by Postholder:	Sign:	Date:
Agreed correct by Supervisor/Manager	Sign:	