

BEDE'S

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| Job Title | EFL Teacher (6 Days) |
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| Reporting to | Senior Teacher / Academic Manager |
| Key Purpose of the Job | To plan and execute a wide range of high quality English lessons, following the Bede's syllabus and teaching in an engaging, motivational and inspirational way, to enable students to improve their English skills. |
| Reviewed by | Danny Kenward |
| Date | November 2018 |

| Key Accountabilities | |
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| 1. Lesson Planning: | To plan relevant, structured, well-paced, varied and enjoyable English lessons, following the Bede's syllabus at all times, in order to develop students' language skills, increase their vocabulary base, build their confidence and fluency when speaking English and give them an insight into popular English culture, habits, traits and beliefs. |
| 2. Teaching: | To teach in an inclusive, motivational and inspirational way, always in target language, promoting good conduct at all times, in order to create a positive learning environment in which every single student can learn and feel empowered to make real progress both inside and outside the classroom. |
| 3. Monitoring & Testing: | To make sure students are studying at the correct level and to undertake weekly progress checks in order to ensure students' English is improving, to provide evidence of students' progress and to maximise every student's potential to learn. |
| 4. Academic Admin: | To undertake all required admin and paperwork related with the academic programme such as lessons plans, reports and class registers in order to provide evidence of quality teaching, inform Parents of students' achievements and progress and be compliant with the relevant regulatory bodies that accredit the Summer School. |
| 5. Boarding House Supervision: | To manage students' behaviour in the Boarding Houses and deal with any incidents that may arise between students, in order to provide a safe and harmonious living community for Bede's students and to uphold the good name of Bede's at the Host School. |
| 6. Promoting Good Conduct: | To be aware of, monitor and manage students' conduct and behaviour in order to promote a harmonious international community in which every student can be confident and unafraid to voice opinions and thrive, no matter what their beliefs, customs or differences. |
| 7. Pastoral Care: | To constantly be mindful of students' attitude, performance and conduct in order to ensure their physical and emotional well-being and to inform the Welfare Manager or Centre Director of any concerns. |
| 8. Wake Up Duty: | Twice a week teachers will be required to help the welfare team with wake up duties in a warm and professional manner to ensure that the students are ready for the start of their day. |
| 9. Risk Assessments/Health & Safety: | To read and understand the risk assessment relevant to the role ensuring that Health and Safety policies and procedures are being adhered to, in order for the students' to be safe at all times. |
| 10. Excursions: | To accompany a group of students on a trip or excursion, following the schedule and all procedures and protocols at all times in order to ensure students' enjoyment and well-being. |
| 11. Airport Transfers: | To undertake airport transfers warmly and positively, following all timings |

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accurately, to provide a competent and professional meeting and departure service of the highest quality and with minimal waiting times.

Measures

1. Lesson plans are clear, structured and of the highest quality, allowing for well-paced, varied, rounded and enjoyable lessons in which every student can participate, learn something new and progress their English. Plans are written in such a way that any EFL Teacher could teach the lesson successfully at short notice based on them.
2. Lessons capture the interest of all students and are executed in such a way as to allow every single student to feel involved, challenged and empowered to make real progress in English. Every student learns something new every lesson. Teacher Talking Time is minimal. Students' conduct is exemplary and any poor behaviour is dealt with immediately and managed competently and professionally, following Bede's protocols.
3. Every student is studying at the correct level; the Senior Teacher/Academic Manager is immediately informed of any student considered to be in the wrong level. Weekly progress checks are carried out without fail. Students' progress is carefully monitored.
4. Lesson plans are thorough, thoughtful, submitted on time and follow the Bede's Syllabus. Any feedback given relating to a particular lesson plan is received positively and amended accordingly. Registers (which are a legal requirement) are taken at the start of every single lesson and submitted in a timely manner. Any absences are reported to the Senior Teacher/Academic Manager immediately. Reports are error-free, personalised, relevant, follow Bede's guidelines for report-writing and submitted on time.
5. Students adhere to all House rules; noise, litter and damage are minimal; students are happy and safe in their House environment. Any incidents are dealt with appropriately.
6. Rules and boundaries are clear, fair and transparent, praise is plentiful, sanctions, when needed, are given out consistently, in private and are logged for monitoring purposes. Major discipline issues are directed to the Centre Director.
7. Staff presence around the campus is strong and plentiful, any concerns are acted upon, logged and followed up. A friendly but professional staff-student relationship is maintained at all times.
8. To assist the welfare team in the wake up duties of the students to and all students are awake and ready for the beginning of their day. Any concerns are noted/recorded and information is passed to the welfare manager.
9. Risk Assessments are read and are fully understood. If no Risk Assessment is available, the Activities Manager is informed immediately and the relevant Risk Assessment is written.
10. Excursion briefing is attended, the purpose of the excursion is fully understood and supported, the excursion schedule is followed, all protocols and procedures are adhered to, head-counts and registers are taken throughout the day, students' behaviour is exemplary and all students return to the campus happy and safe.
11. Arrival at airport in sufficient time, students are picked up in a timely manner and transported to their correct location, a friendly and warm welcome is offered at all times, Airport Coordinators are contacted at every stage of an arrival or departure.

Key Dimensions Impacted by the Job

1. Up to 270 students per week, depending on the centre.
2. Students aged from 6 to 20yrs, depending on the centre.
3. Up to 55 staff employed in any one week.
4. Maximum 10 or 14 students per class, depending on the centre.
5. Up to 25 EFL Teachers employed at a particular centre at any one time.
6. Maximum teaching contact time up to 25.5 hours per week, depending on the centre.
7. Maximum off-site staff-student ratio for trips and excursions of 1:20

8. Maximum staff-student ratio in accommodation at night 1:20
9. Average Boarding House size of 50-60 beds

Key Skills and Experience

1. Native/near-native competence in English (written and spoken).
2. A university degree in any discipline.
3. CELTA/Trinity Cert. TESOL (or Accreditation UK recognised equivalent) or PGCE (in English or MFL)
4. Applicants with DELTA, QTS (primary or secondary) and CELTYL are particularly welcomed.
5. Previous residential Summer School experience is preferred.
6. Experience of teaching mixed nationality groups is preferred.
7. First aiders, lifeguards and applicants with sports coaching qualifications or experience are particularly welcome.
8. Ability to work efficiently and effectively in a fast-paced, highly changeable, highly pressured and often challenging environment is essential.
9. A strong awareness of Health & Safety
10. Strong and demonstrable organisational skills.
11. Ability and disposition to solve minor issues and problems with/between students is required.

Key Interfaces

1. Senior Teacher
2. Academic Manager
3. Activities Leaders
4. House Parents
5. Welfare Manager
6. Centre Director
7. Students
8. Host School Staff (particularly domestic and facilities staff)

Operating Environment and Context of the Role

Bede's Summer School, which attracts students from 50+ countries from the ages of between 6 to 20 years, is a highly successful enterprise and renowned part of the overall Bede's offering. All staff are challenged, both individually and collectively, to share the Summer School's ethos and actively contribute towards the Summer School achieving its objectives.

The Academic Programme is crucial for the success of the Summer School experience and is a key contributor of why students return. A first-class teaching programme gives students opportunities not only to enhance their language skills, learn new vocabulary, develop their confidence and increase their fluency, but also to form friendship bonds that can last well beyond the summer; as such, EFL Teachers are expected to create and participate in an environment that fosters team building, co-operation and inclusiveness. Students who make only minimal progress in English will consider that they have been failed by Bede's Summer School.

Creating and submitting lesson plans on a daily basis (one day ahead) will prove challenging for some EFL Teachers, particularly very experienced teachers who may be accustomed to planning "in their heads" but they are a requirement of the job as they enable the academic management to

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ensure the delivery of high quality lessons.

When on duty in the Boarding Houses, the jobholder needs the skills and experience to balance students' fun with their safety. They need to be able to think quickly and to show common sense and attention to detail in a wide range of situations. Adaptability and flexibility are critical skills, as is a cheerful, positive and can-do attitude, which is a pre-requisite of the job.

It is absolutely crucial that EFL Teachers maintain appropriate boundaries between themselves and the students in their direct care and with whom they come into contact. This may be particularly challenging for EFL Teachers who are close in age to some of the students on the campus. Staff members can never become students' friends.

The working day is long, involves lots of contact time with the students and can be quite challenging (especially at the end of the week when reports are due) but it is also varied and fast-paced and of course, living and working with young people can be immensely rewarding.

EFL Teachers are residential so as to offer students a first class pastoral and welfare service; even when off duty, they must be willing to "leap into action" in case of any emergency that may arise, especially during the night.

EFL Teachers are considered ambassadors of the Summer School and must contribute to upholding the good name of Bede's, locally, nationally and internationally. At all times, whether on or off duty, in uniform or not, EFL Teachers must act appropriately and do nothing that may compromise or jeopardize the School's excellent reputation.

Our goal is to give students an educational, culturally-enriching, enjoyable and memorable summer experience in a safe and supervised setting. We only employ those staff who are willing to accept this responsibility and who have the necessary wide-ranging skills, experience and commitment to help us achieve our goal of being the very best Summer School.

Safeguarding

Bede's School complies fully with the DCSF Guidance '*Safeguarding Children and Safer recruitment in Education*' and is committed to safeguarding and promoting the welfare of children and young people. The jobholder is expected to share this commitment and comply with all associated internal policies and procedures.