Disgrifiad Swydd/Manyleb y Person
Job Description/Person Specification

Cyngor Abertawe
Swansea Council

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| **Job Title:** | Minority Ethnic and Multilingual Learner Adviser (Primary) | | |
| **Position Number:** | ED.68105-V4 | | |
| **Directorate:** | Education | | |
| **Service Area & Section:** | Achievement and Partnership / School Improvement Team | | |
| **Unit Manager:** | Principal School Improvement Adviser | **Number of direct reports:** | 0 |
| **Job Family & Role Profile:** | Not applicable | **Grade:** | Paid at existing salary (School Teachers Pay and Conditions) |

# JOB DESCRIPTION

| **Summary of Role** | |
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| **Reporting to:** | Senior Lead for Minority Ethnic Learners and Equalities |
| **Purpose of the Post:** | 1. To provide high-quality advice and guidance to primary schools/ EAL Co-ordinators<br>2. To support primary schools to raise standards for learners from minority ethnic backgrounds, particularly those who are multilingual and who have English as an Additional Language (EAL) support needs<br>3. To provide specialist support and challenge to primary schools to enable the development of equitable provision for minority ethnic, multilingual and EAL learners that removes barriers and ensures full inclusion<br>4. To improve EAL pedagogy across primary settings<br>5. To contribute to local authority strategic planning for minority ethnic learners and to lead on workstreams where relevant<br>6. To develop and deliver a range of professional learning opportunities for primary settings and others where applicable<br>7. To identify and share effective practice<br>8. To develop guidance and resources |

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| | 9. To work in collaboration with other team members who support the primary settings<br>10. To keep up to date with relevant developments and research |
| **Key Responsibilities:** | 1. Contributing to plans, monitoring and reporting requirements<br>2. Evaluating provision with individual primary schools and identifying actions for improvement and support plans<br>3. Enabling improvement and progress in primary settings through tailored advice and support<br>4. Monitoring progress towards a school's recommendations for action<br>5. Identifying professional learning needs across the primary sector in the local authority<br>6. Developing high quality training materials and identifying relevant professional learning opportunities from other providers<br>7. Delivering professional learning for primary school staff, including delivery of training as part of the central training programme and in schools<br>8. Identifying, collating and sharing effective practice in relation to minority ethnic, multilingual and EAL learners<br>9. Leading on the organisation and delivery of local authority primary EAL Network meetings<br>10. Monitoring take-up of, and feedback to Network meetings and professional learning events and identifying and implementing further developments<br>11. Developing guidance and resources<br>12. Supporting primary schools to develop and maintain effective partnerships with minority ethnic/multilingual parents<br>13. Linking with other education professionals and agencies where appropriate<br>14. Promoting inclusion and equity of access to educational opportunities for all minority ethnic learners<br>15. Participating in appraisals<br>16. Collaborating and working in partnership with other team members who support the primary sector to plan, deliver and monitor support<br>17. Undertaking appropriate training and development including maintaining an up- to-date knowledge of developments in the field of minority ethnic achievement, multilingualism and EAL<br>18. Maintaining up to date knowledge of educational policy, practice and Curriculum for Wales developments<br>19. Undertaking, from time-to-time, such other tasks as requested by the line manager including working cross-phase if necessary<br>20. Committing to safeguarding and promoting the welfare of children and young people |
| **Additional Duties:** | *i.e. Driving License.* |
| **Job Working Circumstances** | 1. Work flexibly, being partly home based/partly office based and attending Council buildings when required<br>2. Be required to travel to schools within the local authority<br>3. On occasion, may be required to travel to other locations outside of the local authority |

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| | 4. Expected to have considerable laptop use on a daily basis |

## PERSON SPECIFICATION

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| **Education, Qualifications & Training** | |
| **Essential** | 1. Qualified teacher status (QTS) |
| **Desirable** | 1. Minority ethnic achievement/ English as an additional language (EAL) qualification<br>2. Other relevant qualifications or training e.g. leadership skills, mentoring, curriculum-based training |
| **Evidence** | All certificates and registration and/or continuing professional development (CPD) record to be provided for validation |
| **Skills / Technical / Professional Competence** | |
| **Essential** | 1. High level of knowledge and skill in effective practice in the field of minority ethnic inclusion and achievement, including multilingualism and English as an additional language (EAL)<br>2. Ability to provide high-quality specialist advice and support<br>3. Ability to build capacity at whole school and classroom level<br>4. Ability to produce high-quality guidance, resources and materials<br>5. Ability to develop and deliver high-quality professional learning<br>6. Ability to communicate effectively and to work in collaboration<br>7. Good level of IT skills<br>8. Able to safeguard and promote the welfare of children and young people |
| **Desirable** | 1. Membership of relevant professional associations such as National Association of language Development in the Curriculum (NALDIC) |
| **Evidence** | At interview, then in post |
| **Experience** | |
| **Essential** | 1. Experience of supporting minority ethnic/multilingual/EAL learners in primary settings<br>2. Experience of developing EAL provision at whole school and classroom level<br>3. Experience of delivering professional learning/training<br>4. Experience of developing high-quality EAL curriculum resources and materials<br>5. At least 2 years' experience of working as a teacher in a maintained school, ideally in a primary setting |
| **Desirable** | 1. Advisory experience |
| **Evidence** | At interview, then in post |
| **Competencies & Abilities** | |
| **Essential** | 1. Ability to motivate and develop others<br>2. Excellent communication skills<br>3. Excellent organisational and time management skills<br>4. Good team working and collaborative skills<br>5. Able to be adaptable and use initiative |

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| | 6. Able to maintain excellent working relationships<br>7. Able to work effectively on an independent basis as well as within a team<br>8. Ability to work flexibly and to prioritise and manage different workstreams simultaneously<br>9. Work well under pressure<br>10. Demonstrate a commitment to personal and professional development<br>11. Possess integrity, sound judgement, credibility and resilience |
| **Desirable** | |
| **Evidence** | At interview, then in post |
| **Other Requirement** | |
| **Essential** | 1. Current driving licence<br>2. Use of own car: should the post holder have a disability and/or be unable to drive, then they may seek alternative means of transport/assistance, which must be an effective and cost-effective method of travelling |
| **Desirable** | |
| **Evidence** | Evidence the post holder is appropriately insured for business purposes to be provided annually |

| **Health Surveillance and Monitoring** | |
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| This post will require the post holder to take part in health surveillance and monitoring procedures. | ☐ |

**Safeguarding**

The Authority in line with the Corporate Safeguarding Policy is committed to safeguarding and promoting the welfare of children, young people and adults and expects all staff and volunteers to share this commitment. The Authority expects all staff to undertake and keep up to date with mandatory safeguarding training for the both the protection of children and adults.

**Equal Opportunities**

Candidates will demonstrate that all activities are undertaken in accordance with the Equalities Act 2010 and Swansea Council's Equal Opportunities Policy and Procedures.
All employees and managers must be aware of the Equality Act so that it is considered in their work, where relevant, to ensure compliance with legislation.

**Council Values**

The Council's work is underpinned by three core values that guide how the organisation operates and how services are delivered.
**People Focus** ensures that the Council prioritises the needs and outcomes of local communities while respecting, valuing, and supporting its employees.
**Working Together** reflects the Council's commitment to collaboration across services and with external partners to maximise resources and achieve the best outcomes for Swansea's communities.
**Innovation** drives the Council to think and work differently, encouraging new ideas and approaches that help meet financial, demographic, and societal challenges while continually improving service delivery.

| Welsh Language Requirements for this post<br>Welsh Language Skills Assessment Information | | | |
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| **Understanding** | Level: 1 | **Speaking** | Level: 1 |
| **Reading** | Level: 1 | **Writing** | Level: 1 |
| **Based on the above, requirement for this post is as follows:** | | | |
| **Essential** | ☐ | **Desirable** | ☒ |
| **To be learned** | ☐ | **Not required** | ☐ |

| Disclosure and Barring Service (DBS)<br>This post requires the postholder to have the level of DBS disclosure as indicated below: | | | |
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| **Enhanced** ☒ | **Standard** ☐ | **Basic** ☐ | **None** ☐ |

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| **Review/ Right to vary:** | This Person Specification is as currently applies and will be reviewed regularly according to the Employee Performance Management Review Policy and the Performance Development Review and Appraisal process. The Job and Person Specification may be subject to other Variance within the remit of the Role Profile. |

| Sign off | | | |
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| **Post Holder:** | | **Date:** | |