



JOB DESCRIPTION

English as an Additional Language Teacher

JOB TITLE: English as an Additional Language Teacher

REPORTS TO: Head of EAL

COLLABORATES WITH: Members of the EAL Department team; Subject teachers; SEN teachers; Homeroom advisors.

PURPOSE OF JOB:

- Teach individuals and/or group classes, both for students for whom English is an Additional Language (EAL) and students coming from English-medium backgrounds who still struggle with academic English (English for Academic Purposes, or EAP)
 - Use IB instructional programme guidelines and unit plans, EAL Department policies and guidelines, and other materials—particularly material from other subjects the students are in— to plan and develop unit plans and teaching outlines that meet students where they are and bring them to where they can be.
 - Create learning experiences that make the most of Woodstock’s Himalayan environment and diverse learning community
 - Monitor student progress and provide student feedback through effective and timely assessment techniques
 - Support other subject area teachers in lesson planning and teaching differentiation so that all teachers can be successful teachers of English
 - Provide “push-in, co-teaching, and/or sheltered” support for English language learners (ELLs) as required
 - Provide guidance for students engaged in Woodstock’s mother tongue self-study language instruction
 - Regularly test and monitor student progress, ensuring that lesson plans have clear learning objectives and articulated success criteria
 - Teach English-language fundamentals to students which will enable them to move along the register continuum from more-spoken to more-written, more informal to more formal, and more everyday to more technical and abstract language
 - Help students progress through the CFR scales (from A1 to B2, when students exit the EAL programme) and the corresponding lexical foundations
 - Become familiar with MYP standards and curricula to better support students' success in other classes
 - Teach students techniques to access the curriculum in other classes and to learn to independently learn language for themselves.
 - Prepare students for the Cambridge language exams (KET, PET and FCE)
 - Support other teachers in curriculum development to make learning more accessible to ELLs
 - Ensure that teachers are aware of translanguaging techniques so that students are able to use their mother tongue in order to build their English skills in a way that aligns with their identity and language development.
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DUTIES AND RESPONSIBILITIES:

- Use inspired teaching practices to inculcate in students a love for learning
- Embrace the department's focus on student-centered learning, eliciting creative and critical responses to a range of course texts
- Encourage all students to embody the IB Learner Profile and Woodstock's [Desired Learning Outcomes](#), actively reviewing their progress against clear targets and success criteria.
- Maintain and update existing curriculum maps and related documents such as unit plans and rubrics
- Interview prospective students as required
- Work collaboratively with members of the EAL department, positively contributing to departmental tasks, such as policy development, common assessments, instructional practices
- Set appropriate tasks and challenges according to the published timetable, and ensure that work is regularly evaluated, with constructive feedback
- Maintain accurate records of student progress in line with departmental and school policy
- Supervise study halls and complete class substitution duties.
- Deal with inappropriate behavior quickly and effectively and in accordance with the school's guidelines in the Academic Handbook and Guiding Principles

Teachers at Woodstock are expected to:

- Accept and support Woodstock's inclusive [Religious Life Policy](#)
 - Draw upon Woodstock's Guiding Principles when making decisions and communicating with others
 - Participate actively and positively in the life and work of the Woodstock community
 - Participate as a reflective life-long learner in annual professional growth and appraisal, taking full advantage of staff retreat and in-service trainings
 - Teach or co-teach about 20 periods in a thirty-period week
 - Supervise study halls and student social activities during the day and after school.
 - Organize and run one extra-curricular PASSAGE activity
 - Chaperone during Activity Week and Outdoor Learning Weekend (this position is exempt from Advisor duty and the duty of chaperoning student travel at ends/beginnings of semesters)
 - Supervise and advise the MYP Personal Project and the Maymester Interdisciplinary Project
 - Contribute to enrichment activities, known as PASSAGE, that are an essential part of learning in an international boarding school (run or support one extra-curricular PASSAGE activity per week)
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Woodstock School

Skills and Qualifications Required:

- A Bachelors or a Masters degree from an accredited institution in an appropriate discipline and/or in Education
- Knowledge of IBO and Cambridge English exams and the Common Framework of Reference (formerly the Common European Framework of Reference)
- Fluency and accuracy in written and spoken English
- Valid certification(s) such as TESOL, CELTA or DELTA.
- At least 2-5 years full time teaching experience in the relevant subject area
- Technological literacy that allows for a judicious, impactful, and creative use of technology in the classroom
- Proven ability to work effectively in a team, preferably in a multi – cultural environment involving both national and international staff
- Classroom management strategies and pedagogical practice that reflect Woodstock’s values and Woodstock’s approach to teaching language
- Preferred: experience with MYP and DP Curriculum

APPLICATION DEADLINE: October 2024

HIRING PROCESS:

- Interested applicants should read apply through <https://my.hirehive.io/woodstock-school>
- Shortlisted candidates will be interviewed by the hiring committee via Skype/Zoom

JOINING DATE: January 2025.
