

# ESOL Literacy Teacher Job Description

## Position description

Reports to: Centre manager

## DUTIES

Teachers working on this programme are expected to plan, prepare, and teach sessions to learners, assess learner progress, and administer the records required to meet the programme reporting requirements.

## PROGRAMME OBJECTIVES

- To provide and teach a programme in literacy in English to adult ESOL refugee and migrant learners who have little or no literacy either in English or in their first language. This is to be taught in a classroom environment with access to support from the first language where possible.
- To provide learners with appropriate skills and confidence in using classroom and learning routines in preparation for participation in the community, which may include further education, training or work.
- To provide meaningful information on progress made by learners in the programme
- To inform, encourage and support paid assistants and volunteer tutors appointed to assist in the literacy class.
- To deliver the programme as per the ELPNZ programme requirements and standards.
- To abide by the Philosophy and Code of Practice of ELPNZ, making the learners' needs the central focus and respecting their confidentiality and cultural needs at all times.

Key Tasks	Outcomes
<i>Plan, teach and assess an ESOL-Literacy programme for adult NESB students with little formal education and literacy in any language, using the ELPNZ literacy programme curriculum.</i>	Written plans reflect a suitable programme. Learning outcomes are achieved by at least 80% of learners. At least 90% of learners show satisfaction in student feedback. Portfolios of work are kept for each student. Assessment records are completed. Programme meets the ELPNZ programme requirements and standards.
<i>Contribute to preparing students for participation in the community</i>	Learners are encouraged to use English outside the classroom, to undertake daily tasks independently, to undertake further training as appropriate.
<i>Maintain appropriate records and evaluate the course.</i>	Attendance registers are completed. Student feedback forms are completed. Assessment records and portfolios are complete and meet programme requirements.
<i>Report to the centre Literacy Programme Coordinator as required, including an annual Performance Appraisal.</i>	Regular staff meetings attended. Teacher is supported and resourced. Participates in at least one formal performance appraisal per year
<i>Encourage, support and consult with bilingual assistants on planning, teaching and learner progress.</i>	Consultation meetings are regular and useful to teacher and assistant Bilingual assistants understand what is expected of them in class
<i>Provide support and clear direction to volunteers assisting in the class.</i>	Volunteers are given appropriate input and support Volunteer feedback shows satisfaction with the work

<b>Key Tasks</b>	<b>Outcomes</b>
<i>Participate in ongoing evaluative self-assessment</i>	Delivers a high quality programme that enables learners to meet their learning goals and achieve outcomes; reports specific evidence of learner outcomes through assessment tasks and teacher reporting activities. Uses information from learners, peers, and the wider organisation to make changes that improve practice.
<i>Attend appropriate training, including preservice training, and professional development opportunities.</i>	ELPNZ Certificate in ESOL-Literacy tuition is completed. Ongoing professional development is undertaken (a minimum of one piece of PD annually).

## **QUALIFICATIONS AND EXPERIENCE**

### ***Essential:***

- A tertiary qualification in TESOL at level 5 or above (e.g. graduate certificate, Bachelor's degree, post-grad diploma or degree such as CELTA, Cert TESOL, Cert TEAL, Dip SLT)

AND one of the following:

- A literacy educator qualification such as NCALNE
- A New Zealand teaching qualification (preferably primary teaching as this includes literacy and numeracy)

### ***Preferred:***

- Experience in teaching ESOL to adults in New Zealand
- Accreditation with English Language Partners New Zealand

## **KNOWLEDGE AND EXPERIENCE**

- teaching adults
- teaching without a course book
- keeping learning records
- drawing up a clear learner centred lesson plan without fuss
- intercultural awareness and competence for teaching across cultures in bicultural New Zealand
- the Treaty of Waitangi and how it applies to teaching migrants and refugees

## **PERSONAL ATTRIBUTES**

- Honesty and integrity
- Cultural sensitivity and empathy
- High standard of professionalism
- Flexibility and adaptability
- Organised and attentive to detail
- Self-motivated and able to work to deadlines
- Dynamic and enthusiastic
- Ability to work under pressure, independently and as part of a team
- Welcomes and values diversity, and contributes to an inclusive working environment where differences are acknowledged and respected