

## POSITION DESCRIPTION

### Teacher Aide – Bilingual (Dari)

**Reporting to:** Head of ESOL  
**Functional Relationships:** Students, Staff, Senior Leaders  
**Terms:** As per the Support Staff in Schools Collective Agreement  
**Hours:** 10 hours per week during term time (Fixed Term/Funding Dependent)  
**Salary Grade/Step:** GRADE B-C 4 OR 5 depending on experience

#### Core Competencies for Staff:

<b>Participating and Contributing</b> – demonstrates the ability to respond appropriately as a group member and to make connections with others.
<ul style="list-style-type: none"> <li>● Supports and models the school’s value at all times</li> <li>● Displays integrity and takes responsibility for own actions</li> <li>● Understands the concepts of work/life balance</li> <li>● Identifies and participates in learning opportunities as appropriate for personal development</li> <li>● Accepts and manages personal responses to change in a positive manner</li> <li>● Works collaboratively as a team member</li> </ul>

Responsibility	Key Objectives	Expected outcomes	Self-Review Against Delivery of tasks
<b>1. Compliance with the school's charter and policies</b>	All school policies are available on <a href="#">SchoolDocs</a> (Username: rutherford college, Password: kotuku). Policies are read and understood.	<ul style="list-style-type: none"> <li>● Positive professional relationships with all staff members are maintained.</li> <li>● Contact with students is on a strictly professional basis with the physical and emotional safety of students being of paramount importance.</li> <li>● The efficient operation of school administration is supported.</li> <li>● The hours of work as arranged with the principal are strictly followed.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

**Student Learning and Engagement**

- Bi-lingual in Dari (oral and written)
- Show a reliable, continual presence in the classroom and provide advance notice if absent
- Build comfortable, appropriate relationships with students
- Work one to one with students as required (in particular, helping with translation of vocabulary, keeping them on task, taking notes if appropriate and helping them understand the work required)
- Work with students in small groups
- Attend subject classes with students when requested
- Support students from former refugee backgrounds, who may have additional learning needs as well as language needs, to engage in learning activities
- Assist students to use specific computer programmes on a chrome book

- Understanding of classroom content through effective bilingual support.
- Students are able to access learning tasks independently over time, with reduced reliance on translation and increased confidence in English.
- Targeted students remain on task and engaged during lessons, supported through appropriate scaffolding and guidance.
- Students show measurable progress in language acquisition and curriculum achievement.

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<p><b>Classroom Support and Collaboration</b></p>	<ul style="list-style-type: none"> <li>• Collaborate with class teachers, Head of Department ESOL and SENCO about how best to support learners</li> <li>• Assist a Teacher with an EOTC day trip for various classes where appropriate</li> <li>• Assist with co-curricular activities where required such as Language and Culture lunchtime clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Strong, effective working relationships are established with classroom teachers, the HOD ESOL, and SENCO, resulting in coordinated and responsive support for learners.</li> <li>• Classroom programmes are effectively supported through preparation, clarification of instructions, and reinforcement of key concepts.</li> <li>• Accurate and useful feedback is provided to teachers regarding student progress, needs, and barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Student Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Refer to HOD to refer to guidance, nurse and deans (and teacher) if a student's emotional well-being is stopping them from learning</li> <li>• Build comfortable, appropriate relationships with students</li> </ul>	<ul style="list-style-type: none"> <li>• Students feel safe, supported, and respected, contributing to a positive and inclusive classroom environment.</li> <li>• Concerns about student wellbeing are identified early and appropriately communicated to relevant staff (e.g. HOD, dean, guidance, nurse).</li> <li>• Positive, culturally responsive relationships are built with students, enhancing their sense of belonging.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>Family and Community Engagement</b>	<ul style="list-style-type: none"> <li>• Liaise with families upon HOD's request. This may involve phone calls and attending meetings with families.</li> <li>• Attend school parent-teacher interview evenings and/or careers evenings on request</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with families (when requested) is clear, culturally appropriate, and strengthens home-school partnerships.</li> <li>• Families demonstrate improved understanding of school processes, expectations, and student progress.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Professional Practice.</b>	<ul style="list-style-type: none"> <li>• Actively engage in professional learning and appraisal process</li> <li>• Attend meetings with HOD</li> <li>• Share insights into student need to help inform action plans</li> <li>• Participate in school-wide full Staff Only Days as required</li> </ul>	<ul style="list-style-type: none"> <li>• Active participation in professional learning, staff meetings, and appraisal processes contributes to ongoing development and effectiveness in the role.</li> <li>• Insights into student needs are shared constructively to inform ESOL and learning support planning.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Any other duties as deemed appropriate by the Principal</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>

Signed:

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Principal

\_\_\_\_\_

Employee

Date: