

English Language Development Educator

Role purpose

The English Language Development (ELD) Educator supports secondary-aged multilingual learners to develop English proficiency, access the curriculum and participate confidently in school life. The role combines in-class push-in support with targeted individual and small-group pull-out sessions, working closely with subject teachers, the ELD team and families while valuing students' home languages and cultural identities.

Key responsibilities

Provide in-class push-in support across secondary subjects, helping students understand instructions, engage with subject content and participate in discussions and learning tasks.

Plan and deliver individual and small-group pull-out sessions developing listening, speaking, reading and writing, matched to students' English proficiency and learning goals.

Teach academic vocabulary, language structures and communication skills needed for subject learning, assignments and assessments.

Connect targeted language instruction to classroom learning and coordinate sessions with teachers to minimise disruption to curriculum access.

Collaborate with subject teachers to identify language demands, set language objectives and adapt resources using modelling, visuals, structured talk and other appropriate scaffolds.

Assess English language proficiency using appropriate tools, observations and student work; set measurable goals, monitor progress and adjust support.

Support students at different stages of English acquisition, including newcomers, while considering prior schooling, literacy experiences and strengths in their home languages.

Build positive relationships with adolescents and promote confidence, belonging and independence through respectful, culturally responsive approaches.

Maintain accurate records of language development and interventions; communicate progress and practical support strategies to teachers and families.

Contribute to decisions about support levels, transitions and readiness for reduced ELD support, using evidence and school procedures.

Work with learning support and pastoral teams when additional needs are suspected, recognising that English acquisition alone does not indicate a learning difficulty.

Follow school safeguarding and confidentiality procedures and contribute to professional learning on multilingual learners and inclusive classroom practice.

Essential qualifications and experience

A relevant qualification in education, English language teaching, TESOL or a related field.

Demonstrated experience working with secondary-aged multilingual learners, including delivering in-class support and individual or small-group English language instruction.

Knowledge of additional language acquisition and strategies for developing both everyday communication and academic English.

Ability to plan differentiated language instruction, assess English proficiency and use evidence to evaluate progress and inform next steps.

Ability to collaborate with subject teachers to make curriculum content accessible while maintaining appropriate challenge and expectations.

Strong communication and organisational skills, with the ability to work effectively with adolescents and families from diverse linguistic and cultural backgrounds.

A commitment to inclusion, student dignity, safeguarding and the development of learner independence.

Desirable experience

Additional training or certification in TESOL, TEFL, EAL or English language development.

Experience supporting newcomer students, learners with interrupted schooling or students developing literacy in English.

Experience using language proficiency frameworks, multilingual resources and technology to support language learning.