



POSITION DESCRIPTION

Position:	EAL/D Teacher - Junior School
Line Manager:	Head of International Student Program
Responsible to:	Principal
Key Relationships:	Director of Teaching and Learning Head of Teaching and Learning – Junior School Head of Inclusive Education Head of International Student Program
Status:	0.6 FTE, Fix-Term, 1 Year
Classification:	Teacher's Classification Pulteney Grammar School Enterprise Agreement 2026

About Pulteney Grammar School

Founded in 1847, Pulteney Grammar School is a leading co-educational Anglican school woven into the fabric of Adelaide. Defined by a tradition of innovation, Pulteney provides an education that positions its approximately 1,000 students to prosper. Uniquely located on one site within the CBD, Pulteney is an active and proud member of the City of Adelaide and enjoys a rich and vibrant Old Scholars community characterised by an authentic sense of belonging.

Guiding the School's strategic direction is a unified sense of purpose and ambition shaped by its history. Pulteney's DNA captures its lived values: the aspects of culture that define the School today and resonate as aspirations for the future. These values influence decision-making and action, establishing that to which the School holds fast:

- Authentic – honesty, truth and integrity.
- Purposeful – intentional, resolute and reflective.
- Personalised – curated and distinctive experiences.
- Boundless – limitless opportunities sought through passionate thought and deed.
- Enduring – a legacy etched through a community's tradition, innovation, service and faith.
- Relationships – respect and empathy fostered through collaboration and care.

Position Overview

The English as an Additional Language/Dialect (EAL/D) Teacher – Junior School plays an important role in ensuring equitable learning opportunities for students for whom English is an additional language or dialect. Working in partnership with class teachers, the Inclusive Education Team and the Head of International Student Program, the role supports the learning, language development and positive wellbeing of EAL/D students from Reception to Year 6.

The role combines targeted teaching, assessment and monitoring of progress, practical guidance for classroom teachers, and collaborative engagement with students and families. It contributes to an inclusive learning environment in which students from diverse linguistic and cultural backgrounds are supported to participate, develop confidence and achieve their personal best.

Key Purpose

- Develop and deliver an effective EAL/D program for students from Reception to Year 6.
- Provide targeted teaching and in-class support to strengthen students' language, communication, literacy, numeracy, social integration and social and emotional regulation.
- Work collaboratively with classroom teachers and relevant specialist staff to support differentiation and equitable access to learning.

- Monitor and document students' English language and literacy development, using relevant assessment frameworks and evidence.
- Support the wellbeing, inclusion and successful participation of students from diverse cultural and linguistic backgrounds.

Key Responsibilities and Duties

The EAL/D Teacher – Junior School, as a member of the Junior School Specialist team and broader School community, is responsible for the following:

Learning and Teaching

- Develop, plan and deliver an English as an Additional Language/Dialect program for students from Reception to Year 6.
- Provide direct in-class support for identified students through a range of strategies, including explicit instruction, adjusted learning programs, assessment and progress monitoring.
- Support students' development in social integration, language and communication, literacy, numeracy, and social and emotional regulation.
- Provide advice, practical strategies, examples and mentoring to classroom teachers to assist them to differentiate learning and respond to diverse learning needs.
- Maintain and update EAL/D student data and evidence of literacy and language development.
- Establish and maintain an inspiring, well-organised and stimulating learning environment.
- Develop and implement innovative, relevant learning and assessment experiences that respond to students' needs.
- Apply knowledge of the Australian Curriculum and literacy development to planning, teaching and assessment.
- Implement the Learning English: Achievement and Proficiency (LEAP) Levels, as appropriate.
- Integrate information and communication technologies (ICT) into teaching and learning.
- Work collaboratively as part of a dynamic team of educators and participate in professional learning that promotes skill development and best practice in supporting students with additional learning needs.

Student Wellbeing and Cultural Support

- Work closely with families and teaching staff to support the social and emotional wellbeing of EAL/D students.
- Support students with a range of abilities and from diverse cultural backgrounds within an inclusive learning environment.
- Create a warm, welcoming and culturally responsive learning environment in which students feel safe, respected and able to participate.
- Encourage and support students to achieve their personal best.
- Monitor student progress and provide relevant feedback to students, families and colleagues, as appropriate.
- Work closely with the Head of International Student Program and liaise with students and families to support learning, transition and engagement.

Collaboration and Professional Practice

- Build positive, respectful working relationships with classroom teachers, the Inclusive Education Team, the Head of International Student Program and other relevant staff.
- Contribute to collaborative planning, student support and review processes to promote continuity between EAL/D support and classroom learning.
- Maintain accurate, timely and confidential student records and documentation.
- Engage in ongoing professional development and reflect on practice to strengthen teaching effectiveness and student outcomes.
- Comply with School policies, procedures and professional expectations, including those relating to child safety, student wellbeing, privacy and confidentiality.

Qualifications Required

- Bachelor of Teaching/Education – Primary Teaching, or an equivalent qualification in EAL/D.

Certifications Required

- Current South Australian teacher registration.
- Current Working With Children Check (WWCC).
- Current Responding to Abuse and Neglect training.
- Current First Aid training.

Essential Knowledge, Skills and Experience

- Experience teaching and supporting EAL/D students in mainstream primary classrooms.
- Strong knowledge and experience in teaching phonics, spelling, grammar and oral language development.
- Strong intercultural awareness and the ability to work respectfully with students and families from diverse cultural backgrounds.
- Understanding of literacy development in second-language acquisition.
- Excellent oral and written communication skills.
- Competent ICT skills, including the Office suite of products and Windows and Apple platforms.

Desirable Knowledge, Skills and Experience

- Knowledge and experience using the Learning English: Achievement and Proficiency (LEAP) Levels.
- Familiarity with the ACARA National Literacy Learning Progressions.
- Knowledge of inclusive education practices.
- Experience in literacy intervention.
- Specialised training and practical experience in one or more of the following areas: language development, speech or positive wellbeing.

Personal Attributes and Capabilities

- Exceptional interpersonal skills and the ability to relate positively to students, families, colleagues and other School stakeholders.
- Excellent verbal and written communication skills.
- Commitment to the School's Strategic Plan, values and Anglican ethos.
- Ability to work collaboratively with colleagues, including the Teaching and Learning Committee and relevant specialist teams.
- High professional standards, sound judgement and a commitment to confidentiality.
- Ability to work effectively as part of a team and contribute to a collegial professional culture.
- Flexibility and willingness to work with teachers across the Junior School and, where required, across sub-schools.
- Commitment to delivering high-quality support and service to students, parents and staff.
- Reflective, responsive practice and a commitment to continuous professional learning.

Commitment to Anglican Ethos

Pulteney Grammar School is an Anglican school and values the traditions, principles and ethos of the Anglican Church. Staff are expected to respect and support the Christian character and mission of the School and contribute positively to its spiritual and pastoral life. The EAL/D Teacher – Junior School is expected to uphold the School's values and represent its Anglican identity respectfully in professional practice and interactions.

Child Safety and Safeguarding

Pulteney Grammar School is committed to the safety, wellbeing and protection of all children and young people in its care, with a zero-tolerance approach to child abuse. All staff must comply with the School's Child Safety and Safeguarding policies, maintain professional boundaries and uphold a

culture of safety, vigilance and care. The EAL/D Teacher – Junior School must support an environment in which students feel safe, respected and included, and respond to and report concerns in accordance with School policy and relevant requirements.

Work Health and Safety

This role is deemed to be a Worker under the Work Health and Safety Act 2012 (SA). While at work, the EAL/D Teacher – Junior School must:

- Take reasonable care for their own health and safety.
- Take reasonable care that their actions or omissions do not adversely affect the health and safety of other persons.
- Comply with any reasonable instruction given by the School.
- Assist in maintaining a safe workplace by reporting hazards, incidents, accidents and potential risks.
- Appropriately use any equipment provided at the workplace.
- Cooperate with any reasonable School policy or procedure relating to health and safety that has been notified to workers.

Additional Information

- The role requires the highest standards of professionalism, discretion and confidentiality.
- Responsibilities may be adjusted in response to operational needs and the changing priorities of the School, as determined by the Principal or delegate.
- This Position Description is a guide and is not intended to be an exhaustive or exclusive list of duties.
- The Position Description may be reviewed and modified by the Principal in response to the changing needs and strategic priorities of the School.

Conclusion

The EAL/D Teacher – Junior School has an important role in ensuring students from diverse linguistic and cultural backgrounds are welcomed, supported and provided with equitable opportunities to learn and thrive. Through skilled teaching, purposeful collaboration and a strong commitment to student wellbeing, the role contributes to an inclusive Junior School community in which every student is encouraged to prosper.

Approved by: Greg Atterton, Principal

Date: October 2026