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WELCOME TO THE TEACHING TEAM!

INTRODUCTION

ES Dubai is an international English language training centre, teaching English as a foreign language to students all around the world. ES Dubai has been welcoming international students since 2015 and offers a wide selection of both short-term and long-term English language courses. ES prides itself on the international atmosphere within its schools and has attracted over 4000 students from 68 nationalities. Dubai is one of the most culturally diverse cities in the world, where English is the most widely spoken language for business, education, trade and tourism.

ES London opened its doors in May 2022. As one of the world's most globally diverse cities, boasting some of the most beautiful historical landmarks and stunning architecture in the world, our aim is to offer an experience like none other for international students who choose to study at our London school. Our students should have a fun-fuelled, unforgettable experience whilst studying at ES London, encouraged and led by an enthusiastic team of dedicated teaching staff.

Our mission is to deliver English Language and Business programmes of the highest quality to international students, providing them with the necessary skills to go on to employment and/or further education abroad, and to fulfil their learning objectives in the most efficient and effective manner. At ES we seek to develop and nurture every student to help them achieve personal growth, personal achievement and their best learning outcome for their circumstances, ability and needs. Our learners are a diverse mix of nationalities aged 18 and above. The English levels of our students range from beginner (A1) to advanced (C1).

This handbook serves as a guide of what you can expect from working with ES London and what is expected of you as a member of our academic team. Teachers will receive a full induction when they join ES. The induction aims to cover the following key areas in further details.

- Teaching facilities, technology, and equipment
- Teaching materials
- Academic administrative duties
- Registers
- Academic support and communication channels

This handbook aims to cover most of the above, but there are some areas that will need to be covered more thoroughly with your DOS. You will have a tour of our premises and meet the rest of the team on your first day! Please start by familiarising yourself with the content of this handbook before completing the Induction Checklist at the end.

Our aim is to provide you with a positive, supportive and collaborative working environment in which you are encouraged to share your thoughts and ideas. Research has shown that when

employees feel empowered at work, the employer benefits from stronger job performance, satisfaction, and commitment to the organisation.

We hope that you enjoy working for ES London!

STAFFING & RESPONSIBILITIES

The academic team is led by the Director of Studies (DOS) Rachel Rowland. The DOS can be found on the 3rd floor in the room named 'Bloomsbury' or in the Teachers' Room, also located on the 3rd floor. The DOS can only fulfil her role properly with the support and co-operation of the whole teaching team, working in conjunction with the administrative staff, who are located on the 3rd floor and at the reception desk on the ground floor.

Each member of the administrative staff has different areas of responsibility with which you should familiarise yourself, should you, or a student, require their assistance. There is an ES London organogram in the teachers' room for your reference but please ask if you are not clear on roles and responsibilities within the school.

MAINTAINING STANDARDS

There is certain basic practice which is expected of all teachers in their professional capacity as employees of a language school. You will be provided with a job description along with your contract when you start teaching at ES. There is also an EFL Teacher Job Description at the end of this handbook.

Timekeeping

If your lesson begins at 09.00 this means that at 09.00 you and all your students are in the classroom and ready to start. If your lesson finishes at 12.15, this means that no students leave your classroom before 12.15. All breaks must start and finish at the times agreed with the Director of Studies (DOS) and no variation is permitted except by permission of the DOS. Teachers are expected to set a clear example for timekeeping and to demand the same good practice from their students. Any lateness or absence must be recorded accurately in the class register on the teacher's portal.

Teacher absence

If you are sick, or are unexpectedly delayed for a class, please contact the DOS, or the school Director Niel Pama, in her absence as soon as possible to give us the maximum time to arrange a substitute teacher. During busier times, a cover teaching rota will be circulated at the beginning of each week and a teacher appointed to replace absent teachers for that week. During quieter times, the DOS will step into teach your class if a cover teacher cannot be arranged through an agency.

Rachel Rowland can be reached on 07591 4366156 and Niel Pama on 07843 663431. All

new teachers will become a member of the 'ES London Sharing' WhatsApp group. You can send a message on the group if you feel too unwell to speak. Please try to phone or message by 9.00 pm the evening before or between 7.00 - 7.30am on the day.

Bearing in mind the importance to students of continuity throughout their course, teachers are requested to avoid asking for time off to attend private matters as far as possible, unless it is essential. Every effort should be made to arrange appointments outside teaching hours. In the event of this not being possible, the DOS should be consulted. If you need time off, please fill in the Annual Leave Application form which can be found in the black 'Forms' folder in the teacher's room and give the completed form to the DOS.

Appearance

Your appearance should reflect your professional attitude to your job. ES London does not operate a strict dress code as such; for example, we do not insist on jacket and tie for male teachers. However, teachers should not appear to be scruffy e.g. torn, dirty or over-revealing clothing should not be worn. For full details of what is deemed acceptable and unacceptable, please refer to the Staff Handbook.

Code of Conduct

Please refer to the Staff Handbook for detailed information.

Disciplinary Code

Please refer to the Staff Handbook for detailed information.

ADMINISTRATION

Keeping up-to-date records and following the admin procedures properly is an important part of your job. Nobody expects you to enjoy admin, but you are expected to do it punctually and conscientiously.

Taking attendance

An accurate attendance record is essential for the following reasons:

- Sponsors often request this information. (Embassy sponsored students)
- Evidence of good attendance is a major factor when deciding whether or not to issue a student with a reference for attending a university or college of further education.
- The Home Office may request this information.
- Evidence of poor attendance can be put before a difficult student to act as a concrete basis for discussion.
- Poor attendance can lead to expulsion from the school. (See absenteeism below)

Teachers must take the attendance in the first half of the lesson. To take the attendance of your class, sign into the teacher portal with your provided username and password.

Teacher Portal Link: <https://teacher.esdubai.com/index.php>

- Login to teacher portal
- Active classes show under “My Classes” section on the home/main page
- Active Classes will show on the “Assigned To” teacher’s portal from the morning of the start date with at least 1 student on the class list (“Students” tab).
- Click “Take Attendance”
- Select Present, Absent or Tardy
- IMPORTANT: if student has “Holiday” status, nothing should be selected for that student’s attendance as to not affect their attendance % (which will also affect certificate data)
- Click “Save” when attendance is done
- If attendance needs to be modified, you can click on the relevant date on the calendar and modify as necessary
- If a teacher forgets to take attendance, the attendance can be taken and backdated by selecting a date in the past

Weekly, mid-course & end of course tests

Unit tests are conducted every Friday and should only take up half the lesson. The other half of the lesson should be teaching time. Mid- course tests and final course tests are allocated an entire lesson and students can go home after submission. Mid-course tests are taken at the end of unit six which cover the first six units of the course book. The end of course test covers the last six units of the book (units 7-12).

The DOS will assign all of the tests to your students’ mid-week, and these tests will appear on their student portal under ‘My Tests.’ The students will be able to access their test on the allocated test date. Once the test is ‘submitted’ you will be able to view it in your portal. The test is now ready to mark. The tests have two versions, A and B and the test versions alternate every six weeks.

For new students who join your classes during a mid-course or end of course test week, these students should still complete the tests. Students should be encouraged to do the test to see how far along the road they are, as this helps both student and teacher to establish if there are any areas that need to be thoroughly or briefly reviewed. Students travel the learning journey at different speeds. Depending on their progress, we might decide to move faster or slower with our teaching aims for some learners.

Marking tests

All weekly General English tests are single-choice tests. Mid-course and final tests have both single choice and open-ended questions. The system is designed to self-mark most of the test. However, the system does not mark any questions with free text. This section has to be manually corrected by the teacher who also adds the points for each question. Please be careful when entering the points.

Tests must be marked every Friday by 4pm. Students will eagerly be checking their student portal for their marks and will complain if not marked on the same date as the test.

If there is a cover teacher, he/she is responsible for marking the tests every Friday.

- Login to teacher portal
- Click on “My Tests” tab in the left-hand menu
- Sort by “Test Date” or “Status”
- “Pending” status = test has been assigned but NOT submitted by the student
- “Submitted” status = test has been submitted by the student but NOT yet evaluated/marked
- “Evaluated” = test has been marked. Score should be displayed
- Click “Evaluate” for the test you wish to evaluate
- Tests are auto-marked by the system. Teachers can check the submitted responses / system marking. To check answers, open the relevant Answer Key from the Evolve Tests Google Drive folder
- <https://drive.google.com/drive/folders/15vzE6WXCcIVZVzrCzgiyRm1WHoExmerj?usp=sharing>
- Go through the questions and click “Next” at the bottom of each page.
- If the student answered a question correctly, a point value will be displayed in the box under that respective question. If the student’s response is incorrect, 0 point value will be displayed.
- If the student selected the correct answer but the system marked it as 0, the teacher can manually edit the point value by overriding the 0 by typing the correct point value.
- Also flag with the DOS so that she can inform Ivana / Nicky in Dubai so that the correct answer can be programmed correctly in the back-end and auto-marked correctly next time
- Feedback box can be used if the teacher wants to write the correct answer or write any comments for the student to see
- Click “Submit” on the last page to submit marking
- Test marks are displayed next to “Evaluated” status (Marks are out of 100)

Reports

Progress reports are completed every two weeks, starting from unit 2 onwards. These can be found in the teacher’s portal under my students. Progress reports are completed for unit 2,4,6,8 and 10 while the end of course report is for students completing unit 12.

Submitting progress reports (visible to students in Student Portal)

- Login to teacher portal
- Click on “My Students” tab in the left-hand menu
- If a teacher has more than 1 class, select class from “Classes” dropdown at the top
- Active students show on this page. Scroll to the right and select “Progress Report” under “Report” column
- The progress report will automatically open. Complete the report then click “Submit Form” (Ignore Unit field if it’s not mid-course or final course report)

Repeat for each student in your class.

Submitting mid-course and end of course student reports (visible to students in Student Portal)

- Login to teacher portal
- Click on “My Students” tab in the left-hand menu
- If a teacher has more than 1 class, select class from “Classes” dropdown at the top
- Active students show on this page. Scroll to the right and select “Midcourse / End of Course Report” under “Report” column
- The report will automatically open. Complete the report then click “Submit Form”

Repeat for each student in your class.

End of Course Certificates

All students will receive an end of course certificate when they leave their course. ‘Attended’ certificates are for those who leave without finishing the level. ‘Completed’ certificates are issued to those who have completed the level, i.e., all of the course book. The DOS will prepare the certificates in advance and will give them to teachers to hand to the leavers on Fridays.

PLACING STUDENTS

Pre-course assessments

Prior to arrival, all students are required to take a placement test via the student’s portal. After being enrolled, students are automatically sent their login details to their email address. The student can then login to their portal to take the placement test. The placement test on the student’s portal includes an oral and written component along with a grammar component. The grammar component is automatically marked by the system and the written and oral components are evaluated by the DOS who can access the entry tests via the CRM. This test enables our students to be placed in a class suited to their level of competence.

For **walk-in students**, we ask that they complete the online free Cambridge test at:
Cambridgeenglish.org (General English Test)

The student will receive their result instantly after completing the test. They can email a screen shot of the result directly to the DOS after completion if they decide to do the test at home. If a student wishes to do the test in school, a lap-top can be provided for them to complete the test in a quiet room.

In addition, we have an oral placement test in the teacher’s room (in the black folder) which can be used alongside the online Cambridge test. Although this test is quite reliable as a rough indicator of level, teachers should pay attention to new students as they settle into the class and report any possible misplacement immediately to the DOS. If a student moves class, i.e., up or down a level, take back their course book, as they will be issued with a course book at the new level. For this reason, a student should not write in their course book within the first week of their course. The cost of the course book is included in the course price when a student

books a course with us, so there is no extra charge for this.

Needs Analysis

Needs Analysis is the process of collecting information about students' needs and wants as well as areas which are in need of improvement. This information can then be interpreted and used to develop a more student-centred syllabus. Although curricula and syllabi are planned by schools, who are expected to be aware of students' needs, it is impossible to cater for every learner's need in advance, as no learners and no teaching contexts are alike. Conducting a mini scale Needs Analysis to identify learners' needs, wants, and lacks seems an effective practice so that appropriate materials can be created, or the existing ones can be modified to address any inconsistencies.

It is always helpful to find out about students' motivation, their prior learning experiences, the situations they are likely to use English in and which skills/language items they need to extra practice with. Prior to or on the first day of a new course, a student will fill in a needs analysis questionnaire together with the DOS.

The DOS will pass this information onto the relevant teacher. Armed with this information, the teacher can then select and create the most appropriate and useful learning materials and activities for their students.

Class Changes

Despite the efforts we make to place students correctly, some students may need to change class. It is of the utmost importance that the DOS is consulted at the earliest possible stage and, above all, before anything is promised to the student. It is absolutely no use for you to tell a student that he can, for example, go down a class if, in fact, there is not a place available in the next class down.

If you feel that a student should move, you should first consult the DOS about the various possibilities. If a student approaches you requesting a move, you should ask them to generate a 'request' on the student portal, (see "Raising Tickets") and make no comment at this stage. Please just inform your student that the DOS will respond to the request through the CRM. The DOS will then review the situation after speaking to the teacher and will contact the student directly through the system regarding the decision. Except in unusual circumstances, students should only move classes on Mondays. For students studying with us for one week, a student can be moved immediately if they have been put into a class at completely the wrong English level. This is very unlikely to happen though due to our thorough testing procedures.

Should it not be possible or desirable for a student to change class immediately, you and the DOS will need to agree on a suitable strategy until a move is possible. If you do not follow this procedure, a student may end up in your class without anyone being aware of it.

Struggling students

Not all students learn in the same way or at the same pace. In addition, aptitude for language learning varies widely. After about a week, you may notice that a particular student appears to be gaining little benefit from the lessons and seems to prefer more time in which to carry out tasks and assimilate knowledge. In such cases, it is the teacher's responsibility to take such students aside and sensitively point out that they would gain more from studying in another class and at a different pace. Please ensure that a tutorial takes place with new students within the first two weeks so that any issues can be discussed.

Class changes should only be done after consulting the DOS (see section 'class changing'). When a student is firmly convinced that the proposed move is in their own interests, operate the class changing procedure as outlined above.

Students who say “It’s too easy”

There are some students who, for a variety of reasons, overestimate their ability. This could be because of their passive knowledge, good oral/aural skills or merely reflects their confidence and personality. A student in this category may request to go into a higher class, which in the teacher's opinion is undesirable and unsuitable for them. The occurrence of such situations can be minimised by having the progress tests which should reflect the content and focus of the week's work. These tests are designed to produce results which emphasise how much has been learned. A record of the results of class tests are kept in the portal and can be used to make students aware of their progress and, if necessary, to support your decisions. Should a test prove that the student who has requested to go up is, in fact, one of the best in the class, operate class changing procedure as outlined in that section. If not, point out to the student the areas of competence they need to improve in order to go up to the next level.

COMMUNICATION CHANNELS FOR STUDENTS

Monthly Tutorials

For students who are studying for 4 weeks or more, a mini-tutorial or progress chat must be given after the first two weeks and again approximately halfway through their course. Tutorial records, with action points (agreed together with the student) should be kept in a 'Tutorials' folder. Please give a copy to the student and also email a copy to the DOS. Action points need to be designated to the appropriate member of staff and acted upon, this action then being recorded on the tutorial form. Such tutorials should be scheduled within class time, ideally you should do class tutorials with individuals during Friday test time. You can pull individuals aside while the others are doing their tests and use another room (if available). Please ask the DOS which room/area you can use to conduct the tutorials beforehand. Each tutorial should take around 20 minutes. Please speak to the DOS if you are unsure how to conduct a tutorial and she will provide guidance.

Raising Tickets

Students can now communicate with various departments in the school through the ticket

system by logging into their portals and selecting 'Requests' on the left-hand side. The request has a drop-down option and students can choose from the following categories:

- Refunds
- Holidays
- Course pause request
- Visa enquiries
- Course extensions
- NOC Letter
- Course upgrade
- Certificates
- Class change
- Teacher feedback
- Accommodation extension
- Level change
- Return to class
- Tests
- Careers

Once a request is generated, a ticket number is generated. This is then sent to the relevant department who will respond directly to the student.

Student Feedback

Initial and end of course feedback is important for us as an organisation because it gives us an insight into what we are doing well and it helps us to improve. We ask that students provide feedback on their first impressions of the school, our staff, facilities and courses after their first week at the school. Students can give feedback via the student portal. There is a drop down tab called 'Feedback' in the left-hand menu. Students can also give separate feedback on their classes and accommodation via the portal.

Google Reviews

Students can leave us feedback by scanning the barcode on the table top triangular display which can be found in every classroom.

TEACHING & LEARNING

Hours of work

Academic staff are currently required to teach two sessions per day: 9:00am – 12:15pm & 12:45pm – 4:00pm. Working days are Monday to Friday. Any overtime worked will be paid in accordance to confirmed attendance and at management's discretion. Please see your individual contract for full details.

Rates of pay

The pay scale for ES London is £16 – 20 per hour for teaching staff. The hourly rate received is reflective of your teaching qualifications and experience. This rate will be agreed with you prior to the commencement of your employment.

Sick pay / Paid leave

Please refer to your individual contract and the Staff Handbook for full details.

Timetable

Our current classes run in the mornings from 9.00 – 12.15 and in the afternoons from 12.45 – 16.00. A sample timetable is below:

TEACHER	9:00 to 12:15	12:15 to 16:00	CLASSROOM
Maarya	P2	I71	Canary Wharf
Ben	A2	Speaking Adv	Stratford

All of our classrooms are named after places in London. There are three classrooms on the 3rd floor and four classrooms on the fourth floor. Please inform the DOS if you wish to move classrooms, stating the reason for the request.

Lesson preparation

Before you start planning each lesson, have a clear idea of the objectives you wish to achieve. Objectives clearly address grammar, pronunciation, lexical areas or language skills.

A poor example of a lesson objective:

Students will talk about money.

This is not an objective because it is not specific enough. Make it clear to your students what objectives they are covering each lesson (clear objectives are provided in the course books and should be displayed on the IWB before you start teaching your lesson each day) and ask students at the end of the lesson if they have achieved them. This will help them to feel that they are progressing.

A good example of a lesson objective:

By the end of this lesson, students will be able to recognise and define the meaning of some common money idioms, be able to accurately use these idioms in controlled practice tasks, and will be able to use these with some accuracy in freer practice tasks (e.g., role-plays)

Once you have your lesson objective, you can plan how you are going to achieve this. It is always a good idea to start your lesson with a warmer. Generally speaking, a warmer is something you do at the start of class to get learners switching from L1 habits into the L2. A warmer does exactly what it says on the tin, it warms the students up! Warmers can be used

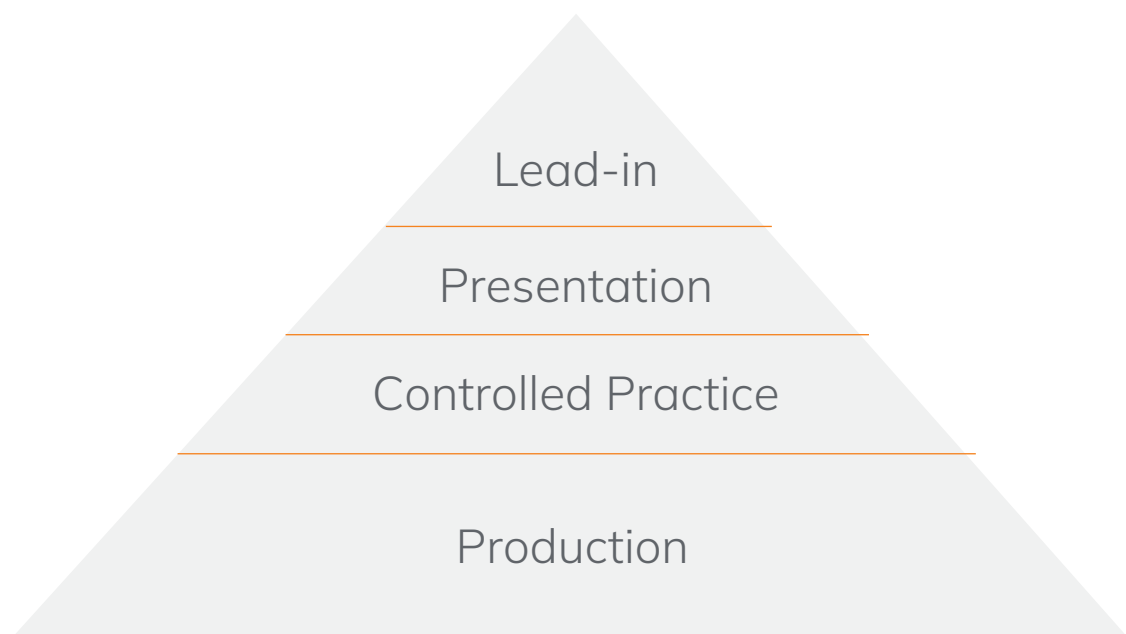
to review language taught in a previous lesson. A great warmer, which is a staple TEFL teacher activity, is called an Alphabet Race.

Alphabet Race: Objective: Lexis, Practice, Structures. (High levels – word building; using suffixes, collocations, etc.) Age: Any Level: Any Interaction: A race/Teamwork Class Time: Try not to let it go on for more than 10 minutes Preparation/Time: music, whiteboard/flipchart

Procedure: Basically, this is an Alphabet race which means you put students into two teams and write two sets of the letters of the alphabet on different sides of the board that you want them to practise. Students are sitting in their places and it is mandatory that they be sitting when they get passed the IWB pen or they are penalised. Tell them this 2 or 3 times. Then tell students in what order they'll run up to the board and that they must write a word starting with that letter of the alphabet. It's good to start with A and go on to the next letter consecutively. If they can't think of a word with that letter, let them go on to the next. Start by handing the first 2 students the board pens and play the song, which is the cue to run up to the board. Students really enjoy it and you can practise all kinds of lexis, structures, irregular verbs, etc. The winning team is the one which has the most correct answers. Spelling must be accurate! Variations: Adapt it to higher levels if you want to; collocations, phrasal verbs etc. Once the warmer is over, you can start teaching the class something new! What you plan must be appropriate for the level of the class you are teaching! Please follow the appropriate syllabus and chosen course book for the level you are teaching.

A Common Lesson Plan Structure – Presentation, Practice, Production (PPP)

The language lesson example provided in this handbook will focus on the basic lesson plan shown below. It is sometimes referred to as a PPP lesson plan (because of the Presentation, Practice and Production stages.) The triangle template gives you an idea of the time you should spend on each part i.e. ideally the production section is the longest.



The Lead-in- Build the context and elicit
 Presentation – Concept check, model and drill, write up the form
 Controlled Practice – Accuracy activities
 Production – Fluency activities

The following plan shows the PPP lesson plan in action. Writing a good plan will give you the confidence to teach any class, but try and avoid walking around the classroom clutching it tightly in your hand. Remember to include lots of student-centred activities, where you have limited involvement. Remember to always monitor activities.

Time: 50 minutes

Level: Intermediate

Aims: To present, practise and consolidate ways of giving advice and making suggestions.

Target Language: Why don't you..., How about..., You could..., You should... (phrases for giving advice that you want to teach.)

Potential problems: the verb after 'How about...' uses the -ing form, where all the others use the infinitive. When practising, the students may only use one or two phrases rather than all of them.

Solutions: Emphasise the -ing form for 'How about...' and monitor carefully in the controlled practice part to check all students are comfortable using all forms. When students are comfortable with all forms, and can use accurately, move on to the production stage of the lesson.

T= Teacher S= Students

STAGE	Activity	Reasons	Interaction	Timing
Lead-In	Using a picture of a fashion store and story involving your obsession with shopping and your car breaking down, elicit the help you need to get to the store.	This is an interactive story, getting the students involved. It will also create the need to use phrases for giving advice.	T – S S - T	5 mins
Presentation	Elicit advice to get to the store. Drill any TL sentences. Tell students the TL if they don't know it. Use the examples provided by the students to	The students are giving advice to help you so the meaning of the phrases is implicit in the story. Drilling shows the pronunciation. This	S – T T - S	5 mins

Presentation	write the TL on the board in a structured table. Highlight 'How about..'	should be done as a class and with individuals too. The table will highlight the form of the verbs plus the spelling of the phrases.	S – T T - S	5 mins
Controlled Practice	Correcting sentences activity on the board in pairs. Feedback In different pairs, each are given a problem. They take it in turns to use examples of the TL to give each other advice. T monitors and corrects when needed.	This will help with testing the students have understood the form. Share answers as a class This activity will allow T to test their pronunciation and meaning while providing students more practice with the phrases	S – S S – T S -S	15 mins
Production	Each student is given a post-it note. Get them to write a problem on their note. Can be anything they like. Tell them they only have 3 minutes to come up with the problem! Students place post-it note on the back of another student. They all stand up and mill around the room. They give each other advice regarding their problem. Students need to guess what the problem is on their back, based on the advice they are given. T monitors, then feedback	This will set up/ lead into the activity. The situations lend themselves to giving advice. Students will draw on their existing knowledge of English to give advice. Students will be practising the TL. Check doing activity correctly, to round off the activity	S S – S S - T	25 mins

Points to remember:

- Always concept check the meaning of the TL by asking simple questions which require yes/no answers, e.g., to check meaning of 'should:'

Do I think this suggestion is a good idea? Am I saying that it is necessary?

- Feedback from activities where appropriate
- Always monitor
- Avoid interrupting the flow during the production stage
- During the presentation: Meaning – Pronunciation – Form: in that order!
- Use gestures and facial expressions to help convey meaning, especially with lower level students
- Project your voice but don't shout – Speak clearly. Also, use clear, natural intonation patterns and do not exaggerate
- Don't talk too much – If you are doing all the talking then there is less Student Talking Time (STT)
- Try not to give lengthy, complicated instructions, particularly at lower levels
- Grade your language appropriately to suit the level you are teaching
- Set time limits for activities
- Build rapport – students will be more receptive
- Try to make the activities as fun as possible!

Your DOS will be there to guide you through your lesson planning in your first few weeks at the school and will observe you teaching a class within your first few weeks at the school. You should plan ahead, for what you intend to teach the following week, every Friday.

Teaching mixed ability groups

It may seem contradictory to suggest that you group stronger students together and that you group weak with strong. However, depending on the task and the class dynamic, there are usually opportunities for both types of grouping. It's a good idea to experiment with mixing up the strong and weak students whilst also giving time for stronger students to work together so that they work to their full potential.

Giving Instructions

Giving clear instructions is vital for weaker students to be able to follow the class. Use hand gestures as well as words to explain the tasks and ask instruction checking questions (ICQs) to check their understanding. You could also use stronger students to check back the instructions or ask another student of the same L1 to explain the task in their own language if necessary. This should happen only if absolutely necessary.

Teaching and Learning Rationale

Most students coming to ES London do so to improve their communicative competence – this

means that the teachers need to activate, improve and expand the students' output. It has been found that most students receive optimum benefit from a task or topic based syllabus, rather than a structural one. So, rather than planning a structural syllabus whereby learners progress from simple to more complex tasks, learners use language to accomplish a particular task. From the task or topic, various language items can be focused on and given more emphasis, if necessary. This is particularly important for those clients who come from more traditional learning backgrounds, where the acquisition of grammar is given a very high priority. The main point is that language is not taught in isolation but rather it comes from the necessity to complete a task within a context which is both challenging and relevant to the learner.

Another important issue is that learners need constant reinforcement of the language recently acquired. Research suggests that learners go through a process of noticing the language themselves and then go on to proceduralisation. In other words, learners have to perceive the new language, then try to incorporate it into their existing language, which they do by experimentation and practice, so that it becomes automatic and used without conscious thought. This means the teacher must provide plenty of practice opportunities in order for the students to become accurate and fluent.

Continuous Enrolment

ES London appreciates that it can be a bit of a headache managing classes with continuous enrolment. This is partly to do with planning content: our courses are designed for 12-weeks; and students who are only in class for two weeks may have wildly divergent interests and language needs. Partly, it's to do with classroom dynamics and the need to integrate new students while keeping the other students in your class happy. All-in-all, continuous enrolment can be demanding. Fortunately, there are things you can do to help you keep on top of everything. Here are some suggestions:

- Recycle language regularly and extend its scope. You can do this via specific classroom activities (backs to the board, crosswords, bingo, Pictionary, and so on), by recycling the vocabulary already studied in class, by encouraging students to re-use language in a fun yet meaningful way. Your DOS can give you some ideas on how to do this, so please ask for her help if you need it.
- Don't be limited by the course book. There's a lot of grammar and vocabulary in every course book unit. You can exploit this in a variety of ways: DIY gap-fills, dictogloss activities, or other types of text reconstruction, taking sentence stems from course book texts and encouraging students to personalise them.
- Talk to your students about their needs and objectives. This is an important thing to do. Try and plan the weekly lessons together with your students on Fridays (dividing the class whiteboard into "skills" [listening, speaking, etc.] and "themes" [for vocab and grammar] and encouraging students to discuss in pairs – and in as much detail as possible – what they would really like to study during the following week, using the course book contents page as a reference. You should arrange tutorials with your students to speak to them

individually to find out how they have found their classes and what they still want to study. This will not always be possible with students who are studying on shorter courses, but certainly you should hold regular tutorials with students who are studying for 4+ weeks.

- Try to have at least a couple of lessons a week “unplugged” and away from the course book, generating lessons from student input. Please take a look at the Teachers’ Resource area for other ideas. Your DOS is also here to help you with ideas if you get stuck! Try to supplement the course book with other materials around 30% of the time.
- Encourage your students to notice new language. Sometimes, students expect just to turn up to a class and be spoon-fed the language; but research very strongly suggests this is not the best way to learn. Encourage students to keep a vocabulary book, or a learner’s diary, where they can note down new language as they encounter it. One very simple way of doing this is to ask your students, following some sort of engagement with an English text, to note down five words or expressions they want to remember from the article, and write clear definitions, as well as full sentences, using each one. Perhaps they could also transfer them to slips of paper for a class vocabulary bag. In later lessons, you can use these words in revision game.

The syllabus & course outline

The core syllabus for each level is largely determined by the course book which is chosen in consultation with the DOS, taking into consideration the class level, age and the length of time the students will be staying at ES London. The course direction and material components are reviewed periodically, either at the staff meeting or when the situation demands. Much use is made of original materials as well as appropriate support and supplementary materials.

Course books

The focus of our General English programme is on developing communication skills. We aim to provide the students with maximum opportunities to improve their language performance for social interaction and functional purposes. The course is made up of lessons based around one theme per week, provided by the course book. In addition, there are weekly excursions which we aim to base around the weekly theme in the course books, but ultimately these excursions will be decided by the Social Activities Co-ordinator. ES London’s syllabus has been developed with the following considerations in mind:

- Is up-to-date
- Is interesting with relevant themes, consistent through all levels
- Expands students’ lexis
- Focuses on speaking and listening with particular emphasis on natural communication
- Keeps a good pace to maintain interest
- Promotes good learner habits
- Allows for personalisation of content on the part of both teachers and students.

We ask that teachers follow the syllabus in order to address the relevant objectives for that week. You should also use your own ideas to supplement or substitute various activities.

However, what you teach should still be consistent firstly with the week's theme, and secondly with the objectives prescribed for that week.

A clear week-by-week programme is available to the students via their individual portals and programmes for each level are also in the black folder in the teacher's room. Please ensure that objectives for each lesson are provided to your students at the beginning of each lesson. Each IWB has had all of the Student books, Teacher Books and related material uploaded onto them. The lesson objectives should be displayed on your IWB at the beginning of each lesson. All general English classes will run for 12 weeks, based on 15 hours of study per week. We are currently using the "Evolve" book series (American English) and will be moving to the "Life" book series by the end of 2022. You can access the material for each of the Evolve levels along with all teacher resources via the Cambridge One website. You can access this by going to:

Access - [cambridgeone.org](https://www.cambridgeone.org)

Login – Tristan@esdubai.com

Password – ESDubai2021

The quizzes used for the progress, mid-course and end of course tests are accessed via Google Drive. Your DOS will share this with you during your induction.

The Evolve book series is a six – level integrated skills series with grammar and vocabulary for adults was chosen because of:

- A focus on real-world communication. "Insider English" highlights the informal language and colloquial expressions frequently used in everyday situations, and pronunciation activities address aspects of pronunciation that most affect communication (e.g., use of the glottal stop in natural speech.)
- Dedicated speaking lessons based on immersive tasks. Every unit has a "Time to speak" lesson dedicated to developing speaking skills and building students' confidence in taking risks with language.
- Peer models and content from real students. Real students feature throughout the Student Books and are featured responding to discussion questions in mobile-friendly videos that provide achievable role models.

The "Life" book series is a six-level integrated-skills series with grammar and vocabulary for young adult and adult English language learners. We will be using the British English version of the series from autumn/winter 2022. We have chosen to change our course books because:

- The course will cover the four skills: reading, writing, listening and speaking as well as vocabulary, pronunciation and grammar, real life functions, and critical thinking.
- A practical, competency-based syllabus helps learners in their development of grammar, vocabulary, functions, pronunciation and skills through appropriate communicative tasks.
- Real life lessons model and practise everyday functions, preparing learners to use

language in the real world.

- National Geographic video on the DVD allows teachers to bring lessons to life.
- Vocabulary is introduced thematically, with additional emphasis on key words and word building in Word focus and Word building sections.
- British English is necessary for students who are living in the UK!

Supplementary material will be taken from teaching websites such as Onestopenglish, BBC Learning English, and TED talks. Please ask your DOS for further information regarding supplementary resources that we have. Resources will be shown to you during the induction and you are expected to take part in resources development during your time at the school. If you believe that additional resources should be acquired by the school, please speak to the DOS.

In addition to classwork, homework should be set 2 - 3 times over the week. Further to this, students can use materials from the selection of graded readers and publications available in the school as well as the interactive material available to them through their student portal. The class will run at the pace of the progress of the average student. The target is to complete the course over the 12-week period. Students going at a faster pace can be given extension work or extra class responsibilities. Weaker students will be given extra guidance, other exercises and extra homework. Students will be able to discuss their progress and concerns with you during individual tutorials and you will be able to monitor progress of individuals through weekly progress tests in class.

The course above has been set out for the students who attend ES London. If our student base changes, i.e. to a Business English or Exam Class, the course will follow an appropriate text book and a new set of course principles will be devised by the DOS. As well as this, the course will depend on the actual needs of the students taken from students' questionnaires/feedback and after progress tests.

Levels of English you may teach:

BEGINNER (A1) GENERAL ENGLISH

Course Outline

The focus of this programme is English at Beginner level. This course enables students to enhance and acquire English language skills in reading writing, listening and speaking. In addition, it supports each skills-based lesson with speaking activities designed to give students the opportunity to acquire and practice vocabulary and grammar and provides students with the confidence to communicate in English within limited social settings. The programme will include an introduction to study skills which are vital in development as a language learner and, as a student living in London; students will need to be aware of the traditions and conventions of studying in a British environment. The course lasts 12 weeks in

total and will involve regular progress tests. In addition to the use of the course book, authentic material such as short articles or sound clips will also be used. Homework will be set two-three times a week, including over the weekend. Students will be consistently reviewing and learning vocabulary and structures. The main focus will be to give confidence in ability to communicate in English. This programme is communicative, dynamic and targeted at the needs of students. The syllabus has been carefully designed to ensure that it meets the criteria of the CEF (Common European Framework). Throughout the courses, students are supported fully and their development is checked frequently by progress assessments. The areas covered at this level relate to A1 of the CEF (Common European framework):

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. Can interact in a simple way provide the other person talks slowly and clearly and is prepared to help.

The Syllabus

The programme will include the following areas of Grammar and Structure:

- a/an
- I + am, you + are
- he/she/it + is
- my, your
- we/they + are
- be negative forms / be questions and short answers
- plural nouns
- possessive 's (his, her, our, their)
- irregular plural nouns
- prepositions of place
- this, that
- question words
- can/can't / can questions and short answers
- have/has
- adjective + noun
- very, really
- like
- like questions and short answers
- he/she + like
- object pronouns

- present simple I/you/we/they
- present simple questions I/you/we/they
- present simple with question words
- present simple he/she
- prepositions of time
- frequency adverbs
- present simple questions
- there is / are
- there is / are negative and question forms
- imperative forms
- was/were
- was/were negative and question forms
- irregular past simple verbs
- regular past simple verbs
- past simple negative and question forms
- past simple with question words
- present continuous
- present continuous with future time expressions

ELEMENTARY (A2) GENERAL ENGLISH

Course Outline

The focus of this programme is English at Elementary level. This course enables students to enhance and acquire English language skills in reading writing, listening and speaking. In addition, it supports each skills-based lesson with speaking activities designed to give students the opportunity to acquire and practice vocabulary and grammar and provides students with the confidence to communicate in English in a variety of different settings. The programme will include an introduction to study skills which are vital in development as a language learner and, as a student living in London; students will need to be aware of the traditions and conventions of studying in a British environment. The course lasts 12 weeks in total and will involve regular progress tests. In addition to the use of the course book, authentic material such as short articles or sound clips will also be used. Homework will be set two-three times a week, including over the weekend. Students will be consistently reviewing and learning vocabulary and structures. The main focus will be to give confidence in ability to communicate in English. This programme is communicative, dynamic and targeted at the needs of students. The syllabus has been carefully designed to ensure that it meets the criteria of the CEF (Common European Framework). Throughout the courses, students are supported fully and their development is checked frequently by progress assessments. The areas covered at this level relate to A2 of the CEF (Common European framework):

The student can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). The student can also describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

The Syllabus

The programme will include the following areas of Grammar and Structure:

- Present simple
- Be (is/are/am)
- Possessives and possessive adjectives
- Plural nouns
- Prepositions of place
- Adverbs of frequency/expressions of frequency
- Countable and uncountable nouns
- Can/can't
- Past simple (regular/irregular verbs/questions and negatives)
- Comparative and superlative adjectives
- Present continuous
- Going to (for future plans)
- Present continuous for future reference
- Present perfect
- Will/won't
- Definite 'the' article/no article

INTERMEDIATE (B1) GENERAL ENGLISH

Course Outline

The focus of this programme is English at Intermediate level, developing and consolidating knowledge and practice of Grammar, Structure and Lexis / Vocabulary. As well as work on phonology, there will be practice on all four skills. The programme will include an introduction to study skills which are vital in development as a language learner and, as a student living in London; students will need to be aware of the traditions and conventions of studying in a British environment. The course lasts 12 weeks in total and will involve regular progress tests. In addition to the use of the course book, authentic material such as newspaper articles or sound clips will also be used. The course will also include longer project work such as

presentations, or extended debates. These will occur at regular intervals during the course. In addition, there will be a focus on enhancing critical thinking skills in order to challenge learners to understand texts at a deeper level. Homework will be set two-three times a week, including over the weekend. Students will be consistently reviewing and learning vocabulary and structures. The main focus will be to give confidence in ability to communicate in English. This programme is communicative, dynamic and targeted at the needs of students. The syllabus has been carefully designed to ensure that it meets the criteria of the CEF (Common European Framework). Throughout the courses, students are supported fully and their development is checked frequently by progress assessments. The areas covered at this level relate to B1 of the CEF (Common European framework):

The student can understand the main points of clear standard input on familiar matters regularly encountered in work, school and leisure, as well as produce simple connected text on topics which are familiar or of personal interest. The student can also describe experiences and events and briefly give reasons and explanations for opinions and plans.

The Syllabus

The programme will include the following areas of Grammar and Structure:

- Present perfect (simple and continuous)
- Past simple/past continuous
- Predictions: will, may, might, could
- Future forms (will, going to, present continuous)
- Determiners and possessives
- Reported speech
- Past perfect simple
- First conditional/ Second Conditional/ Third conditional
- Linking words (basic discourse management)
- Passive voice
- Defining relative clauses
- To + Infinitive / -ing form
- Modals (probability, obligation, permission)
- Indirect questions and question tags
- Phrasal verbs and collocations

UPPER INTERMEDIATE (B2) GENERAL ENGLISH

Course Outline

The course develops and consolidates knowledge and practice of Grammar, Structure and Lexis/Vocabulary at an Upper-intermediate level. Students will acquire a wider range of vocabulary through various word-building activities. As well as work on phonology, there will be practice on all four skills. The course lasts 12 weeks in total and will involve regular progress tests. In addition to the use of the course book, authentic material such as newspaper articles, TED talks or sound clips will also be used. The course will also include longer project work such as presentations, or extended debates. These will occur at regular intervals during the course. In addition, there will be a focus on enhancing critical thinking skills in order to challenge learners to understand texts at a deeper level. Homework will be set two-three times a week, including over the weekend. The programme will include a comprehensive overview of study skills which are vital in development as a language learner and, as a student living in London, they will need to be aware of the traditions and conventions of studying in a British environment. Students will be consistently reviewing and learning vocabulary and structures. The main focus will be to give confidence to students and increase ability to communicate in English and to create the foundations of a mature and accurate writing style. Students will be able to:

- Express themselves confidently in all social situations
- Express opinions and develop a basic discussion on complex themes
- Report their opinions to others/ react to stories
- Negotiating/Getting clarification
- Identify weak forms/ intonation in speech
- Use linking words and discourse markers (discourse management)
- Write informal e-mails
- Write formal letters/ e-mails/ letters of complaint/ reports/ essays/ stories/ proposals/minutes from meetings
- Listen to long, authentic texts
- Read complex texts
- Speaking on complex topics, giving presentations and participating in group discussions.

This programme is communicative, dynamic and targeted at the needs of students. The syllabus has been carefully designed to ensure that it meets the criteria of the CEF (Common European Framework). Throughout the courses, students are supported fully and their development is checked frequently by progress assessments. The areas covered at this level relate to B2 of the CEF (Common European framework):

The student is able to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. The student will also be able to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

The Syllabus

The programme will include the following areas of Grammar and Structure:

- The programme will include the following areas of Grammar and Structure:
- Present tenses review
- The passive
- Past simple and present perfect simple
- Past tenses review (past continuous, past simple, past perfect simple, past perfect continuous)
- Future forms review (will, going to, about to, present continuous, present simple, future continuous and future perfect simple)
- Expressions of quantity
- Determiners
- Verb + infinitive or –ing
- Verbs with -ing and to+ infinitive
- Negative and tag questions
- Mixed conditionals
- Wish, would rather and if only
- Reporting verbs/ passive reporting verbs
- Articles
- Relative clauses
- Habitual actions (be used to/ get used to etc.)
- Could, was able to, manage to
- Focus adverbs only, just, even, as well etc.
- Causative have and get

ADVANCED (C1) GENERAL ENGLISH

Course Outline

The course develops and consolidates student knowledge and practice of Grammar, Structure and Lexis/ Vocabulary at an advanced level. As well as work on phonology, there will be practice on all four skills. The programme will include a deeper focus on individual ideas and learner autonomy. Advanced learners will develop as a language learner and, as a student

living in London, students will need to be aware of the traditions and conventions of studying in a British environment. Register and social context play a much larger role at this level. The course lasts 12 weeks in total and will involve regular progress tests. Students will be consistently reviewing and learning vocabulary and structures at an advanced level. The main focus will be to give students confidence in their ability to communicate in English and to create the foundations of a mature and accurate writing style. A further aim is to expose learners to the pragmatics and sociolinguistics of English to a higher degree than the previous levels. In addition to the use of the course book, authentic material such as newspaper articles, TED talks or sound clips will also be used. There will be a bigger emphasis on authentic material at this level. The course will include more of a focus on longer project work such as presentations, or extended debates than the other levels. Enhancement of higher-level critical thinking skills, such as reading between the lines, will be included. Homework will be set two-three times a week, including over the weekend. Students will be able to communicate in order to:

- Express themselves confidently in all social situations with great ease and fluency
- Express opinions and develop arguments/find counter arguments
- Be able to engage with any audience

Students will develop an advanced writing style where they will be able to:

- Write formal letters on business-related topics
- Write an informal e-mail
- Describe a process in detail
- Write formal reports
- Express ideas using some complex structures
- Write an opinion essay/ a book review
- Listen to long, authentic extracts and summarise/discuss the opinions expressed
- Read complex texts and summarise/discuss the opinions given

This programme is communicative, dynamic and targeted at the needs of students. The syllabus has been carefully designed to ensure that it meets the criteria of the CEF (Common European Framework). Throughout the courses, students are supported fully and their development is checked frequently by progress assessments. The areas covered at this level relate to C1 of the CEF (Common European framework)

Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

The Syllabus

The programme will include the following areas of Grammar and Structure:

- Time phrases
- The perfect aspect
- The continuous aspect
- Present and perfect participles
- Intensifying adverbs
- Emphatic structures (Was that why she was crying? I do hope she will be alright!)
- Past modals
- Probability
- Substitution
- Nominalisation (changing a verb or other word into a noun e.g. development rather than develop)
- Phrasal verbs/verb patterns
- Linking words
- Subordinate clauses
- Passive reporting verbs
- Expressing purpose
- Tag questions
- Adverbs
- Unreal past inversion in conditionals
- Approximation/qualifiers

Available programmes

Semi – intensive programmes

Students study for 15 hours per week, 3 hours per day Monday to Friday. These students either study General English in the mornings or General English in the afternoons. Alternatively, students can choose to study IELTS in the afternoons instead of GE. Students must be Pre-intermediate level or above to enrol on one of our IELTS courses.

Intensive programmes

Students study for 30 hours per week, 6 hours per day Monday to Friday. These students either study General English in the mornings and IELTS in the afternoons or General English in the mornings and speaking classes in the afternoons. More course options will become available if our student base changes. The current programmes on offer have been decided upon due to our current student base and student numbers.

Afternoon IELTS classes

Many students come to ES London to prepare for the IELTS Exam (International English Language Testing System). The academic module of this exam is designed to assess the

language ability of students who wish to study in colleges and universities in the UK and thus, their suitability for their chosen course of study. It comprises speaking, listening, reading and writing components and is available to students who are at a minimum of a pre-intermediate level.

According to the competence of the class, a suitable IELTS course book should be selected, with additional material for test practice. The skills developed on an IELTS course are summarised below:

By the end of the IELTS course, students will be able to:

- Read relatively dense, academic texts in order to skim for general meaning / global comprehension.
- Scan in order to locate specific information.
- Read relevant parts of the text intensively for detailed understanding.
- Listen for general meaning / global comprehension.
- Listen in order to extract specific detail.
- Predict missing information in a text, based on comprehension and grammatical accuracy.
- Orally convey personal information, with a reasonable degree of fluency and accuracy.
- Converse with a reasonably clear, comprehensible pronunciation.
- Interact naturally in a conversation with a native speaker on a wide range of general topics.
- Show awareness of current issues and be able to express opinions on these.
- Talk extensively on a given topic for several minutes, with little preparation.
- Respond flexibly to diversification of this topic
- Describe facts and figures relating to graphs and bar charts, commenting on general trends and main points.
- Describe a simple process from a picture or diagram.
- Write a coherent and cohesive discursive essay to a reasonable standard of English, in an appropriate academic style and layout.

Afternoon speaking classes

Confident and accurate English conversation is the main aim of most students. At ES, our speaking classes are designed for students who already have a limited English knowledge and need more speaking practice and error correction. English speaking classes are popular among students from non-English speaking countries and whose grammar, reading and writing skills are better than their conversation skills, so they need to 'activate' their theoretical English knowledge and start using it in practice.

Complete speaking lesson plans are available via the Google Drive. Your DOS will share these files with you so that you have ready-to-go speaking lessons for the level you are teaching. Below is a course outline for the Advanced Speaking course. Course outlines for other levels are accessible via Google Drive.

Advanced Speaking Course Outline

Overview: This 8-week student-centred advanced speaking course consists of authentic and meaningful communicative activities taking into consideration the various learning styles, personalities and interests of your students. Each week consists of a new topic based around the themes of: Global Issues, Futurism, Social Issues, Working in the 21st Century and Technology.

During this course students will:

- Improve their Confidence in Speaking & Listening
- Correct their Pronunciation
- Ask & Answer Questions with other students
- Stretch their interlanguage
- Gain interpersonal communication, presentation & teamwork skills
- Learn new vocabulary & practise using grammar structures
- Enhance problem-solving skills through creative & critical thinking
- Explore a variety of topics in fun ways

Assessment: Students will be holistically assessed based on the following activities:

- Speaking Discussions: As this is a speaking course, Ss will be expected to actively participate in discussions in small groups daily.
- Informal debates: These will occur a few times over the course. Ss will be expected to use argumentative language and be persuasive using their body language (nonverbal communication).
- Group presentations: These collaborative activities will occur weekly and give Ss the chance to enhance their teamwork skills by doing research, negotiating for meaning, preparing for, creating and, ultimately, presenting.
- Individual presentations: Additionally, Ss will be expected to present at least two over the duration of the course—one in the first couple of weeks & the final presentation on the last couple days of class. Ss will be expected to create a PPT on a topic of their choice (hobby, their country, work, passion, global issue, etc.). The presentation should be interesting, engaging and creative.

Teacher Feedback: The teacher (aka facilitator) should get to know their students personally in order to understand their current level (which is varying in any given class, at any given time), their language goals and needs. Not all students will be in the class for the whole 8-weeks for various reasons, so please make note of this and encourage them to present individually sooner, rather than later. Praise students in front of their peers. Feel free to both implicitly and explicitly correct their mistakes—but please do correct them often. Students do expect this and really appreciate it. Feedback should be given on fluency, coherence, vocabulary, grammar, pronunciation, confidence and overall improvement.

Final Notes: The challenge for any teacher is taking into consideration all the variables that are occurring at any given moment. For instance, we have multicultural students and each one has their own unique learning style, personality, motivations, age, socio-economic-status, language-level, personal & professional goals, time-frame, budget, learning disabilities, as well as any challenges that may affect their day-to-day learning development and improvement (living, monetary, social, etc).

Success is seeing them improve each week, and commending them in front of their peers, as well as individually with an action plan when they do an excellent job and go above-and-beyond—it will intrinsically motivate them to continue to push themselves. This leads to improved self-confidence, which they will take with them into their future endeavours as they become lifelong learners.

You can do that through lowering their affective filters, instilling an environment of trust, where they are free to make mistakes, whilst offering corrective feedback--both implicitly and explicitly--so that they are intrinsically motivated to improve themselves.

The programme for each level is based around weekly themes. All of these lessons have been successfully tested by teachers in Dubai. The example assessment sheet (see below) can be adapted to suit the activities you do in class. A full 8-week programme for each level is available via Google Drive and this will be shared with you. Feel free to supplement the lessons with extra activities. Do not feel you have to do all of them.

Name:

Dates:

Task:	A2	Debate on how to reduce your carbon footprint	Problem-solving task	etc.
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Criteria:

Fluency -Has difficulty communicating				
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Communicates ok, but lots of pauses

Communicates well				
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Task achievement - Task isn't completed successfully

Task achieved, but with some problems				
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Name:

Task achieved

Vocabulary - Language not appropriate to the situation

Language ok, but needs work

Appropriate language used for the situation

Grammar – Correct grammar structures used

Grammar mistakes are infrequent

Grammar mistakes made often

Pronunciation – incorrect pronunciation often hinders ability to be understood

Very few pronunciation issues occurred

CLASSROOM DISCIPLINE & PUNCTUALITY

You are responsible for your students' behaviour in your classroom and throughout the school. You must ensure that no material damage is done, that chairs are not removed from the classroom and that at the end of the lesson the board is clear and the room is ready for the next class. After the final lesson in the afternoon, make sure that all plugs are pulled out, lights switched off and all windows closed. Please try and ensure that your students respect the classrooms and common areas. Report any problems, such as maintenance, broken or damaged items, places that are dirty or unsafe etc., to the Health and Safety Officer so that appropriate action can be taken.

You should not encounter many disciplinary problems. However, given their diverse educational and cultural backgrounds, it is always a good idea to negotiate and establish some 'ground rules' with new classes regarding the following areas:

Respect for Attendance and Punctuality

ES expects students to take full responsibility for their academic work and progress. Success at ES depends largely on regular class attendance. Absence from class has been shown to be a contributing factor to failure or low academic achievement. If a student is experiencing difficulties that are contributing to poor attendance or punctuality, they should seek support

from the respective Student Welfare Officer. If students arrive more than 15 minutes after the lesson begins, the teacher reserves the right to exclude that student until the next lesson. All lateness must be recorded on the register and persistent offenders should be brought to the attention of the DOS.

Absenteeism

Please refer to your individual contract and the Staff Handbook for full details.

Consequences of unexcused absences

Percent	Total periods	Warning level
5%	42	Written warning
10%	84	Final written
15%	126	Dismissal

For absence to be excused on medical grounds, the student must produce a certified medical certificate within three days of returning to the ES London.

Other reasons for absence must be approved immediately on return the ES London

Examples of reasons would include:

- Death of family member
- Overseas flight cancellation
- First degree relatives getting married
- Other reason at the ES London managing Director discretion. ES London managing Director reserves the right to require documentation upon request

Note that where dismissal is recommended, it will only be effective on approval by the ES London Managing Director.

If a student is absent from your class for more than two days, please inform the DOS as soon as possible. All absences must be recorded on the register.

For absences which last for more than a few days, the DOS will contact the marketing agent in the first instance so that they can contact the student directly to establish the reason for the absence. If the agent cannot get in touch with the student, the DOS will send the student a direct message through the student portal and this will be noted on the system. For any student requiring a visa, 80% attendance is required in order to fulfil the visa requirements.

Speaking English

As far as possible, English should be the only medium for communication within the classroom, apart from exceptional cases. Point out the adverse effects of students speaking their own language in class, not only in terms of their own progress but also in terms of insensitivity to other nationalities. In monolingual groups, this is much harder to enforce and the use of the L1 (the mother tongue) and the L2 (English) should be negotiated. Some use of the L1 in group-tasks may, in fact, be beneficial, providing that feedback to the whole class is conducted in English.

Abusive behaviour

Any discipline problems which cannot be dealt with by the class teacher should be brought to the immediate attention of the DOS. Under no circumstances should you attempt to intervene in any physically or verbally threatening situation – please remove yourself from the situation and inform the DOS immediately.

STAFF MEETINGS & DEVELOPMENT

Staff Meetings

Staff meetings are held once per month every Friday, starting at 16.00 and generally last about an hour. All teachers are required to attend these unless they have received permission from the DOS not to do so. The meetings are designed to provide a platform for staff to give feedback on issues they may be facing, discuss practical issues relating to classes, course books, individual students as well as other non-academic related topics. Teachers are advised of any other important issues and are free to raise any points of concern that they may have. Attending these meeting is part of your contractual obligation and you will be paid your usual hourly rate for taking part.

Staff Feedback

Gathering staff feedback is an important step on ES London's journey to school improvement and a positive school culture. ES London values your feedback and we want you to know that we value your opinions. After your first week of working with us, your line manager will arrange an informal chat with you to find out how your first week went. Regular monthly meetings with the academic team will also take place along with whole team meetings once per month.

Observations

ES London aims to provide an environment in which learning can take place, both for the students and for our teachers. We consider observations to be a part of the Teacher Development Programme.

During your time with us you will be observed at least twice per year, by the DOS. Please try not to worry about observations. Instead use them as an opportunity to reflect and improve on your practice. The DOS is very experienced with conducting observations with the aim of giving useful feedback to help you improve within your role as teacher. A blank copy of the formal observation lesson plan form will be emailed to you well in advance of the observation date. Please fill in the lesson plan, ensuring that you include clear lesson objectives. Along with your lesson plan, please provide photocopies of any supplementary materials and course book pages you will use in the lesson. You will have the opportunity to self-reflect after you have delivered your lesson, by filling out the Lesson Reflection and Aims section of the lesson plan form. The DOS will arrange a mutually agreeable time with you, not more than 1 week after your lesson observation, to sit down to discuss the lesson in more detail. This will provide you with the opportunity to say what you think went well and to discuss which areas you think could be improved upon with regards to your lesson planning and delivery.

Peer Observations

If time and staff allow for this, encouraging peer observation is also very valuable for both newly qualified and experienced teachers. If we are able to set this up it can be done in the following way:

- DOS teaches class while teacher observes
- DOS teaches class whilst teacher observes another teacher

Please understand that an observation may be cancelled at short notice in the event of unforeseen circumstances.

Further development (CPD)

As well as lesson observations, you will be required to take part in our CPD Programme. Periodically, ES London will provide training and/or workshops aimed at improving the skills of teaching staff. Some of this training will be mandatory, and you will be expected to attend and participate fully. For example, you may be required to attend conferences or online workshops, designed specifically to aid you in your role as teacher. ES offers regular CPD Sessions, to take place at the school, led by the DOS or other experienced member of the teaching team, to explore and find solutions to the specific challenges you may face in the classroom and share good practice. Example areas covered could include teaching pronunciation, teaching vocabulary or teaching mixed level groups but you are encouraged to offer suggestions on topics you would like to see covered in these sessions.

The most popular choice will be chosen for that particular session. All CPD sessions and staff meetings, taking place outside of your contracted hours, will be paid at your hourly rate. You will be given no less than one week's notice of any meetings or CPD sessions you are required to attend. Attending these development workshops is part of your contractual obligation and you will be paid your usual hourly rate for taking part. place at the school, led by the DOS or other experienced member of the teaching team, to explore and find solutions to the specific challenges you may face in the classroom and share good practice.

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Yearly Appraisals

Appraisal is an ongoing process with an annual formal progress review. The first appraisal is conducted after the six months' probationary period and then every year thereafter. Appraisals are a two-way discussion of past and present experiences and achievements at

work. It will be used as a basis for agreeing future development to the benefit of the organisation and yourself. The aim of the appraisal is for us to give feedback and receive it from you, problem solving, guidance and support, to facilitate development, motivate and improve performance. In the appraisal, your performance will be discussed, as well as your training and development needs and pay recommendations.

Your appraisal will be with the DOS and will take approximately one hour. Prior to your appraisal, you will be asked to fill in the 'Pre-appraisal Self-review' form, which the DOS will provide. Please return this to the DOS at least two days before your appraisal date. A time and venue will be advised at least one week before the meeting takes place. The purpose of this form is to give you an opportunity to prepare for your appraisal so that your assessment can be as productive as possible. Try to answer all questions on the form as fully as possible.

RESOURCES

Books

Teaching materials, including sets of course books and supplementary materials, are located in the staffroom on the bookshelves and in the book storage cupboard. You will have a set of course books for your class but you can supplement this with other materials or your own material, where this is appropriate. Check that you are not using any material which is specifically allocated for afternoon speaking classes. Any material beyond the course book used should be clearly sourced:

i.e. Name of book, Author, Publisher and Publishing date.

We have a signing it and out system in place for all books at the school. Please ensure that you do not simply take a book home without informing the DOS in the first instance.

Graded readers

ES has a range of graded readers at various CEFR levels in the Teachers' Room for students to borrow. These books must be signed out. If a student requests to borrow a book, please send them to the DOS who will gladly find a suitable reader for the student.

IWBs

Every classroom at ES London has an IWB installed. Access and training on the interactive teaching system and use of interactive boards is provided to all teaching staff during the induction.

Computers

There are two computers in the teachers' room for your use. Please refer to our internet and email policy in the Staff Handbook for guidance on what you are allowed and not allowed to use the computers for. Predominantly, the computers should be used for lesson preparation, marking tests and doing reports.

HEALTH AND SAFETY

Covid-19

Vaccinations

There's no law in the UK that says people must have the COVID-19 vaccine but ES supports staff in getting vaccinated.

Face Coverings

There is no legal requirement to wear a face mask or covering anywhere within the UK but some staff may still want to wear one. ES London can provide you with a mask or face shield if you require one. ES London respects your right to protect yourself whilst at work.

If someone at work has COVID-19

If you find out that you have tested positive or have COVID-19 symptoms when you are in the workplace, you should tell your DOS as soon as possible. 'Self-isolating' (staying at home) is no longer a legal requirement but if you have COVID-19 symptoms or have tested positive, you should follow the public health advice in England. Try to work from home if you can. Talk to the DOS about options available to you. For example, if you feel well, there might be the option for you to teach your classes online. If you feel too unwell to work, a cover teacher will need to be arranged for your classes.

Fire Drills and Evacuation Procedure

If you become aware of anything in the building which could be a danger to health or safety, please report it immediately to the Health and Safety Officer so that the appropriate action can be instigated.

Every month, usually on a Friday, a fire drill is held to ensure that the staff and students can be evacuated safely in the shortest possible time, in the event of a fire. When the fire alarm is sounded, take your students out of the building, following the green fire exit signs which show the quickest escape route. Gather them together outside of the park opposite the school (Russell Square) and check that everyone is present. You can use your phone to sign into the Teacher Portal to check the names on the class register. Keep your class together until you are told whether or not it is safe to go back inside. Should you be the first person to locate a fire, try to raise the alarm, if possible, by locating the fire alarm boxes and breaking the glass before evacuating the building.

Accidents

Should an accident occur, the student should be taken to the reception desk on the ground floor where a qualified first-aid assistant (Emma Benina) will be summoned and the appropriate action taken.

All accidents must be logged in the Accident Book, located in the office (Room marked "Bloomsbury"). In more serious cases, the student will be taken to the nearest A & E Department, accompanied by the Welfare Officer, Niel Pama.

Student Welfare

At ES London, we aim to provide a safe environment for all students while they are studying with us and we take our responsibility to safeguard vulnerable adults, who are learning at the school, very seriously. We do not accept any students under the age 18, therefore our safeguarding policy relates to vulnerable adults only, who are defined as any adult who may be unable to take care of him/herself or protect him/herself from risk or harm due to age, illness, mental or physical disability, or inability to communicate in English. We want everyone at the school to feel safe, therefore, if you are worried about any student, please talk to the designated Welfare Officer, Niel Pama, airing your concerns and outlining exactly why your concerns exist. What to do if a student discloses sensitive information to you directly:

- Never make promises that you cannot keep, and never guarantee absolute confidentiality. Never agree to keep a secret; you have a duty to report your concerns
- Listen very carefully, do not make assumptions or jump to conclusions
- Take what you hear seriously
- Allow the student to speak without interruption
- Ask open questions, such as "is there anything else you would like to tell me?"
- Refrain from displaying any negative emotions
- Advise that you will try to offer support, but that you have to pass the information onto the Welfare Officer
- Make a detailed written record of what you have been told, using the student's words and not your own interpretation
- Do not discuss the case with anyone other than the designated Welfare Officer

Keeping Records

All records and information related to the student must be kept by the Welfare Officer in a locked cabinet or secure electronic file. Only the Welfare Officer will have access to these files.

Special Educational Needs

ES London shares the premises with another educational provider called CIEE. We have a lift on the premises, and wheelchair access is also provided, as well as disabled toilet facilities in the basement. We can help students who have partial difficulties with their sight or their hearing, or for those who are dyslexic/have learning difficulties but our courses are probably not suitable for those who have severe blindness or those who are completely deaf. Please speak to the DOS if you think you may need to provide special arrangements for a student. For ideas on how to deal with differentiating tasks in the classroom for students with additional needs, your DOS will be able to help you plan accordingly.

‘Prevent’ Policy

Prevent (Counter Terrorism & Security Act 2015) is about safeguarding individuals from being drawn into terrorism, ensuring those vulnerable to extremist and terrorist ideology are protected. Although it is difficult, we should all try our very best to recognise when someone is in danger of being influenced by groups which hold extreme political or religious beliefs in order to put an end to the danger. We must all try to identify situations in which people are vulnerable to being drawn into terrorism and extremism.

What does extremism mean for people in the UK?

A vocal or active opposition to fundamental British values of democracy, individual liberty, rule of law, mutual respect and tolerance of those with different faiths and beliefs. This also includes calls for the death of members of our armed forces. As a school we have a duty to prevent people from being drawn into terrorism to the very best of our capabilities by challenging extremist ideas which are used by terrorist groups to radicalise people. We must also understand that extremist views are not limited to religious or political intolerance but also refers to views held which are racist or homophobic.

Prevent Training

All teachers will be required to do an online ‘Prevent’ training course when joining the school. The training should last no longer than 1 -2 hours to complete and it will be paid for by the company. If you think that someone is being drawn into terrorism and are worried, please report your concerns to the School Director as soon as possible. All reported incidents will be kept in strict confidence.

Basic level safeguarding training

Every teacher working in a UK language school should have at minimum an introductory level of safeguarding training. The Director will arrange for you to complete a basic awareness course to do online shortly after you start teaching at ES.. The training should not take very long to complete and you will be able to download a certificate immediately after completion.

Useful forms (all forms you are required to use for your job are located in the black ‘forms’ folder in the Teacher’s Room.)

Induction Checklist

Have you familiarised yourself with the ES London’s Teachers’ Handbook? If so, go through the Induction Check List and see how many of the boxes you can tick. Then go back and check the points you did not initially know. For further clarification, please ask the DOS.

I know where to find the following rooms:

- The Staff Room
- The Student's Common Room
- The Cafe
- The Store Room
- The Reception
- The Staff Toilets
- The DOS Office
- The Kitchen Area

I know who the following people are and what they do:

- Niel Pama
- Rachel Rowland
- Angie Escobar
- Emma Benina
- Pamela Bello / Megan Duckworth

I know where I can find:

- Tea, coffee and milk
- The photocopiers
- Course books
- Supplementary teaching material
- The computers
- Student notebooks and pens
- Holiday request forms
- Lesson plan sheets for observations
- Class profile sheets
- Tutorial forms
- The Course outlines and syllabuses for each level
- The weekly, mid-course & end of course tests (quizzes)

I know what to do if:

- I'm sick (up to one week)
- I'm sick (more than one week)
- The fire-alarm goes off
- I want to take a holiday
- I have student discipline or attendance problems
- I have a student who wants to change class
- I'm running late

I know:

- The range of courses ES London offers
- When lessons start and finish
- How to fill in the registers
- How often I should give tests
- How to access & mark students' tests
- When new students may arrive in my class
- When & how to do reports
- When & how to do tutorials
- How often there are staff meetings
- How to access the course books through the Interactive board
- How to use the IWB effectively
- When to ask students to give feedback through their portals
- How often there are staff development sessions
- How to access the social programme
- How to access the social programme
- How to access the course books through the Interactive board
- Who to send my extra hours form to
- Who might observe my lessons and when

LESSON PLAN

COVER SHEET

Name	Lesson Focus	Observe	Lesson	Level	Date	Time

Reference & Materials The lesson is based on which course book until page? Were any adaptations made?

Lesson Aims

Main aim:

Secondary aim:

Subsidiary aim(s):

Assumptions: What do you think the students might know already about this topics language?

LANGUAGE ANALYSIS

Language structure / Lexis Lesson	Anticipated Problems and Solutions
Context of lesson	
Meaning and use:	Anticipated problems with meaning
	Solution
	Anticipated problems with form;
Pronunciation	Solution

Stage	Aim	Time & Interaction	Procedure
e.g. Warmer name game 3 mins	e.g To engage the students, to get sts interacting in English	e.g. 3' S-T-S	e.g. T asks sts to stand in a circle (use gestures), T throes ball to S1 and asks his/her name.

FIRST NAME _____ FAMILY NAME _____

Course Level:	Beginner	Elementary	Pre-intermediate	Intermediate	Upper Intermediate	Advanced
Higher class:						
Lower class:						

Student feedback on course, class and personal progress (including any difficulties, problems, suggestions).

	Student/ teacher discussion	Comment
1.	Punctuality and attendance	
2.	Speaking	
3.	Listening	
4.	Reading	
5.	Writing	
6.	Grammar	
7.	Vocabulary	
8.	Test score(s)	
9.	Study skills and homework	
10.	Classroom participation	

GOAL SETTING FOR COMING MONTH

Teacher:

Date:

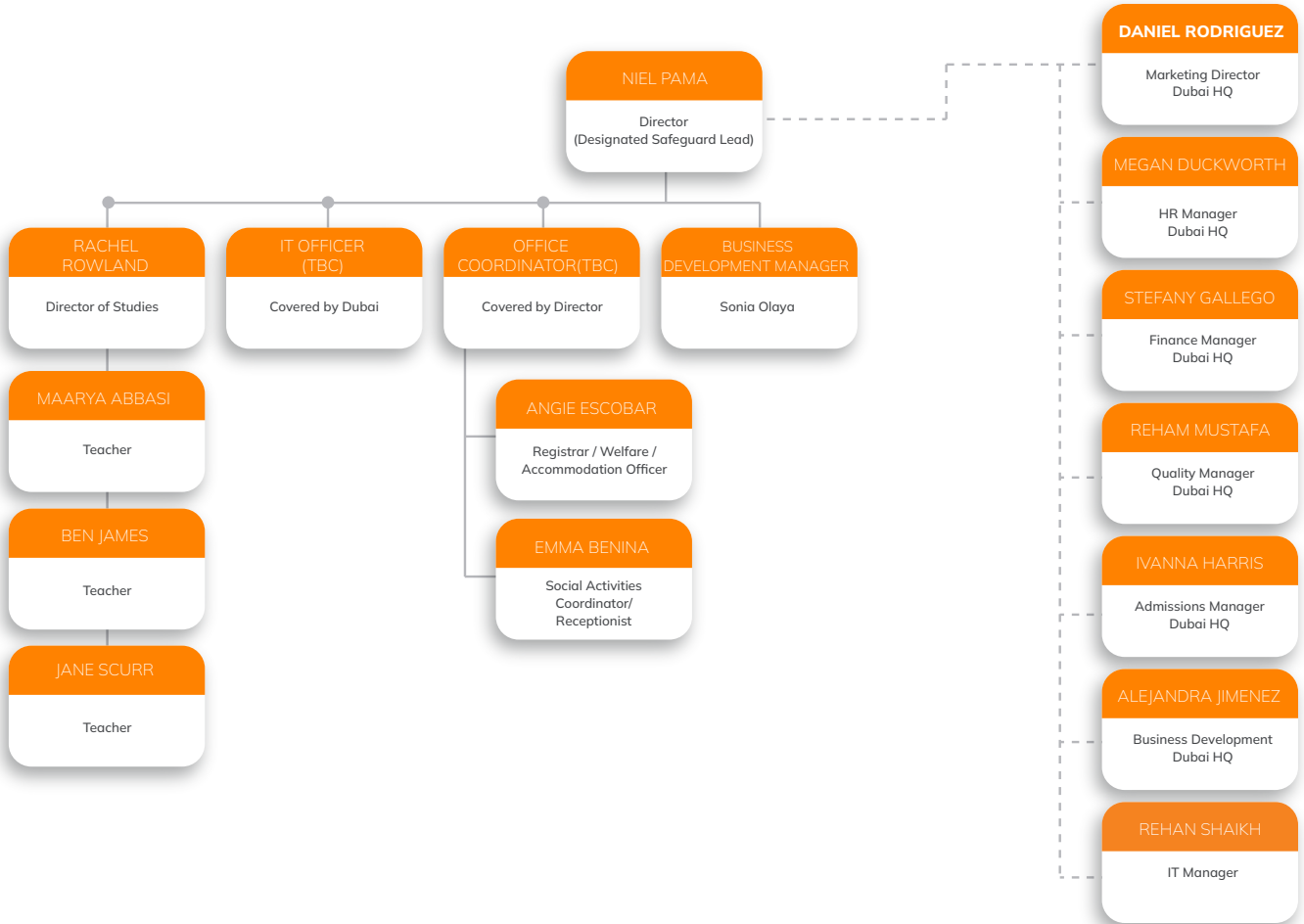
EFL TEACHER JOB DESCRIPTION

EFL Teacher

Context of lesson	A teacher of “English as a Foreign Language”, also called “English as a Second Language” responsible for teaching English to non-native adult students.
Department name	Academic Department
Reports to	DOS
Covered by	Freelance cover teachers
Based in	London, UK
Qualifications	<ul style="list-style-type: none"> • Cambridge CELTA or Trinity Cert.TESOL • Basic Safeguarding Certificate
Experience and skills	<ul style="list-style-type: none"> • Minimum 1 years’ experience teaching English as a foreign language to international students. • Must have experience teaching adults. • Must be a native-English speaker • Ability to teach all levels of English. • Excellent interpersonal and communication skills. • Exceptional organizational skills, with strong attention to detail and the ability to multi-task • Positive and professional attitude • Experience using interactive classroom technology
Key responsibilities	<p>Teaching</p> <ul style="list-style-type: none"> • Classroom management • Planning, preparing, and delivering ESL lessons to a range of classes and age groups • Preparing and setting tests, examination papers, and exercises • Marking and providing appropriate feedback on oral and written work • Devising, writing, and producing new materials, including audio and visual resources • Organizing and getting involved in social and cultural activities such as sports competitions, school activities, dinners, and excursions • Attending and contributing to training sessions • Participating in marketing events for the language school

	<ul style="list-style-type: none"> • Preparing information for inspection visits and other quality assurance exercises • Basic administration, such as keeping student registers and attendance • Assist Junior teachers and take part in buddy systems and peer observations <p>Student Assessments</p> <ul style="list-style-type: none"> • Biweekly and midcourse • End of course exam <p>Teacher Assessments</p> <ul style="list-style-type: none"> • Three formal observations per year by the DOS • Each observation is followed up by a meeting where feedback is provided, and action points are set • DOS oversees implementation of development plan • Student evaluations are carried out every 12 weeks per group, per level. • Compiled assessment and feedback are used for end of year appraisal.
Working hours	<ul style="list-style-type: none"> • Full-time (9:00am – 4.00pm including one hour lunch break) • Monday to Friday

Organisational Chart



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