CEA Recruitment and support policy 2025

This is intended to help providers present the recruitment and support policy for their academic team to inspectors. It will enable inspectors to evaluate provision in relation to criteria T1-T3 within the specific context of the language centre being inspected.

Please refer to the relevant section of the *Criteria, requirements and guidance 2024* document and Handbook *4.2 Academic staff qualifications 2024* for guidance.

Academic staff profile criteria
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.

The template should be used to document how your deployment and support of teachers meets or exceeds the Academic staff profile criteria and is appropriate to the profile of your academic team and the context of your language centre. Inspectors will review this with the Academic staff profile spreadsheet (document 26).

A completed statement should be presented for T1 whether you have
a) an academic staff team all with formal ELT/TESOL qualifications which meet Scheme requirements for TEFLI or TEFLQ as relevant to the courses offered, or
b) an academic staff team where the qualifications profile of one or more team members needs to be supplemented by structured support and/or additional training to meet Scheme criteria T1-T3.

Please complete this form electronically. The boxes will expand to give you more space if needed.

Name of provider:
Celtic English Academy

Date of inspection:
5th to 8th August 2025

Brief description of course objectives and student profile:

The course objectives at Celtic English Academy typically focus on enhancing language proficiency and confidence, cultural and cross-cultural understanding, and practical skills relevant to students' academic, personal or professional goals. These may include improving English fluency, cultural immersion, and specialized language and skills for specific industries or academic pursuits.

With a continuous enrolment structure, the student profile varies on a week-by-week basis and seasonally. CEA offers GE courses to students aged from 16 plus. Most students are taking English for study, or current / future work reasons. A common aim is to improve fluency and the ability to have a conversation and make fewer mistakes. Many of the students from the Middle East are government sponsored and aim to pass the IELTS exam to gain entry to a UK university.

In the summer season additional courses for Young Adults (YA) (aged 16-19) and 30+ adults are run. YA courses include an activity programme. The minimum level is Intermediate with focus being on improving fluency and making this a fun, memorable and educational wraparound experience. 30+ adults come for a chance to improve their English in a culturally rich environment with like-minded people from across the world.

Junior mini stays – closed courses for under 18s are run year round in the same spirit as the YA course with tailor-made age and level appropriate courses designed around the activity programme as well as focusing on activating communicative classrooms and use of English outside the classroom for example with homestay providers.

JSP Monmouth:

The Junior Summer Programme is designed for students aged 11–17 to improve their communicative competence through a balanced combination of classroom learning and immersive activities. Students receive 15 hours of engaging, interactive English tuition per week, tailored to different proficiency levels and learning needs.

Students benefit from a structured academic programme alongside a varied schedule of afternoon activities, such as sports and creative workshops, which encourage language use in informal contexts. To broaden cultural awareness and provide authentic practice, the programme also includes half-day and full-day excursions to destinations

Participants are enthusiastic and motivated to engage both in and out of the classroom. Through this mix of lessons, leisure activities and excursions, students enhance their language skills, experience British culture first-hand, and build lasting friendships with peers from around the world.

Qualifications and experience profile of academic managers:

Helen Lunney DoS (CEA) CELTA (1994) DELTA (1999) DELTM (2024)
Helen has worked as a DoS in Bournemouth and Totnes since 2000 and DoS at CEA since August 2022. Helen has also worked as Local Distance DELTA Module 2 Trainer for Bell International (since 2009) and International House (since 2013). She spent her first six years teaching for International House in North Macedonia, Portugal, Spain and Bath. Helen taught EAP in the University of Bath and on a Pre Masters Programme at CEA. She has also developed and run various teacher training courses in partnership with the British Council in Zambia, Mozambique and Vietnam. She developed and ran a hybrid synchronous (live) and asynchronous (video recorded) online CLIL course for CEA during the pandemic. Helen has also run seminar sessions at English UK teacher and academic manager conferences
Louise Ellis ADoS / Junior Academic Course Director (JACD) TEFL 120 Hour Certificate 2008 DELTA 2017
Louise spent her first 6 years teaching in Spain and returned to the UK in a DoS position both in summer schools and a year-round school. She started work as ADOs at CEA in 2019. From summer 2019 to 2023, Louise acted as CEAs Junior School Programme Director of Studies. Since Summer 2024 to the present she has been the JACD. In addition to her ADoS role, Louise has full academic management and co-ordination responsibility for Junior Groups

Abbie Legge Senior Teacher (CEA) CURRENTLY ON MATERNITY LEAVE CELTA (2017) DELTA (2023)
Abbie has been teaching at CEA since 2022. She went on a 2-day IELTS training course at IH London in February 2023. Since 2024 Abbie has been part of the CEA observation team.
Filippo Colamorea Senior Teacher (CEA) CELTA (2013) DELTA (2017) CELTA Trainer Achievement (2024)
Filippo has been a senior teacher at CEA with special responsibility for teacher training since September 2024. Filippo has been assistant course trainer (ACT) on one course at CEA and Main Course Tutor (MCT) on two courses. CEA currently runs three x 4-week CELTA courses per year with Filippo running these as MCT. Filippo previously worked as a senior teacher in the UK and Budapest for 7 years
Ewan Turner Senior Teacher (CEA) Trinity TESOL Cert (2006) PGCE (2022)
Ewan has been a senior teacher at CEA since January 2025 having previously worked in various roles in the Academic Dept before his departure from EFL in 2019. Ewan has previous experience as senior teacher and buildings manager. He has an MA (2021) in Education Innovation in Learning and Teaching with skills and knowledge in digital innovation. His current role has evolved to include IT support for the teaching team and automation of administrative processes for streamlining.
Terry Lodge Academic Manager (JSP Monmouth) CELTA (2009) Terry joined CEA as the JSP Academic Manager in June this year. He has worked in Spain since 2010 as an English Teacher, Cambridge examiner, IELTS specialist and PSE teacher.

Qualifications and experience profile of teachers and how this profile is relevant to your context (your courses and your students):

Excluding management staff above.
CEA
24 (all) teachers are TEFLI
5 teachers are TEFLQ
9 teachers have a PGCE

JSP Monmouth:
9 (all) teachers are TEFLI
5 teachers have a PGCE

Most of the teaching staff have more than 5 years teaching experience and are familiar with and used to the continuous enrolment system and the learning profile and needs of our students. Since becoming a CELTA provider in 2023, we have been able to identify trainees who would suit the CEA context and currently employ 2 teachers (both gaining a grade B).

Courses Assignment:
No teacher with under 5 years' experience is assigned to an Exam class (Cambridge and IELTS)
Advanced classes are only allocated to teachers with 1. Min 5 years' experience 2. All' MET' in their teaching observation with regard to especially T19 and T22 in their observations 3. Express a preference for that level
Beginner classes are only allocated to teachers who 1. Show a natural skill for teaching this level in observations 2. Express a preference for that level 3. Always meet criteria T19 T22 T23 in their observations
Teacher training course are only allocated to TEFLQ teachers
Young Adult and Ministay groups are allocated to teachers who show an affinity to young learners. Factors that are considered 1. Have a PGCE and QTS classroom experience 2. Have worked in junior summer programmes previously 3. Feedback from younger students and interactions are positive.

JSP Monmouth:

Most of the teaching staff has over five years' experience and have previously taught abroad and/or at summer schools, making them familiar with the learning profiles and needs of our students. Two of the teachers currently working on the Junior Summer Programme completed their CELTA qualification with Celtic within the last 12 months.

Before the programme begins, teachers are asked about their teaching preferences. Newly qualified teachers are generally assigned Pre-Intermediate to Upper-Intermediate levels, while Advanced classes are allocated to teachers with at least five years' experience or more.

How are the course design and teaching resources appropriate to your academic staff profile?
(e.g. more prescriptive guidance and schemes of work, ready-made activities etc for less experienced or qualified teams)

Class Folders: On the Google Drive each class has a folder which includes, syllabus information, curriculum, a student outline QR code of the coursebook , any special extra information (eg teaching 30+ guide, Additional learning needs guides, teaching YA guide). There is also a student folder which includes Day 1 placement information from the interview, writing portfolios, test results, progress tracking info & reports from previous and current terms. There is also the class records / progress tracking spreadsheet to remind what has been studied and to inform cover teachers about the class needs and progress.
Resources Overview: *See details of resources for main courses below*. Overall, the school does not promote a prescriptive scheme of work policy. Most teachers at CEA are experienced and are allowed an element of freedom over their courses and classes. There is a broad course objective, understanding and 'guidance' from the Academic management team:

- Coursebook: Students pay for this and expect it to be used
- There is a syllabus with a suggested weekly breakdown of units to be covered.
- Teachers are expected to collaborate with other teachers of the same level and ensure they keep on track
- Weekly progress test focus is fixed but the content is the teacher's decision.
- Mid and end of term tests should be run according to the set schedule and each class in each level should have the same test
- In summer, due to a changed shorter term student profile, the tests are Skills only. Feedback from teachers and students have shown a preference for a shorter test (one day not two) and to reduce anxiety about grammar and vocabulary of areas where students may not have been present.
- Cover teachers must be given full written and, where possible, verbal handover. Lesson records must be kept up to date. For Friday cover, tests should be prepared and printed in advance for the cover teacher.

Resources Management:

- Online subscriptions to EFL resource sites are shared with teachers to further encourage use of resources and more targeted, meaningful topics beyond the coursebook
- The teachers' room resources are audited regularly and out of date and non-used resources are removed.
- The DoS regularly introduces new *resources eg to support peer observations, new supplementary activity books, new copies of worn resource books*. With the introduction of CELTA more methodology and practical ideas texts are now available to all staff.
- There is a 'live' resources folder in the current term class folder which is updated by the DoS mainly. This includes trending industry articles on LinkedIn, links to webinar recordings, newly released pdf booklets
- Teachers are reminded in each Teacher meeting how to report any maintenance, IT or resource issues in a timely and efficient manner.

Continuous Enrolment: CEA operates a flexible enrolment system that allows students to start their course on any Monday throughout the year. CEA provides guidance for teachers to manage the integration of new students and to ensure a smooth transition for both new arrivals and the rest of the class. See Continuous_Enrolment_Policy and Procedure 2025 (27) Teacher Handbook (53)

Details of resources for main courses
Ministay courses: Tailor made lessons at various which are age appropriate and designed around the specific activity programme that they follow in the afternoons / weekends. Lesson plans and all materials are included with extra activity ideas for the teachers. There is still room and encouragement for the teacher to adapt to any emerging needs and make the lessons personalised and allowing for creative outlet
Coursebooks: We use up to date and relevant coursebooks with presentation tools available to the teacher to use in the classroom. Teachers express a preference each term for the following term. Hard copies of the

teacher book, student book, and workbook are available in the Teachers' Room. These are regularly audited to ensure there are sufficient copies. Teachers have access to online presentation tools for all coursebooks.
Exam Classes (IELTS and Cambridge): IELTS is an elective for minimum Pre-Intermediate level and Cambridge for minimum Intermediate Plus level.
Class folders contain syllabus information for class profiles specific IELTS levels from 4.0 and above. Cambridge classes are sometimes separated (FCE and CAE) but usually combined as Cambridge skills. Syllabus for this course is contained in the class folder.
A range of resources are available in the Teachers' room and online include coursebooks at different levels, and IELTS/Cambridge exam practice books and supplementary skills and activity books
Business English: This is an elective for Intermediate and above students. The class folder contains a syllabus / scheme of work. There are resources in the teachers' room including level specific coursebooks and supplementary resources. Teachers are encouraged to use real life authentic materials with plenty of ready made lessons on Linguahouse and One Stop English.
GE English Elective: This course runs from Beginner to Advanced. The focus is on skills development. The class folders contain level specific syllabus and curriculum. The teacher' room contains a range of resources in each skill area and for different levels. As with the Business course teachers are encouraged to use real life authentic materials with plenty of ready-made lessons on Linguahouse and One Stop English especially for less experienced teachers.

JSP Monmouth:
Class Folders: On the Google Drive, Teachers have access to a Materials folder which contains materials and lesson plans for each lesson, throughout the programme. It also includes syllabus information, curriculum, and a scheme of work for each level. The Advanced level has a student outline QR code of the coursebook they use.
Resources Overview: *See details of resources for main courses below*. The materials and lesson plans chosen for each lesson of the programme correspond to the activity and excursion programme as much as possible. So, while fairly prescriptive, teachers are encouraged to supplement and adapt the plan and materials as they see fit for the needs of their students in the classroom. In addition, teachers have access to a range of supplementary materials in the Materials folder on Google Drive.
There is a broad course objective, understanding and 'guidance' from the Academic management team:

- Online materials for student levels A1 - B2, with a QR code for student access on their phones.
- A coursebook for C1-level students
- There is a syllabus with a suggested breakdown of target language to be covered over the course of the programme.
- Teachers are expected to collaborate daily with other teachers of the same level and ensure they keep on track.

Resources Management:

- Online subscriptions to EFL resource sites are shared with teachers to further encourage use of resources and more targeted, meaningful topics beyond the in-house materials and Advanced coursebook
- The Academic Manager regularly introduces new *resources in weekly INSET sessions and teachers are encouraged to do the same.*
- Teachers are reminded in each Teacher meeting how to report any maintenance, IT or resource issues in a timely and efficient manner.

Continuous Enrolment: The nature of the Junior Summer Programme means that students arrive and depart weekly throughout the programme. JSP CEA provides guidance for teachers to manage the integration of new students and to ensure a smooth transition for both new arrivals and the rest of the class. See JSP Teacher Handbook (53)

What actions are being taken* to support teachers relevant to their professional profile: induction and deployment?
(e.g. 'how to' sessions for new teachers, less experienced or qualified teachers paired to teach classes with more experienced and qualified colleagues, and kept to less challenging levels and courses)

Deployment
Teachers are deployed to the most suitable class based on their experience and qualifications. We also take into consideration the interests of the teacher and CPD opportunities

Actions and Support – New Teachers and Induction

- Where possible new teachers observe their class prior to starting and discuss with the teacher they will be taking over from
- All new teachers are given a 2-hour induction prior to starting to be made familiar with resources and processes.
- New teachers are given a one to one session with a member of the AM team for mid and end of term processes.
- New teachers are observed in an initial Observation within 2 weeks. This observation informs any needs to be supported.
- Less experienced teachers are buddied up with a member of the AM team for at least 6 weeks.

Actions and Support – Experienced and Less Experienced Teachers

- All teachers have a pre-observation meeting with the observer with guidance on resources and in appraisals links are shared. Depending on the experience or needs of the teacher, in these meetings the observer may take on a more guided and supportive role. While with a more experienced or confident teacher, the meeting is more -teacher-led.
- Members of the teaching team have volunteered for support roles (see noticeboard in T room with role and picture of teacher); these include diversity and inclusivity, dyslexia, IT, mental health, ADHD, menopause and women's issues, mentoring
- Developmental observations are part of the CEA process. These are obligatory for any teachers who don't meet expectations in any criteria of their full observation. They are available to any teacher either on request or suggested by a member of the AM team for support. To reduce stress, these are not usually run by the DoS or ADoS.
- Peer observations are available to all teachers either on request or coordinated by the Senior Teacher responsible for teacher training.

Actions and Support – Senior Teacher / TEFLQ Support

- Part of the Senior Teacher remit is to offer support to teachers
- A monthly 'Teacher Surgery' is planned for teachers to book a time slot with one of the TEFLQ teachers.

Actions and Support JSP Monmouth:

Actions and Support – Teachers and Induction

- All JSP teachers take part in a two-day induction before starting work, to become familiar with resources, procedures and key policies. (A condensed induction is provided for any staff member who is not able to attend the two days).
- After their first two weeks, all JSP teachers have a probation meeting with the Academic Manager, which also includes a welfare check.
- All JSP teachers are expected to attend a weekly one-hour INSET (training) session.
- All JSP teachers are observed in an initial observation during their first week. Feedback from this observation helps identify and address any support needs.
- Less experienced teachers are paired with a more experienced colleague teaching the same level, to provide guidance and peer support.

What actions are being taken* to support teachers relevant to their professional profile: monitoring, observations and in-service support and training?

Personal Development is an important part of working at Celtic English Academy. All teachers, regardless of experience, are expected to be open to the process of personal development and of improving their own teaching as well as contributing towards an overall improvement in the standard of teaching at the school. It is the school's policy that each member of staff has equal opportunity to develop as a teacher.

Observations

Celtic English Academy requires all teachers to take part in observations, including:

- Initial observations
- Formal observations – *in feedback medals and missions are set*
- Developmental observations
- Peer observations

- Pop-In (Unannounced) observations
- Reflective observations – *self led*
- Observation by a teacher mentor – *self led*

There is a cycle to the observation programme through the year:

- Winter/Spring Term - **Formal observations** to identify key development strengths and needs and create a mission plan for the key needs.
- Summer Term - **Peer observations** to work with a colleague on one key need identified in the formal observation mission plan to develop teaching ideas, strategies to improve on this area of your teaching.
- Early Autumn Term - **Developmental Observation** where the teacher demonstrates progress in the areas covered in the mission plan.
- Late Autumn Term - **Appraisals** reflect on the impact of the cycle of observations for the year on CPD and identify future CPD needs to inform the next cycle of observations. Set three or four SMART actions for the next 12 months. (see below)

From Summer 2025 - **Pop-in Observations** for the AM team to gauge student engagement, classroom resources, build a sense of student & teacher connection, consistency, and support.

JSP Monmouth:

Observations

JSP CEA requires all teachers to take part in observations, including:

- Initial observations - All JSP teachers are observed in an initial observation during their first week. Feedback from this observation helps identify and address any support needs.
- Developmental observations - if needed or requested
- Pop-In (Unannounced) observations

In-Service Support and Training

INSET Programme

Teachers are expected to attend all in-house training at Celtic English Academy. INSET sessions are delivered by members of the academic team, other teaching staff and occasionally guest speakers. Teachers are encouraged to deliver training sessions themselves. If you would like to deliver a training session on a specific topic, speak to a member of the Academic Management Team. The INSET schedule is carefully prepared to reflect the needs of the teachers and the choice of topics is based on student feedback, teacher feedback, formal observations, peer observations, mentoring sessions and school inspections. The majority of INSET sessions take place from 12.30 on Fridays so that all members of staff have the opportunity to attend. Occasionally, two sessions may run at the same time and teachers have the opportunity to choose which session they would like to attend. The school aims to run training sessions once a month.

JSP Monmouth:

In-Service Support and Training

INSET Programme

Teachers are expected to attend all in-house training during the Junior Summer Programme. INSET sessions are delivered by the Academic Manager. Most sessions are workshops where teachers are encouraged to share their ideas with each other. The INSET schedule is carefully prepared to reflect the needs of the teachers and the choice of topics is based on student feedback, teacher feedback, initial observations, and pop-in observations. The majority of INSET sessions take place from 14.00 on Saturdays so that all members of staff have the opportunity to attend. These INSET sessions take place once a week.

Teacher Mentoring

Teachers are encouraged to make use of the school's teacher mentor(s), or another member of the academic team, to discuss any pedagogical issues they may have.

Teachers may, on occasion, be referred to a mentor by a member of the academic team to work on specific areas. These referrals may follow a peer or formal observation that highlighted a weakness in one area of teaching or may be in anticipation for a school inspection or period of formal observations. However, all teachers can speak to another teacher, in a mentoring role, whenever requested.

* **Documented evidence of these actions to be made available to inspectors during the inspection.**

Longer-term planning for professional development, including support for staff to upgrade qualifications:

Through the appraisal system we identify and discuss CPD needs and career ambitions. Through an individual action plan, these are reviewed and revisited through the course of the year. Action plan items include:

- Focus on a specific area leading to running an INSET to share ideas, findings with teaching team
- For those considering doing a DELTA, full observation is a DELTA level by DoS who has experience DELTA Module 2 Trainer.
- Potential Training contracts to support teaching staff to upgrade eg DELTA
- Give an appropriate member of staff the option to do a Trainer in Training programme for CELTA – with a training contract
- Encourage teaching staff to attend external training with DoS sending out details of relevant articles, webinars, resources.
- Attending EFL conferences with tickets and travel paid by CEA
- Finding non-EFL but work-related external training eg in 21st century skills (counselling, coaching, AI competency …)

The Observation programme, procedures and paperwork are reviewed twice annually by the observation team (Helen, Louise, Abbie and Filippo)

- In January: to reflect on feedback from teachers, patterns from the observations in the previous year, new methodologies and trends in EFL, and any changes in the accreditation scheme.
- In May: To debrief on the Full Observations and not any emerging patterns and feedback from teachers on any changes in the process and / or suggested changes.
- In January, the INSET programme for the first 6 months is set (Helen and Filippo) based on appraisals and observations from previous year.
- In May the INSET programme is set for the next six months based on the above and also emerging needs from the latest observation run.

JSP Monmouth: N/A

Further reading:
27 Teachers CPD Policy 2025
27 Teacher Observation Policy and Procedure 2025
27 Classroom Allocation Policy
25 Policy statement relating to resources 2025
27 Continuous_Enrolment_Policy and Procedure 2025

Name of Academic Manager/Principal/Director who has completed this form:

Helen Lunney DoS
Louise Ellis ADoS / Junior Academic Course Director