



Sgoil Ghàidhlig Ghlaschu/Glasgow Gaelic School

Ar Lèirsinn /Vision

At Sgoil Ghàidhlig Ghlaschu we work together in our learning community to revitalise the Gaelic language and culture and provide opportunities and experiences which:

- ◆ nurture, care and develop our young people to be all they can be,
- ◆ support life-long learning,
- ◆ develop partnerships,
- ◆ inspire and celebrate achievement

Ar Luachan/Values

We believe and encourage all within our learning community to have the same shared values:

- ◆ Urram/Respect – for all in our diverse community
- ◆ Uallach/Responsibility - for behaviour, attitude, and work
- ◆ Mòr-inntinn/Ambition – for individuals and the school

Ar n-Amasan/Aims

We provide a Gaelic environment that supports and equips our young people in the four capacities of a Curriculum for Excellence.

- ◆ Successful Learners - through high standards of teaching and learning in a broad and balanced curriculum
- ◆ Confident Individuals - through providing support and guidance for pupils to take responsibility for leading their own learning and achieving their potential
- ◆ Responsible Citizens – through developing partnerships, citizenship experiences and community links
- ◆ Effective Contributors - through enhancing the importance of the Gaelic language and culture with the school community, through the school community and outside the school community

Seòladh/Address:

Sgoil Ghàidhlig Ghlaschu
147 Berkeley Street
Glasgow
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Àireamh Fòn/Phone Number :

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Website:

www.glasgowgaelic.glasgow.sch.uk

Gnè na sgoile/Type of school

Sgoil Ghàidhlig Ghlaschu is a non-denominational, co-educational 3-18 school with Primary stages 1 to 7, Secondary S1 to S6 and a Nursery class provision.

Capacity

Sgoil Araich/Nursery	30 (morning)	Currently full
	30 (afternoon)	Currently full
Bunsgoil/Primary	483	
Àrdscoil/Secondary	282	
2018 – 2019 Intake	Primary	90
	Secondary	51

An Togalach/Building

Sgoil Ghàidhlig Ghlaschu (The Glasgow Gaelic School) occupies the former Woodside Secondary school site after re-furbishment in 2005-2006. The 3-18 campus currently has 800 pupils and young people being taught through the medium of the Gaelic language.

The Technician Support Service (TSS) is also contained within the campus.

The school has shared facilities including one gymhall/assembly area, one dining hall, one dance studio, one central library/ICT suite and one football pitch.

The Primary has 17 classrooms and one ICT classroom.

The Secondary has nineteen general classrooms, two music rooms, four practice rooms, two art rooms, five science classrooms, two Home Economic classrooms, three ICT classrooms, two Dance Studios, one technical room and one workshop.

The Nursery has two classrooms in a self-contained area of the school.

Luchd-obrach/The Staff

The Head Teacher is in overall charge of the school. She decides general policy and sets the standards expected from pupils and staff.

She consults on authority and national guidelines and implements a strategic plan for the development of the school.

The Depute Head Teachers are responsible for the day to day management of the Nursery, Primary and Secondary and have other responsibilities and duties as outlined by the Head Teacher.

The Principal Teacher (3-18) has a specific remit for managing the Support for learning and additional support needs of the pupils as well as working collaboratively with staff.

The Principal Teachers (Primary) have a specific remit for the primary school and are responsible for that development as well as having a class commitment.

The Faculty Heads in the Secondary also have a specific remit and are responsible for the development and support of a range of subjects.

All the promoted staff has a collective responsibility to ensure a contribution to the running and well-being of the whole school as well as other duties as identified by the Head Teacher.

Luchd-obrach/School Staff

Ceannard/Headteacher of School	Dr Donalda McComb
Iar Cheannard/DHT (Primary)	Ms N MacIntyre
	Mrs M Monk
Iar Cheannard/DHT (Secondary)	Ms C Chaimbeul (Senior Phase)
	Mr S Duddy (Broad General Education)
Prìomh Thidsear/Principal Teacher (Primary)	Ms M Campbell (Citizenship)
	Ms F MacIsaac (Health and Well-being)
Prìomh Thidsear/Principal Teacher (Secondary)	Mrs J MacNeil (Support for Pupils)
	Mr D Smith (Pastoral Care)
	Ms M Doyle (Support for Learning)
Ceannard Roinn/Faculty Head (Secondary)	
	Mr DI MacAulay (Numeracy)
	Miss F McEachen (Creativity and Enterprise)
	Mrs E MacKenzie (Literacy)
	Miss N Foulds (Technologies)
	Miss K Morrison (Humanities)

Other school staff:

Sgoil Àraich/Nursery	1 Team leader 3 CDOs
Bun-sgoil/Primary	22.1 class teachers 3.2 FTE Learning Support Assistants
Àrd-sgoil/Secondary	24.5 FTE subject teachers

2.0 FTE technician support

1.6FTE Music tutor

Compàirteachas/Partnership

The school catchment area and pupils includes postcodes from around the city of Glasgow and beyond, including other authorities that do not have Gaelic Medium provision.

Most of the pupils (85%) come from homes where no Gaelic is spoken.

We encourage parents to try and learn Gaelic to help support their children with homework and other areas of school life.

We have a Parent Council who is actively involved in the development of the school. They contribute to fundraising, the campus development and provide information on issues concerning the school.

Dà Chànan. Dà Chultar. Iomadh Cothrom.

Two languages. Two cultures. Many opportunities.

Person Specification: Class Teacher (Secondary)

Duties and Responsibilities of Class Teachers

Key Area	General responsibilities and duties
Teaching and learning	Responsibility to plan, deliver and assess high quality learning experiences to children to raise attainment and achievement through the medium of Gaelic. Responsibility to assess, record and report on the progress of children. Responsibility to actively contribute to the development and delivery of a curricular programme suitable to meet the needs of all pupils, as dictated by the School Improvement Plan or Authority direction.
Quality Assurance and School Improvement	Contribute to the development, promotion and implementation of the school's arrangements for self-evaluation and overall school improvement. Responsible for implementation of policies within area of responsibility.
Contribution to Positive School Ethos	Contribute to and promote the development of a positive school ethos and Gaelic language and culture. Contribute to the development, promotion and implementation of school policy and procedures.
Implementation of Pupil Support strategies	Contribute to the development, promotion of, and implementation of school policy and procedures in relation to arrangements for supporting pupils.
Partnership Working	Promote partnership working with professional and support staff, parents, and appropriate agencies.

In addition, class teachers have the duties and responsibilities to carry out other such tasks and responsibilities as designated by the HeadTeacher within the terms of reference of Annex B of **A Teaching Profession for the 21st Century**.

Person Specification: Class Teacher

Subject - Gaelic Teacher (S1-S6 Secondary)

ESSENTIAL	DESIRABLE
Qualifications	
GTC Standard for Full Registration.	Additional qualifications or professional recognition.
Leading Learning in Glasgow	
Knowledge of and experience in applying curriculum for excellence principles and purposes.	Has experience of moderation and sharing the standard.
Ability to plan effectively across the curriculum using experiences and outcomes from curriculum for excellence.	Experience of leading innovative practices in their classroom and/or the whole school.

Ability to provide a broad, rich and relevant curriculum including interdisciplinary learning.

Ability to motivate and engage children through stimulating and active learning approaches.

Demonstrates sound organisational skills and effective classroom management to support learning.

Demonstrates an understanding of assessment principles and how these have been implemented in their classroom.

Ability to employ information and communication technology to support and enhance learning and teaching.

Person Specification: Class Teacher, cont'd

ESSENTIAL	DESIRABLE
Raising Attainment and Achievement in Glasgow	
Is a fluent Gaelic speaker and can demonstrate suitable fluency in the written word.	Has significantly influenced whole school developments that resulted in improved outcomes for learners.
Demonstrates commitment to raising expectations for children in their attainment and achievement particularly literacy and numeracy.	Knowledge of and commitment to major policies of Education Services in Glasgow City Council and Glasgow's priorities.
Demonstrates commitment to training and development.	
Has current knowledge of national curriculum developments and can demonstrate successful application in their classroom practice.	
Demonstrates critical reflection and evaluation of their own practice.	
Supporting Glasgow's Learners	
Demonstrates a knowledge and commitment to effective practices to include children and keep them safe.	Demonstrates experience of supporting children/young people with additional support needs.
	Has experience of working with a variety of partners to support pupil learning.

Knowledge of and experience in applying a variety of effective strategies to promote positive behaviour.	Contributes to support planning for children and young people with additional support plans.
Ability to plan appropriately to meet the needs of all learners.	Has good working knowledge of Staged Intervention procedures, GIRFEC and nurturing principles.
Understands the role and responsibility of the teacher in additional support legislation.	

ESSENTIAL	DESIRABLE
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Working Together in Glasgow	
Ability to communicate effectively with children and colleagues and contribute to a positive school ethos.	Has experience of collegiate working in a school initiative.
Demonstrates qualities to promote positive partnership working with children, parent/carers and staff in a school community.	Has participated or led parents/carers events.
Ability to communicate effectively with parents and carers and outside agencies.	

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