

# Person Specification for the position of

## Teacher of Mathematics

Bannerman High School  
Glasgow Road  
Baillieston  
Glasgow



Education Services of Glasgow City Council will seek to provide education and support of the highest quality for all its citizens, young and old, and will do so in a spirit of partnership and consultation.

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# Bannerman High School: School Profile

Bannerman High School is a six-year, co-educational and non-denominational school situated in the east end of Glasgow. The current pupil roll is 1196. The council has capped the roll at 1400. The catchment area of the school includes a balanced mixture of private and local authority housing with some of the local authority housing sited in an area of priority treatment.

As a comprehensive school, Bannerman High aims to develop the potential of every child, affording equal opportunities to all. We aim to ensure that all our young people learn the facts, techniques and skills to help them build their lives for the future. We try to cater for the common needs of all and for the special aptitudes and interests of individuals, so that each child benefits fully from his/her time in Bannerman. In so doing, we strive to help each pupil attain the very best qualifications through examination success, maintaining high standards for the individual and for the school as a whole.

The school was opened in 1973 and has accommodation for almost 1,400 pupils in one building. It is attractively set in its own wooded grounds with playing fields to the rear. Major refurbishment of the school was completed in 2002, greatly enhancing the ICT provision within the school. The six primary schools associated with Bannerman enjoy excellent liaison and are also linked by a computer network system. Together with local early year's provision, the school forms the Bannerman Learning Community.

## The Staff

89 staff (FTE) are well equipped to deliver a wide and balanced curriculum appropriate to the needs of pupils. The school is forward looking, innovative and fully committed to a wide range of National Qualification courses and wider achievement awards which support employability opportunities. Co-operative teaching, Support for Learning, Behaviour Support and cluster support teachers are firmly established to meet the needs of pupils. Some pupils are recorded as having special needs. The school also houses a Learning Communication Resource.

The Senior Management Team comprises the Headteacher, five Depute Headteachers and an Operational Support Manager. The pupil support staff consists of six Principal Teachers (Pupil Support), a Principal Teacher Education for work and Life, and a support for learning team, managed by a DHT.

## Partnership

The Parent Council is extremely active and supportive of the school. The school offers a wide range of extra-curricular activities and these presently include football, badminton, cookery, dance, string and brass groups, a school show and a variety of field trips and excursions.

## Our School Aims

The aim of the school is to provide a safe, happy, ordered and stimulating learning community in which each individual can achieve his or her potential, socially and intellectually, in a caring climate of mutual respect.

Working with parents and the wider community, we seek to develop successful learners, confident individuals, responsible citizens and effective contributors.

# Person Specification: Class Teacher

<b>Reports to</b>	<b>Head Teacher</b>
<b>Reference Number</b>	As Advert
<b>Grade</b>	
<b>Hours</b>	35 Hours
<b>Status</b>	Permanent
<b>Location</b>	Bannerman High School
<b>Closing Date</b>	As Advert
<b>Interview Date</b>	To Be Confirmed

## Duties and Responsibilities of Class Teachers

### Class Teacher (Secondary)

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

Any other duties as directed by the Head Teacher.

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

# Person Specification: Class Teacher

## Subject/Stage

### 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

## Subject/Stage

ESSENTIAL	DESIRABLE
<b>Raising Attainment and Achievement in Glasgow</b>	
<b>Demonstrates commitment to raising expectations for children in their attainment and achievement particularly literacy and numeracy.</b>	Has significantly influenced whole school developments that resulted in improved outcomes for learners.
<b>Demonstrates commitment to training and development.</b>	Knowledge of and commitment to major policies of Education Services in Glasgow City Council and Glasgow's priorities.
<b>Has current knowledge of national curriculum developments and can demonstrate successful application in their classroom practice.</b>	
<b>Demonstrates critical reflection and evaluation of their own practice.</b>	
<b>Supporting Glasgow's Learners</b>	
<b>Demonstrates a knowledge and commitment to effective practices to include children and keep them safe.</b>	Demonstrates experience of supporting children/young people with additional support needs.
<b>Knowledge of and experience in applying a variety of effective strategies to promote positive behaviour.</b>	Has experience of working with a variety of partners to support pupil learning.
<b>Ability to plan appropriately to meet the needs of all learners.</b>	Has contributed effectively to support planning for young people with additional support plans.
<b>Understands the role and responsibility of the teacher in additional support legislation.</b>	Has good working knowledge of Staged Intervention procedures.

# Person Specification: Class Teacher, cont'd

## Subject/Stage

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

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