

Person Specification for the position of

Teacher

Westmuir High School
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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.

SAVE PAPER AND SAVE TREES

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Westmuir High School: School Profile

Westmuir High School is a non-denominational, co-educational school which is part of St. Andrew's learning community. As a comprehensive co-educational school, Westmuir 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 experience in Westmuir. 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.

There is a traditional intellectual training across various subject areas but we are also concerned with the personal and social development of the child. Within a safe, caring and orderly environment we aim to encourage in each child respect for themselves and others, tolerance, responsibility and self-discipline, self-confidence, independence and ambition. Westmuir High is a community and we stress, without apology, the importance of politeness, honesty and concern for others. We want children to be happy and we believe our strategy supports this, providing a framework upon which each child may build his/her self-discipline both as a pupil and as preparation for the future.

Parents and teachers share the same hope for every child- that they will emerge into adult life as good citizens, well prepared and willing to lead useful and fulfilling lives. We want them to achieve the best possible qualifications and to recognize the importance of learning as a lifelong process.

The Staff

This session the staffing entitlement is 15.2 FTE. This is made up of eleven teachers, two Principal Teachers and a Headteacher. The non-teaching staff consists of five Young Person Support Workers and two clerical assistants. There is also a Janitor, Catering and Cleaning staff.

Partnership

Westmuir High School offers a wide range of Supported Activities and we strive to enrich our children by regularly visiting the environment beyond the school. Learning in and out of school is a key element of our programmes of study.

Our School Aims

At Westmuir High School we aim to develop every child to "be the best they can be" by providing high quality learning and teaching throughout a broad and relevant curriculum. We believe the development of the whole child to be vital.

Westmuir High School aims to provide an environment where we;

- understand each individual's needs and aspirations
- foster a climate of acceptance for all
- provide flexibility to support young people and their families
- build positive relations
- promote attainment and achievement as an achievable goal for all young people
- ensure all young people progress onto a positive destination when they leave our school

Person Specification: Class Teacher

| | |
|-------------------------|----------------------|
| Reports to | Principal Teacher |
| Reference Number | As Advert |
| Grade | Main Grade Teacher |
| Hours | Full Time |
| Status | Permanent contract |
| Location | Westmuir High School |
| Closing Date | As Advert |
| Interview Date | 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> |

Implementation of Pupil Support strategies

Contribute to the development, promotion and implementation of school policy and procedures.

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.

Any other duties as directed by the headteacher.

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/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.

Experience of managing challenging behaviours

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**

Raising Attainment and Achievement in Glasgow

Demonstrates commitment to raising expectations for children in their attainment and achievement particularly literacy and numeracy.

Has significantly influenced whole school developments that resulted in improved outcomes for learners.

Demonstrates commitment to training and development.

Knowledge of and commitment to major policies of Education Services in Glasgow City Council and Glasgow's priorities.

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.

Knowledge of and experience in applying a variety of effective strategies to promote positive behaviour.

Has experience of working with a variety of partners to support pupil learning.

Ability to plan appropriately to meet the needs of all learners.

Contributes to support planning for children and young people with additional support plans.

Understands the role and responsibility of the teacher in additional support legislation.

Has good working knowledge of Staged Intervention procedures.

Person Specification: Class Teacher, cont'd

Subject/Stage

| ESSENTIAL | DESIRABLE |
|---|--|
| 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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