

Person Specification for the position of

Teacher of Nurture and Support for Learning

King's Park Secondary School
14 Fetlar Drive
Glasgow G44 5BL
Phone 0141 582 0150
Email: headteacher@kinspark-



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School Profile

King's Park Secondary School is a fully comprehensive, non-denominational school which provides a high standard of education and has high expectations of all its young people and staff. The school launched a new motto in October 2016, following full consultation with pupils, parents and staff – Believe, Achieve.

The school, first opened in 1962, is designed around 3 buildings. The school has recently undergone an extensive refurbishment within the school building. The school's ICT facilities were refreshed in 2013. Playing field provision is limited and extensive use is made of recreational facilities outwith the school, eg local sports centres and swimming pools.

In 2013 our Integration Centre opened to support children with moderate learning difficulties. Pupil timetables are organised on an individualised basis, which enables us to better meet pupil needs. Pupil are taught in our Integration Centre and also in mainstream classes, as appropriate. The children in this provision are supported by a Principal Teacher and curricular teachers, alongside Personal Support Assistants.

About 15% of the young people are from ethnic minority backgrounds and where necessary receive support in English as an additional language. Almost 27% of our young people are in receipt of free school meals.

The Staff

In session 2018-19, the staff comprises 54.7 fte teachers (including 5 probationer teachers), 6 Instrumental Teachers, 5 Pupil Support Assistants, 5 Clerical Assistants, 3 Technicians, one Librarian (3 days per week), one Education Liaison Officer and 2 Janitorial Staff. Other staff who serve South Glasgow also support the school – Employability Officer, Active Schools Co-ordinator, Business Support Manager, and Administration/Finance Assistant.

The Senior Management Team consists of the Head Teacher and 4 Depute Head Teachers with equal responsibility for deputising for the Head Teacher. There are 4 Principal Teachers (Faculty), 6 Principal Teachers (Subject), one Principal Teacher (Pupil Support) and 4 Principal Teachers (Pastoral Care). The school also has an Integration Centre for children with moderate learning difficulties.

Partnership

The Parent Partnership (formerly our Parent Council) is very proactive and they are incredibly supportive of the school.

King's Park Secondary is popular with parents and pupils, and the current roll is 790. We receive a number of placing requests into the school and our roll is rising. As a school we work closely with our 4 partner primary schools in Croftfoot, King's Park, Mount Florida and Toryglen. Further to recent re-zoning, we are also the cluster Secondary School for a number of pupils from Merrylee Primary School.

The key focus for the school is raising aspirations and raising attainment. Pupils at the school achieved a very positive set of SQA results in August 2018 and the aim is to continue to improve this and also support children who may chose an appropriate learner pathway to their future.

King's Park Secondary offers pupils a wide range of opportunities including many activities in sports, choirs and bands, residential trips, an extensive range of vocational and college courses, and opportunities for pupil leadership. These opportunities enrich the school curriculum and are areas that will continue to be developed in terms of enhancing pupils' personal development. The opportunities make learning more challenging and enjoyable and, ultimately, raise pupil attainment and achievement.

Person Specification: Teacher of Nurture and Support for Learning

Reports to	Head Teacher
Reference Number	As Advert
Grade	Teacher
Hours	35
Status	Permanent (August 2019)
Location	King's Park Secondary School, Glasgow
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> <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 21st Century*.

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

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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.	Has experience of working with a variety of partners to support pupil learning.
Has contributed effectively to support planning for young people with additional support plans.	
Demonstrates experience of supporting children/young people with additional support needs.	
Has good working knowledge of Staged Intervention procedures.	
Knowledge of and experience in applying a variety of effective strategies to promote positive behaviour.	
Ability to plan appropriately to meet the needs of all learners.	
Understands the role and responsibility of the teacher in additional support legislation.	

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ESSENTIAL

DESIRABLE

Working Together in Glasgow

Ability to communicate effectively with children and colleagues and contribute to a positive school ethos.

Has participated or led parents/carers events.

Ability to support colleagues with differentiation and appropriate support strategies.

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.

Ability to communicate effectively with parents and carers and outside agencies.

Glasgow City Council
Education Services
City Chambers (East)
40 John Street
Glasgow G1 1JL

0141 276 9914 (option 2)
www.glasgow.gov.uk