

# Person Specification for the position of Class Teacher

St Paul's Shettleston Primary School  
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## St Paul's Primary School: School Profile

St. Paul's Primary School and Nursery Class, is located in Shettleston area, in the North East area of Glasgow. The school is an attractive two-storey building. The present school roll is 400 children and 80 children in our nursery class, which is housed on the bottom floor of the school building. St Paul's Primary is part of the St Andrew's Learning Community and we have very good working relationships with our local schools, nurseries and a wide range of community groups.

### The Staff

This session the staffing entitlement is 20.4 FTE. This is made up of sixteen teachers, two Depute Head Teachers, two Principal Teachers and a Head Teacher. There is also a 0.2 EAL teacher to support children who have English as an additional language. In the Nursery Class there is one Team Leader, one Lead Practitioner of Attainment and four Child Development Officers. The non-teaching staff consists of three clerical assistants and ten Pupil Support Assistants. There is also one Janitor, five catering staff and four cleaning staff.

### Partnership

There is a very supportive Parent Council who help organise activities and events throughout the year. There are a number of opportunities for parents/carers to assist and become involved in the learning and education of their children. Partnership between the home and the school is regarded as an important part of the education of our children. Links with local nurseries, schools and community businesses are very good and enhance the quality of children's learning experiences. Learning in and out of school is a key element of our programmes of study.

### Our School Vision, Values and Aims

#### Vision

**“For now we see only a reflection as in a mirror; then we shall see face to face. Now I know in part; then I shall know fully, even as I am fully known. And now these three remain: faith, hope and love. But the greatest of these is love.**

This scripture quote (1 Corinthians 13: 12-14) is at the very heart of all that we do in St Paul's Primary School and Nursery Class. We base all of our work, thoughts and interactions on these virtues so that every child is supported and encouraged to be the very best they can be, in every aspect of their development.

We work together to provide a safe and nurturing learning environment where every member of our school community feels like they belong and that their rights, lives and experiences are valued and respected. We recognise the importance of working in close partnership with parents and external agencies to ensure that all of our children are safe, healthy, achieving, nurtured, active, respected, responsible and included, in order to grow and develop as successful learners, confident individuals, responsible citizens and effective contributors. (UNCRC Articles 3, 18, 19, 20, 24, 28, 29, 31)

## OFFICIAL

### Values

The shared values in our school are reflected in our ethos, based on the Gospel Virtues of the Catholic Church. These Gospel Virtues include faith, hope and love.

We involve children in the decision making process and recognise the dignity of each individual, made in the image and likeness of God, respecting this at all times. ([United Nations Convention on the Rights of the Child – Articles 2, 3, 6, 12, 13, 14, 23 & 30](#))

### Aims

As a Catholic school we strive at all times to ensure our children are fully supported to become the very best they can be, intellectually, spiritually and morally. With the child at the centre of all we do we also promote their rights and ensure these are being met in line with the articles set out in the United Nations Convention on the Rights of the Child. In St Paul's our aims are:

- To continue to develop effective learning and teaching experiences in order to raise levels of achievement and attainment ([Articles 28, 29 & 30](#));
- To provide a nurturing and motivating learning environment matched to the individual needs of all children ([Articles 3, 12, 13, 23 & 24](#));
- To reduce inequality, celebrate social and cultural diversity and promote social justice and inclusion for all ([Articles 14, 23 & 30](#));
- To work in partnership with parents, parishes and others in the community to encourage children to become active and responsible citizens ([Articles 9, 18, 29 & 31](#));
- To encourage the personal growth of children and staff as lifelong learners and effective contributors ([Articles 3, 6, 14 & 29](#)).

## Person Specification: Class Teacher

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

## Duties and Responsibilities of Class Teachers

### Class Teacher (Primary)

Key Area	General responsibilities and duties
<b>Teaching and learning</b>	<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>
<b>Quality Assurance and School Improvement</b>	<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>
<b>Contribution to Positive School Ethos</b>	<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>
<b>Implementation of Pupil Support strategies</b>	<p>Contribute to the development, promotion of, and implementation of school policy and procedures in relation to arrangements for supporting pupils.</p>
<b>Partnership Working</b>	<p>Promote partnership working with professional and support staff, parents, and appropriate agencies.</p>

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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 21<sup>st</sup> Century*.

## Person Specification: Class Teacher

### Subject/Stage

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#### ESSENTIAL

#### DESIRABLE

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#### Qualifications

**GTC Standard for Full Registration.  
Catholic Teaching Certificate  
Church Approval**

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

## Person Specification: Class Teacher, cont'd

Subject/Stage

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**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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