

# Person Specification: Class Teacher (Primary/Secondary/ASL)

<b>Reports to</b>	<b>Head Teacher</b>
<b>Reference Number</b>	As Advert
<b>Grade</b>	COMM 1 - 5
<b>Hours</b>	14 Hours
<b>Status</b>	Permanent
<b>Location</b>	North West
<b>Closing Date</b>	24 <sup>th</sup> November 2019
<b>Interview Date</b>	To Be Confirmed

## Duties and Responsibilities of Class Teachers

### Class Teacher

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>

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 and specified under SNCT Part 2 Section 2.8.

# Person Specification: Class Teacher

Subject/Stage

ESSENTIAL	DESIRABLE
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## 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 standards.

**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>	Contributes to support planning for children and 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.
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>	

Glasgow City Council  
**Education Services**  
 City Chambers (East)  
 40 John Street  
 Glasgow G1 1JL  
 0141 276 9914 (option 2)  
[www.glasgow.gov.uk](http://www.glasgow.gov.uk)