

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

Reports to	Head Teacher
Reference Number	As Advert
Grade	As Advert
Hours	As Advert
Status	As Advert
Location	As Advert
Closing Date	As Advert
Interview Date	To Be Confirmed

Duties and Responsibilities of Class Teachers

Key Area	General responsibilities and duties
Teaching and learning	Responsibility to plan, deliver and assess high quality learning experiences to children to raise attainment and achievement. Responsibility to assess, record and report on the progress of children. 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.
Quality Assurance and School Improvement	Contribute to the development, promotion and implementation of the school's arrangements for self evaluation and overall school improvement. Responsible for implementation of policies within area of responsibility.
Contribution to Positive School Ethos	Contribute to and promote the development of a positive school ethos. Contribute to the development, promotion and implementation of school policy and procedures.
Implementation of Pupil Support strategies	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 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.

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 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.	Has experience of using an engaging and relevant curriculum to meet the needs of learners and ensure a high level of engagement in learning.
Ability to motivate and engage children through stimulating and active learning approaches.	Has experience of using a range of pedagogical approaches to meet the needs of learners.
Demonstrates sound organisational skills and effective classroom management to support learning.	Can demonstrate an understanding of how to build in sound structures and routines to effectively support the understanding of learners with additional support needs.
Demonstrates an understanding of assessment principles and how these have been implemented in their classroom.	Has experience of using Wellbeing and Assessment Plans to ensure that learners' needs are being met effectively and assessed appropriately.
Ability to employ information and communication technology to support and enhance learning and teaching.	Has experience of using adaptive technologies to enhance learning and teaching and support learners with additional support needs.

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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.

An ability to demonstrate how training and development has directly impacted upon learners' experiences.

Has current knowledge of national curriculum developments and can demonstrate successful application in their classroom practice.

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

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. Uses individual support plans to effectively meet the needs of learners.

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

Has good working knowledge of Staged Intervention procedures.

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.

Experience of working with a variety of agencies to meet the needs of learners.

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