East Ayrshire Council
Comhairle Siorrachd Àir an Ear

Job Outline and Person Specification

Post: **Teacher**

Service: **Chief Executive's Office**

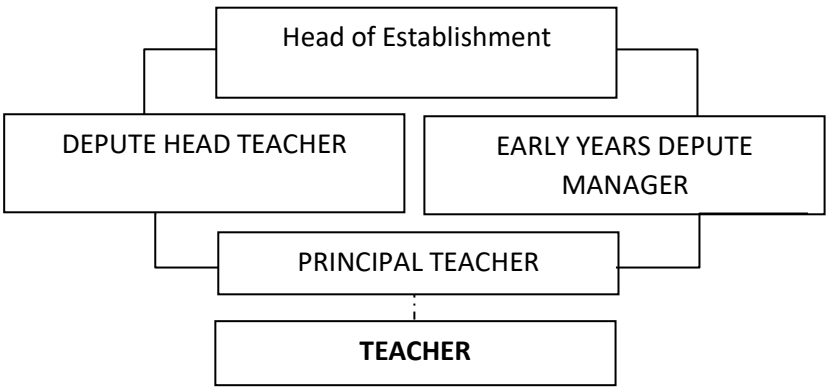
Section: **Special**

Grade: **SNCT - Main Grade Teacher (0-5)**

Job Purpose: **Challenge, support and inspire all learners to achieve the best possible outcomes through the development and delivery of an innovative and creative curriculum in order to assist with the promotion, delivery and integration of the key objectives in relation to those identified within the Education Plan and the Community Plan.**

A. SECTION STRUCTURE CHART

This is a typical example of teacher designations in most East Ayrshire schools and Early Learning Childcare Centres



Subject to the policies of the school and the education authority, the duties of teachers, promoted and un-promoted, are to perform such tasks as the Head Teacher shall direct having reasonable regard to overall workload related to the following categories:-

a. Teaching assigned classes together with associated preparation and correction.
b. Developing and delivering the curriculum.
c. Assessing, recording and reporting the work of learners.
d. Preparing learners for summative assessment, including examinations and assisting with their administration.
e. Providing advice and guidance to learners on issues related to their education.
f. Promoting and safeguarding the health, welfare and safety of learners.
g. Working in partnership with parents, support staff and other professionals.
h. Undertaking appropriate and agreed continuing professional learning.

i. Participating in issues related to improvement planning, raising achievement *and individual review*.
j. Contributing towards good order and the wider needs of the school/centre

All teachers have a responsibility to carry out the list of duties contained in SNCT Handbook.

B. KEY DUTIES & RESPONSIBILITIES

Teaching and Learning

1. Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work. (3.1.1*)

2. Communicate effectively and interact productively with learners, individually and collectively model appropriate levels of literacy and numeracy using a range of communication, demonstrating effective questioning strategies methods to stimulate learner participation, promote and develop positive relationships to motivate and sustain the interest and participation of all learners. (3.1.2*)

3. Employ a range of teaching strategies and resources to meet the needs and abilities of learners selecting creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes whilst utilising a wide variety of innovative resources and teaching approaches whilst consistently evaluating professional practice and create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views. (3.1.3*)

4. Have high expectations of all learners ensuring learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge whilst identifying effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required and raising learners' expectations of themselves and others and their level of care for themselves, for others and for the natural world. (3.1.4*)

5. Work effectively in partnership with all staff, parents and partner agencies to support learning and wellbeing establishing a culture where learners meaningfully participate in decisions related to their learning and their school creating and sustaining appropriate working relationships, taking a lead role when appropriate. (3.1.5*)

Classroom Organisation and Management

6. Create a safe, caring and purposeful learning environment enabling learners to make full use of well-chosen stimulating resources through effective use of planning and organisational skills to facilitate whole-class lessons including group and individual work and promote independent learning ensuring the classroom or work area is safe, well-organised and well-managed. (3.2.1*)

7. Develop positive relationships and positive behaviour strategies demonstrating care and commitment to working with all learners, a secure knowledge and understanding of the wellbeing indicators using a variety of strategies to build relationships with learners, celebrates success and promotes positive behaviour implementing consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner whilst recognising when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action. (3.2.2*)

Pupil Assessment

8. Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning to systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners enabling all learners to engage in self-evaluation and peer assessment, recording data in a systematic and meaningful way in order to enhance teaching and learning, identify development needs as a basis for dialogue with learners, parents and other agencies about the group or individual's progress and targets to fulfilling the requirements of the curriculum and awarding bodies. (3.3.1*)

Professional Reflection and Communication

9. Read, analyse and critically evaluate a range of appropriate educational and research literature to challenge and inform professional practice. (3.4.1*)

10. Engage in reflective practice to develop and advance career-long professional learning and expertise through the use of self-evaluation of the approach to professional adapting classroom practice taking account of feedback to enhance teaching and learning, working collaboratively with others to constructively participate and engage in curriculum development whilst maintaining effective records and portfolio of professional learning and development, development action plan, including analysis of impact on learners and on own professional practices. (3.4.2*)

C. GENERAL RESPONSIBILITIES

11. Ensure all materials and equipment provided to assist in carrying out the duties of the post are properly secured in accordance with the Council's policies and procedures.

12. Promote the health and safety of employees at work and of service users through the implementation of the Council's policy on health, safety and welfare at work and Service Health and Safety arrangements in accordance with all relevant statutory requirements, leading by example.

13. Ensure all activities for which the post holder is responsible are delivered in accordance with Council's Equality and Diversity Policies and the statutory and general specific Equality Duties.

14. Ensure that the Council's Customer Statement is followed in all dealings with the people we serve.

15. Adhere to the Education service policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.

16. Participate in the Professional Development Review and/or East Ayrshire FACE Time process annually in accordance with the Council's procedures.

Person Specification

Designation: Teacher	**Post No:**
Service: Economy & Skills – Education	**School:** Secondary, Primary & Special Schools

Attributes:	Criteria	ES DS	Method of Assessment
Qualifications	• Full registration with the General Teaching Council Scotland (GTCS) is required for all permanent teaching posts.	ES	A
	• Provisional registration with GTCS is acceptable for applications for temporary posts.	ES	A
	• Additional teaching qualification related to ASN.	DS	A
Work History	• Appropriate experience of teaching classes across the age range and ability range.	ES	A,I
	• Ability to use technology to enhance teaching and learning.	ES	A,I
	• Appropriate experience of working within a specialist ASN setting.	DS	A,I
Communication Skills	• Effective written and spoken communication, correct use of English grammar, punctuation and spelling.	ES	A,I
	• Limited use of acronyms. When used a full explanation should be provided.	ES	A,I
	• Application form free from jargon.	ES	A,I
	• Ability and willingness to communicate clearly and effectively with the school community, pupils, parents and partners and work as part of a team.	ES	A,I
	• Evidence of communicating with stakeholders to improve the wellbeing of children and the ability to compromise.	DS	A,I
	• Demonstrate leadership qualities.	DS	A,I
	• Experience in using Augmentative and Alternative Communication (AAC) including Makaton or BSL. Use of creative communication techniques with pupils.		
	• Experience of contributing to the wider school, parental engagement and the local community	DS	A,I
Professional Values & Personal Commitment*	• Embrace locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations. (1.1.1)	ES	A,I
	• Demonstrate a commitment to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation. (1.1.2)	ES	A,I
	• Demonstrate value and respect social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners. (1.1.3)	ES	A,I

	• Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future. (1.1.4)	ES	A,I
	• Demonstrate openness, honesty, courage and wisdom. (1.2.1)	ES	A,I,
	• Critically examine personal and professional attitudes and beliefs and challenging assumptions and professional practice. (1.2.2)	ES	A,I
	• Critically examine the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice. (1.2.3)	ES	A,I,
	• Act and behave in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community. (1.3.1)	ES	A,I
	• Provide and ensure a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing. (1.3.2)	ES	A,I
	• Demonstrate a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.	ES	A,I,
	• Engage with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality. (1.4.1)	ES	A,I
	• Commit to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice. (1.4.2)	ES	A,I
	• Evidence of working as a team to review practice, plan/and or implement change.	DS	A.I
	• Evidence of problem solving, progressing and leading change.	DS	A,I
	• Evidence of research, audit, evaluation or QI tools to advance practice.	DS	A,I
	• Evidence of participation in organisational/authority improvement groups	DS	A,I
Professional Knowledge & Understanding*	• Knowledge and understanding of the nature of the curriculum and its development. (2.1.1)	ES	A,I,
	• Knowledge and understanding of the relevant area(s) of early years, primary or secondary curriculum including the milestones. (2.1.2)	ES	A,I,
	• Knowledge and understanding of planning coherent and progressive teaching programmes. (2.1.3)	ES	A,I,
	• Knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning. (2.1.4)	ES	A,I,

	• Knowledge and understanding of the principles of assessment, recording and reporting. (2.1.5)	ES	A,I
	• Knowledge and understanding of the principal features of the education system, educational policy and practice for learners at either BGE or SP/SQA.(2.2.1)	DS	A,I
	• Knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them. (2.2.2)	DS	A,I
	• Knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices. (2.3.1)	ES	A,I,
	• Knowledge and understanding of the importance of research and engagement in professional enquiry. (2.3.2)	DS	A,I
	• Experience of/interest in Outdoor Learning, Digital Technologies, delivering SQA or alternative curriculums such as ASDAN, Princes Trust, DofE,John Muir, Saltire, extra curricular activities.	DS	A,I
	• Clear knowledge of current curricular issues in ASN.	DS	A,I
	• Medical experience for pupils with complex exceptional health needs.	DS	A,I
Professional Skills & Abilities*	• Ability to plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities. (3.1.1)	ES	A,I
	• Ability to communicate effectively and engage, motivate and interact productively with learners, individually and collectively. (3.1.2)	ES	A,I,
	• Ability to employ a range of teaching strategies and resources to meet the needs and abilities of learners'. (3.1.3)	ES	A,I,
	• Ability to vary learning tasks that builds confidence and promotes progress of all learners. (3.1.4)	ES	A,I
	• Ability to work effectively in partnership in order to promote learning and wellbeing. (3.1.5)	ES	A,I
	• Ability to create a safe, caring and purposeful learning environment. (3.2.1)	ES	A,I
	• Ability to develop positive relationships and positive behaviour strategies. (3.2.2)	ES	A,I,
	• Used assessment, recording and reporting as an integral part of the teaching process to support and enhance learning. (3.3.1)	ES	A,I,
	• Ability to engage in reflective practice to develop and advance career-long professional learning and expertise. (3.4.2)	ES	A,I
	• Strong commitment to pastoral care and improving the holistic wellbeing of children and resolving issues.	DS	A.I

* Aligned with 'The Standards for Registration: mandatory requirements for Registration with the General Teaching Council for Scotland', including 'The Standard for Provisional Registration' (SPR) and 'The Standard for Full Registration' (SFR), as published on the GTCS website.

Methods of Assessment
ES – Essential / DS - Desirable

A – Application Form, R – Reference, I – Interview,
E – Exercise,

This job outline provides a description of the role and associated responsibilities for the post at the date of preparation. It is not intended to identify all duties/responsibilities associated with the role of a post, but rather highlights the main requirements of the role and recognise that roles change over time, the post holder will be required to cooperate with the Head Teacher to meet the needs of the school.