Candidate Information Pack

MOR12446

SUPPLY TEACHER

MORAY COUNCIL



Moray is one of the smaller authorities in Scotland, but what it lacks in size it more than makes up for in scenery, facilities and quality of life. For residents and visitors alike, it offers all that is best in Scotland whilst retaining its own unique identity and one of which it is justifiably proud. From the snow capped peaks of the Cairngorms to the unspoilt coastline of the Moray Firth, Moray has lots to offer.

In Moray we have eight secondary schools situated within the towns of Forres, Elgin, Lossiemouth, Keith, Aberlour, Fochabers and Buckie. The two Elgin secondary schools are new builds and there will be a new secondary school completed in Lossiemouth in 2020. We require supply staff in most subject areas but especially in Sciences, Technologies and Mathematics.

Within the primary sector we have forty five schools with a range of size and locality. There are large town schools with up to five hundred pupils and small rural schools with only one or two classes. All of these schools require supply staff. Four of our large town schools in Forres, Elgin, Buckie and Lossiemouth have recently been refurbished and many of our rural schools are situated in beautiful locations with fantastic opportunities for outdoor learning and working closely with the rural community.

For further information please contact us on 01343 563374 e-mail: education@moray.gov.uk





MORAY COUNCIL
EDUCATION, HOUSING & COMMUNITIES

Teacher – Job Description

Specific Areas of Responsibility

All teachers have a responsibility to carry out the list of duties contained in **Annex B of "A Teaching Profession for the 21st Century"**:

Subject to the policies of the school and the Education Authority, the duties of teachers, promoted and unpromoted, 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 the school curriculum
(c) assessing, recording and reporting the work of pupils
(d) preparing pupils for examinations and assisting with their administration
(e) providing advice and guidance to pupils on issues related to their education
(f) promoting and safeguarding the health, welfare and safety of pupils
(g) working in partnership with parents, support staff and other professionals
(h) undertaking appropriate and agreed Continuing Professional Development
(i) participating in issues related to school planning, raising achievement and individual review
(j) contributing towards good order and the wider needs of the school

Key Duties Associated with Areas of Responsibility:

(a) Curriculum

It is expected that, within the guidelines of the Authority and within each school's framework for the delivery of the curriculum, all teachers will undertake duties allocated from the following list, as appropriate:

- Teach assigned classes
- Maintain classroom discipline and promote positive behaviour
- Ensure pupil health and safety
- Plan coherent and progressive teaching programmes that match pupils' personal learning needs and abilities
- Develop teaching and assessment materials
- Use the results of assessment to evaluate and improve teaching, and the learning and attainment of pupils
- Set and maintain targets and the pace of work for all pupils
- Prepare pupils for internal and external assessments
- Assist with the administration of internal and external assessments
- Record, monitor and report on pupil progress
- Meet with parents/carers to review pupil progress and ongoing educational needs

- Contribute to the effective running of stage/curricular area/subject/department
- Contribute to development planning, evaluation and quality assurance processes

(b) Pastoral:

It is expected that, within the guidelines of the Authority and within each school's framework for the pastoral care of pupils, all teachers will undertake duties allocated from the following list as appropriate:

- Provide pastoral advice for pupils
- Monitor and take appropriate action in relation to routine aspects of the attendance, behaviour and progress of these pupils
- Contribute to the planning and transfer of pupils across transitional stages
- Communicate with parents/carers, as appropriate

(c) Collegiate:

It is expected that, within the guidelines of the Authority and within each school's framework for collegiate activities, all teachers will undertake duties allocated from the following list, as appropriate:

- Engage in the process of curriculum development in collaboration with colleagues
- Contribute to the planning, development and implementation of policies
- Participate in the induction of new colleagues and student teachers
- Work in collaboration with other professionals

Collegiate duties may be undertaken on an Authority, cluster, whole school, stage basis and in the stage/curricular area/subject/department of each teacher.

(d) Professional Development:

It is expected that, within the guidelines of the Authority and within each school's development framework, all teachers will undertake professional learning and development, as agreed with the Head Teacher or his/her delegated Line Manager representative

- Fulfil contractual obligations in relation to Continuing Professional Development
- Participate in the annual Professional Review and Development process
- Undertake appropriate, and agreed, Continuing Professional Development

Allocation of Duties:

Teachers are accountable, through appropriate Line Managers, to the Head Teacher and, in turn, through him/her to the Head of Education (Chief Education Officer).

Following a process of consultation, each teacher's Line Manager will determine the particular duties that they will carry out, and which may vary, as required.

Duties must be capable of being undertaken within contractual time and will have regard to teacher workload.

MORAY COUNCIL
EDUCATION, HOUSING & COMMUNITIES
POST OF CLASS TEACHER – PERSON SPECIFICATION

Selection Criteria	**Essential: Accountable levels for effective job performs**	**Desirable: Attributes of the ideal candidate**	**Evidence**
Qualifications and Registration	• GTCS Registration – Primary or Secondary as appropriate to the post • Required to join PVG Scheme	• Professional recognition by GTCS • Other, relevant qualifications	• Application form • Interview • Pre employment Check
Experience	• Appropriate experience of teaching classes across the age and ability range • Experience of teaching in an interdisciplinary learning context	• Experience of teaching at different stages • Experience of developing and assessing practices and procedures in collaboration with colleagues within and beyond the establishment	• Application form • Interview • References
Professional Values and Personal Commitment	• Evidence of continuous professional development • Evidence of self-evaluation • Commitment to support the development of young people to develop their skills • Ability to foster a positive ethos	• Supporting positive and active partnerships within the community • a willingness to contribute to all aspects of school life	• Application form • Interview • Reference
Profession Knowledge	• A secure knowledge of the	• Involvement in developing	• Application form

and Understanding	curriculum framework • Ability to plan coherent, progressive and stimulating teaching programmes which match children/young people needs and abilities • Knowledge of how current developments can support effective teaching and learning • Knowledge and understanding of literacy, numeracy and health and wellbeing, in the context of the curriculum. • Have an understanding of current, relevant legislation and guidance such as Education (Additional Support for Learning) (Scotland) Act 2004 and GIRFEC	initiatives in line with the curricular framework at establishment, ASG or authority level	• Interview • Reference
Professional Skills and Abilities	• Ability to employ a range of teaching strategies and resources to meet the needs and abilities of learners	• Evidence of effective strategies to support a wide range of children/young people's needs	• Application form • Interview • Reference

	• Ability to use a range of communication methods, including a variety of media, and interact productively with children/young people individually and collectively • Ability to manage children/young people's behaviour fairly, sensitively and consistently • Ability to work cooperatively with other staff and parents • Experience of assessment, moderation, recording and reporting at school level • Ability to respond sensitively and appropriately to challenging situations.	• Experience of working with other professionals • Experience of assessment, moderation, recording and reporting at ASG, local authority or national level	