

Role Profile

Role Profile Created: 21st May 2013

Post Title:	Teacher
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ROLE DEFINITION

To be responsible and accountable for teaching duties in accordance with the Council's overall Education and Youth Employment objectives.

KEY TASKS AND RESPONSIBILITIES

Corporate Responsibilities

- To deliver an effective education service in accordance with the Council's corporate policies and procedures and relevant strategy provision.
- To understand information management and security issues and work in line with legislation and Council policies and guidelines, ensuring that information is used, shared and managed appropriately.
- To undertake any other reasonably required duties, consistent with duties detailed in Part 2 Section 2 of the SNCT Handbook of Conditions of Service, as directed by the Executive Director (Education and Youth Employment) or nominee, in addition to the role specific tasks & responsibilities detailed below.

Role Specific Tasks & Responsibilities

- To deliver effective teaching services in accordance with the directions of the headteacher or other promoted staff.
- To undertake such services in pursuit of good practice including:
 - A commitment to pupil and parent/carer focus;
 - The pursuit of continuous improvement;
 - The implementation and evaluation of quality assurance procedures.
- Teaching assigned class(es), groups or individuals together with associated planning, preparation and correction.
- Assessing, moderating, recording and reporting on the work of pupils.

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- Where appropriate prepare pupils for examinations and assist with their administration.
- Providing advice and guidance to pupils on issues related to their education.
- Developing the curriculum in line with the curricular framework, e.g. *Curriculum for Excellence*.
- Working in partnership with parents, support staff and other professionals to meet the needs of children, young people and families in their learning community.
- Participating in issues related to planning, raising attainment and achievement and reflection on current practice.
- Promoting and safeguarding the health, welfare and safety of pupils.
- Maintaining positive behaviour of pupils, contributing towards good order and the wider needs of the establishment.
- Assist in the development of Personal Learning Plans/Pupil support plans.
- Undertaking appropriate and agreed continuing professional development in line with the Standards for Registration, Professional Review and Development, Professional Update and school improvement priorities.

ESSENTIAL / DESIRABLE CRITERIA

	Essential	Desirable	Evidence
Qualification & Registration	<ul style="list-style-type: none"> • GTCS registration • Required to join the PVG Scheme for this type of regulated work 	<ul style="list-style-type: none"> • Professional recognition by GTCS • Evidence of Post-graduate, or equivalent, study • Other, relevant, qualifications 	<ul style="list-style-type: none"> • Application Form • Interview • Pre Employment Check
Experience	<ul style="list-style-type: none"> • Experience in teaching and using a range of teaching strategies • Experience of planning and delivering inter-disciplinary learning • Experience of working with pupils with 	<ul style="list-style-type: none"> • Experience of teaching at different stages • Experience of developing assessment practices and procedures in collaboration with colleagues within 	<ul style="list-style-type: none"> • Application Form • References • Interview

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	Essential	Desirable	Evidence
	additional support needs	and beyond the establishment	
** Professional Values & Personal Commitment	<ul style="list-style-type: none"> • Evidence of Continuous Professional Development • Evidence of self-evaluation • Willingness to actively develop the ethos of the establishment • Commitment to support the development of young people to develop their skills 	<ul style="list-style-type: none"> • Commitment to, and experience of, extra-curricular activities • Supporting positive and active partnerships within the community 	<ul style="list-style-type: none"> • Application Form • References • Interview
** Professional Knowledge & Understanding	<ul style="list-style-type: none"> • A secure knowledge of the curricular framework, e.g. <i>Curriculum for Excellence</i> • 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 • Awareness of current policy on inclusion 	<ul style="list-style-type: none"> • Involvement in developing initiatives in line with the curricular framework e.g. <i>Curriculum for Excellence</i>, at establishment, cluster or authority level • A commitment to small-scale action research 	<ul style="list-style-type: none"> • Application Form • References • Interview

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	Essential	Desirable	Evidence
** Professional Skills & Abilities	<ul style="list-style-type: none"> • Effective classroom management & organisation skills • Ability to use a variety of media and interact productively with children/young people individually and collectively • Ability to manage children/young people behaviour fairly, sensitively and consistently • Ability to work co-operatively with other staff and parents • Experience of assessment, moderation, recording and reporting at school level • Ability to respond sensitively and appropriately to challenging situations 	<ul style="list-style-type: none"> • Evidence of effective strategies to support a wide range of children/young people needs • Experience of working with other professionals • Experience of assessment, moderation, recording and reporting at cluster, local authority or national level 	<ul style="list-style-type: none"> • Application Form • References • Interview
Other	<ul style="list-style-type: none"> • Ability to travel throughout North Ayrshire 		<ul style="list-style-type: none"> • Application Form • Interview • Post-Employment Check

** The Standards for Registration are actively explored as part of North Ayrshire Council's recruitment and Professional Review and Development (PRD) processes. Further information on the Standards can be found on the General Teaching Council Scotland website (GTCS).