

## **SPECIFIC RESPONSIBILITY**

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

### **Main Responsibilities**

#### **1. TEACHING**

- 1.1 Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work
- 1.2 Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils
- 1.3 Participate in arrangements for preparing pupils for external examinations

#### **2. Whole School Organisation, Strategy and Development**

- 2.1 Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way to support the school's values and vision
- 2.2 Work with others on curriculum and or/pupil development to secure co-ordinated outcomes
- 2.3 In accordance with Section 52.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

#### **3. Health, Safety and Discipline**

- 3.1 Promote the safety and well-being of pupils
- 3.2 Maintain good order and discipline among pupils

#### **4. Management of Staff and Resources**

- 4.1 Direct and supervise staff assigned to them and, where appropriate, other teachers
- 4.2 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff
- 4.3 Deploy resources delegated to them

## 5. **Professional Development**

- 5.1 Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff
- 5.2 Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction

## 6. **Communication**

- 6.1 Communicate with pupils, parents and carers

## 7. **Working with Colleagues and other Relevant Professionals**

- 7.1 Collaborate and work with colleagues and other relevant professionals within and beyond school

## 8. **Staff Meetings**

- 8.1 To participate in meetings at the school relating to the curriculum, administration and organisation of the school

## 9. **Cover**

- 9.1 Provide cover in accordance with paragraph 50.7 only rarely and only in circumstances that are not foreseeable (this does not apply to teachers who are employed wholly or mainly for the purpose of such cover)

**Protecting Children and Vulnerable Adults is a core responsibility of all staff. Staff are expected to alert their line manager to any concerns they may have regarding the abuse or inappropriate treatment of a Child or Young Person, or Vulnerable Adults.**

## **Professional Standards**

All post induction teachers will move to the new professional standards for teaching and leadership by 1 September 2018.

The professional standards for teaching and leadership consist of five professional standards with overarching values and dispositions. Each professional standard is divided into elements with descriptors that exemplify the application of each standard. The duties above should be read in conjunction with these standards which can be seen by accessing the link below

**<https://hwb.gov.wales/professional-development>**

**This document should be consulted for the full range of duties and responsibilities of a Teacher.**

## PERSON SPECIFICATION

This Person Specification sets out the knowledge and / or qualifications, past experience and personal attributes that would be ideal for this particular post.

		<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>1.</b>	<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• EWC Registration.</li> </ul>	<ul style="list-style-type: none"> <li>• Honours degree</li> <li>• Higher degree or equivalent relevant qualification.</li> </ul>
<b>2.</b>	<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experience of teaching in an Infants/Junior/Primary/Secondary school.</li> <li>• Experience of successful teaching in a post or as a student teacher on block school experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of more than one school phased</li> <li>• Experience of working with pupils/students with Additional Learning Needs.</li> </ul>
<b>3.</b>	<b>KEY SKILLS, QUALITIES AND ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• The ability to work alongside a lead professional in either Foundation phase or Key Stage 2</li> <li>• The ability to manage a class successfully, including sound behaviour management, to reach a high standard of academic achievement</li> <li>• The ability to plan and differentiate work in subjects for high achievers as well as those with special educational needs, following school guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Proficient</li> <li>• INCERTS</li> <li>• Big Maths</li> <li>• Read Write Inc</li> <li>• Level 1 Welsh Language skills (Basic reading, writing, speaking and understanding) with the aim of improvement through CPD”</li> <li>• <b>Reading</b> – Can read some basic words and phrases with understanding</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>Speaking</b> – Can hold a basic conversation in welsh i.e. basic greetings</li> <li>• <b>Writing</b> – Can write basic messages on everyday topics</li> <li>• <b>Understanding</b> – Can understand parts of a basic conversation</li> </ul>
4.	<b>CONTINUOUS PROFESSIONAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• Evidence of continuous professional development.</li> <li>• Participation in recent training and development activities relating to teaching in a school.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with other schools and organisations.</li> <li>• Experience of leading INSET for others.</li> </ul>
5.	<b>RESPONSIBILITIES AND ACHIEVEMENTS</b>	<ul style="list-style-type: none"> <li>• Experience of a wide range of responsibilities covering a number of aspects of school life.</li> <li>• Able to demonstrate positive outcomes as a consequence of individual actions.</li> </ul>	
6.	<b>PLANNING</b>	<ul style="list-style-type: none"> <li>• Able to articulate a vision and develop a commitment to shared aims and objectives.</li> <li>• Understanding of how an educational vision and a school's aims are put into practice.</li> <li>• Able to demonstrate how to develop strategies for raising achievement in an educational context.</li> <li>• Evidence of practical success in raising achievement.</li> <li>• Able to demonstrate strategies to foster good relationships between</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of having managed significant change within a whole school context.</li> </ul>

		the school and the local community.	
7.	<b>IMPROVING TEACHING AND LEARNING</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the relationship between effective learning and teaching.</li> <li>• Understanding how information on assessment can be used to inform teaching and learning.</li> <li>• Experience of monitoring and evaluating the quality of learning and teaching</li> <li>• Knowledge and understanding of the effective use of ICT across the curriculum.</li> <li>• Experience of leading the National Literacy and Numeracy Framework</li> <li>• Experience of leading curriculum development.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how to analyse and meet the learning needs of a diverse and multicultural community.</li> </ul>
8.	<b>WORKING WITH AND MANAGING PEOPLE</b>	<ul style="list-style-type: none"> <li>• Knowledge of managing the development of mutually beneficial links with business and the community.</li> <li>• Experience of working within and through staff teams.</li> <li>• Knowledge understanding of participative decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of, or commitment to, multi-agency working.</li> <li>• Experience of working with volunteers.</li> <li>• Managing and promoting after school clubs.</li> <li>• Experience of having managed significant change</li> </ul>

		<ul style="list-style-type: none"> <li>• Understanding of governors' roles and responsibilities.</li> <li>• Experience of working with parents/carers as partners in learning.</li> <li>• Experience of involvement with the wider community of a school.</li> </ul>	<p>within a whole school context.</p>
9.	<b>KNOWLEDGE OF EDUCATION MATTERS</b>	<ul style="list-style-type: none"> <li>• Understanding of the key issues in the education of the relevant age group.</li> <li>• Knowledge of relevant legislation and codes of practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the need to prepare pupils for life in a diverse and multicultural society.</li> <li>• Evidence of how equal opportunities issues have informed curriculum planning and delivery.</li> </ul>