

**Job Specification for a Classroom Teacher
in Erskine Stewart's Melville Schools
(Updated November 2007)**

Every teacher in the Schools is expected to possess, or work towards possessing, the competencies and skills which are recognised nationally by the GTC and in accordance with the Schools' policies. These competencies and skills are listed below.

Teachers are expected to respond to the needs of the subject department (Senior School) or year group (Junior School) by following reasonable instructions from their Head of Department or Year Group Leader.

Curriculum Content

- ◆ demonstrate a sound knowledge of, and practical skills in, the subject or subjects forming the content of his or her teaching, at a level which allows him or her to stimulate and challenge pupils, and to recognise and address barriers to pupils' learning specific to the subject being taught.
- ◆ be able to play his or her full part in developing pupils' skills in literacy and/or numeracy.
- ◆ be able to use ICT and appreciate how to apply it effectively in learning and teaching (once trained).
- ◆ to contribute to the personal and social education of pupils within the Schools.
- ◆ with colleagues, be able to plan and prepare coherent teaching programmes and lessons, including homework, which ensure continuity and progression in children's learning.
- ◆ have a knowledge of the learning process, curriculum issues and child development.

Communication and approaches to teaching and learning

- ◆ be able to motivate and sustain the interest of all children in a class.
- ◆ explain to and communicate with children clearly and in a stimulating manner.
- ◆ question children effectively, and respond to their questions and support their contribution to discussions.

- ◆ employ a range of teaching strategies, including use of homework to reinforce and extend work in class, and be able to select strategies appropriate to the subject, topic and children's needs.
- ◆ select and use in a considered way, and in a number of different learning and teaching situations, a wide variety of resources.
- ◆ demonstrate the ability to teach individuals, groups and classes.
- ◆ set expectations and pace of work which make appropriate demands on all children and ensure that more able and less able children are effectively challenged.
- ◆ identify and respond appropriately to children with difficulties in learning and recognise when to seek further advice in relation to their specific educational needs.
- ◆ respond appropriately to cultural, gender, linguistic, religious and social differences, and to disabilities among children.
- ◆ encourage children to take initiatives in, and become responsible for, their own learning.
- ◆ work co-operatively with other professionals and adults in the schools.
- ◆ set an example to children in conduct and appearance.
- ◆ evaluate and justify the approaches taken to learning and teaching.

Classroom Organisation and Management

- ◆ be able to organise classes and lessons to ensure that all children are productively employed when working individually, in groups or as a class.
- ◆ be able to demonstrate knowledge about, and to apply, the principles and practices which underlie good discipline and which promote positive behaviour.
- ◆ be able to create and maintain a stimulating, purposeful, orderly and safe learning environment for all children.
- ◆ be able to manage children's behaviour fairly, sensitively and consistently by the use of appropriate rewards and sanctions and know when it is necessary to seek advice.
- ◆ demonstrate a knowledge of, and contribute to, strategies to prevent bullying.

- ◆ be able to evaluate and justify actions when managing children's behaviour.

Assessment

- ◆ demonstrate an understanding of the principles of assessment and the different kinds of assessment which may be used.
- ◆ be able to assess children's attainment in line with the Schools' policy and against national standards where assessment leads to certification.
- ◆ be able to monitor, assess, record and report on aptitudes, needs and progress of individual children.
- ◆ be able to provide children with constructive oral and written feedback on their progress on a regular basis.
- ◆ be able to use the results of assessments to evaluate and improve teaching and to improve the standards of attainment.

National and Whole School Issues

- ◆ demonstrate an understanding of the Scottish educational system.
- ◆ demonstrate a knowledge of and uphold and support Schools' policies, Schools' Development Plans and his or her Department's Development Plan.
- ◆ demonstrate a working knowledge of his or her contractual, pastoral and legal responsibilities.
- ◆ demonstrate an awareness of his or her responsibilities for contributing to the ethos of the School, for example by promoting positive relationships among staff, parents and children.
- ◆ be able to report to parents about their children's progress and discuss matters related to their personal and social development in a sensitive and constructive way.
- ◆ demonstrate an understanding of the way roles and responsibilities are shared among staff and how to obtain help from staff within the Schools, including those with responsibility for the curriculum, guidance, learning support and staff development.

- ◆ be willing and able to contribute to the extra-curricular life of the Schools.
- ◆ demonstrate an understanding of and adhere to the guidelines in the ESMGC child protection policy.

The values, attributes and abilities integral to teachers

- ◆ be committed to and enthusiastic about teaching as a profession and encouraging children to become learners.
- ◆ be committed to promoting children's achievements and raising their expectations of themselves and others, in collaboration with colleagues, parents and Governors.
- ◆ value and promote the moral and spiritual well-being of children.
- ◆ self-evaluate the quality of his or her teaching and set and achieve targets for professional development.
- ◆ demonstrate the abilities associated with analysing situations and problems, seeking solutions and exercising sound judgement in making decisions.
- ◆ value and promote equality of opportunity and fairness and adopt non-discriminatory practices, in respect of age, disability, gender, race or religion.
- ◆ demonstrate a commitment to undertaking continuing professional development in order to keep up-to-date with and respond to changes in education.