



CLASSROOM TEACHERS
2018/2019
(Nursery to Primary 7)

Vacancies for Class Teachers, both for permanent positions and to cover maternity leave, are available in the ESMS Junior School from August 2018.

The ESMS Junior School is a large, co-educational, independent junior school of approximately 1250 children who become members of either The Mary Erskine School or Stewart's Melville College when they finish Primary 7.

The Junior School has excellent facilities of its own as well as sharing those of the two senior schools. The ethos of the school is that each child's individuality is nurtured within a structured and disciplined framework. We firmly believe that happy children will achieve more academically and in extra-curricular activities. The atmosphere is therefore a caring one with great emphasis on encouraging children to take part in the many opportunities open to them. Children are encouraged to take responsibility whilst being challenged both academically and in general as young people. They learn to make choices and develop confidence in a supportive and positive environment in which our nine values, common across all three schools, are central to everything we do. These values are emphasised at all times as an integral element of our provision. They are **kindness, appreciation, integrity, respect, grace, responsibility, enthusiasm, commitment and confidence.**

The Nursery and Primary 1-3 classrooms in the Junior School are situated within the grounds of The Mary Erskine School and Primary 4-7 children are based within the grounds of Stewart's Melville College, one mile to the east.

We have very high expectations of all our teachers and children. The quality of our Class Teachers is central to the success of our school and each of them is respected as a highly-motivated and committed professional. We expect all our Class Teachers to have the ability to plan effectively, taking account of individual needs, and also to have the ability to create a positive, relaxed and purposeful environment for their children. Our teachers are expected to use a variety of teaching and learning strategies and to follow Junior School policies in respect of recording and assessment. We do not follow the Curriculum for Excellence. We believe that what we offer reflects the values which are an essential element within the CfE but we also believe in the importance of a structured and more formal approach to the development of our children's skills and confidence in all curricular areas, in particular Language and Mathematics. Regular and relevant assessments are integral to our approach, as is our commitment to ensuring that children and their parents are kept informed of their progress.

It is not possible at this stage to state precisely at which stages Class Teacher vacancies, whether permanent or to cover maternity leave, for 2018/2019 will be available although the wishes of the successful candidates will be taken into account. They will each work as part of a team under the guidance of a Year Group Leader and will be expected to have high professional and personal standards and to be committed to the values of the Junior School. A positive, confident

personality and an enthusiasm for and enjoyment of children's company are important. A sense of humour is vital.

All members of our teaching staff are also committed to the extra-curricular life of the school and are involved in a variety of ways in the educational and personal development of children outwith the classroom, often including the weekly coaching of girls' and boys' Games and the supervision of Saturday matches.

Salary is payable at the appropriate point on the Erskine Stewart's Melville Schools' Salary Scale for teaching staff. Please note that salaries paid are higher than those in the state sector and that progress to the top of the main scale is quicker, reflecting the level of commitment expected of all our teachers. Please note that we are pleased to receive applications from experienced teachers or from those closer to the start of their career, including probationers. They are provided with excellent support and are allocated their own class and are able to develop the skills required for full registration with GTC Scotland at the end of their probationary year. Teachers who complete their probationary year successfully in our Junior School can expect to remain with us as permanent members of our teaching staff.

Job Specification for a Classroom Teacher

Every teacher in the Junior School 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.

Curriculum content

- demonstrate a sound knowledge of, and practical skills in the subject forming the content of his/her teaching, at a level which allows him/her to stimulate and challenge children, and to recognise and address barriers to children's learning specific to the subject being taught.
- be able to play his/her full part in developing children's skills in literacy and numeracy.
- be able to use ICT and appreciate how to apply it effectively in learning and teaching (once trained).
- contribute to the personal and social education of children 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.
- Have a clear understanding of the school processes in place to support children's pastoral care.

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 the schools' policies, schools' Development Plans and his/her department's Development Plan.
- demonstrate a working knowledge of his/her contractual, pastoral and legal responsibilities.
- demonstrate an awareness of his/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 ESMS Child Protection Policy.

The values, attributes and abilities integral to teachers

- be committed to and enthusiastic about teaching as a profession and encouraging of 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/her teaching and set and achieve targets for Professional Review and 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.