



Primary Teacher Person Specification & Remit (To commence August 2019)

Jordanhill School is situated in the West End of Glasgow. It is a combined Primary and Secondary School with a total school roll of approximately 1050, aged from 5 – 18.

Jordanhill is a community, comprehensive school which is funded by direct grant from the Scottish Government. The School enjoys close links with neighbouring schools, both local authority and independent, and the wider educational community. Across Primary and Secondary the school received an outstanding inspection report in 2013.



The Primary has a roll of 462 organised into 16 classes. P1-2 classes have 22 children in each and the rest of the school has 33 pupils per class.

The management team consists of the Head Teacher, Depute Head Teacher and two Principal Teachers, one with an Infant focus and one focused on the Upper Primary.

The Development Plan, as would be expected, has CfE as the main area of development with teachers' CPD having prominence. All staff are skilled in the use of ICT and Promethean boards are fully used in every classroom. AifL is embedded in learning and teaching and the use of critical skills strategies, cooperative learning and active learning are the norm.



Primary implemented Modern Languages 1+2 from August 2016 with French as L2 from P1 and Mandarin as L3 from P5. The school has a Confucius Classroom Hub.

We use restorative justice methodology when managing pupil behaviour and ensure that pupils have a voice in their learning and in the wider life of their school.

All teachers are expected to play a prominent role in all initiatives and developments.



Person Specification

The successful applicant will be expected to:

- ◆ Demonstrate a sound knowledge of CfE and an ability to plan the learning and teaching experiences for every child.
- ◆ Have a sound understanding of the importance of assessment as an integral part of the planning evaluation and moderation cycle.
- ◆ Engage in departmental development work in relation to *A Curriculum for Excellence* and the School Improvement Plan Priorities.
- ◆ Show a profound interest in his/her professional development
- ◆ Show a commitment to extend the use of ICT in the delivery of courses and in carrying out related administrative tasks, as required. Participation in training events organised by the school is essential.

Inspection 2013 key strengths

- ✓ Consistently innovative and creative lessons which help children and young people to develop an outstanding range of knowledge, skills and attributes.
- ✓ The positive response of children and young people to the very high expectations set by staff.
- ✓ The confident way in which children and young people take responsibility for their learning.
- ✓ Strong progress in learning supported by the P6 to S2 transition programme.
- ✓ Staff team work which helps children and young people to achieve highly.
- ✓ Leadership across the school, particularly that of the rector, which promotes an outstanding culture of reflection and improvement.

Applicants should be confident of their ability to work with very able pupils and to respond to the needs of the full range of abilities found in a non-selective environment.

Applicants require to be registered with GTC Scotland and appointment is subject to a satisfactory PVG check. An extract from the Conditions of Service of Teachers is appended for information.

Salary

Teachers at Jordanhill School are paid on the national scales (SNCT).

As of 1st April 2011 the School no longer recognises the Chartered Teacher status of new members of the teaching staff for salary purposes.

ICT at Jordanhill

Jordanhill School has long been a centre of excellence in the use of ICT. It was the first school in Scotland to be fully accredited for the **ICT Mark** and the school won the Becta **ICT in Practice Award for Leadership** in 2006.

For several years the school has operated its own 'Sharepoint' portal which underpins much of the daily routines and management of the school. It has a 10Gb link to Glow, has been involved in the trialing of digital assessments with SQA and currently undertakes standardised testing online in Primary and lower Secondary. Promethean interactive whiteboards are used in every classroom from P1 to S6. Induction and ongoing training is provided by two members of the teaching staff (Primary and Secondary).

In addition to the IT suites in Computing and Business, specialised suites can be found in Art, Music and Technical with sets of radio laptops also available in every department. The school has an IT manager and two full-time technicians who manage and oversee all technical services.

Teacher - Primary

Subject to the policies of the school, the post holder shall perform such tasks, as the Rector shall direct having reasonable regard to overall workload related to the following:

- ◆ Teaching assigned classes together with associated preparation and correction
- ◆ Developing the school curriculum
- ◆ Assessing, recording and reporting on the work of pupils
- ◆ Preparing pupils for examinations and assisting with their administration
- ◆ Providing advice and guidance to pupils on issues related to their education
- ◆ Working in partnership with parents, support staff and other professionals
- ◆ Undertaking appropriate and agreed continuing professional development¹
- ◆ Participating in issues relating to school planning, raising achievement and individual review
- ◆ Promoting and safeguarding the health, welfare and safety of pupils including supervising pupils in the grounds, dining/recreation areas or at school events during the school day
- ◆ Contributing towards good order and the wider needs of the school including supervising pupils at collective activities (See below).

Professional Learning

All teachers in permanent posts will have met the *Standards for Registration (GTCS 2013)* and are expected to perform to the standards exemplified therein.

All teachers must meet the requirements for Professional Update established by GTCS. Professional learning needs will be assessed against the revised GTCS Standards and the development needs of the school. As teachers progress through the salary scale they will be expected to evaluate their professional skills against the *Standard for Career-Long Professional Learning (2013)*.

<http://www.gtcs.org.uk/standards/standards.aspx>

Jordanhill School offers unparalleled opportunities for professional learning for both permanent and temporary staff.

COLLECTIVE ACTIVITIES

The teacher working week consists of a number of elements

- ◆ Maximum class contact time (including any class cover)
- ◆ Personal preparation and correction
- ◆ Management time (where appropriate)
- ◆ Collective time (the balance of time remaining)

Collective activities take place within this last element. All teachers in Jordanhill School have a substantial amount of collective time, not least because maximum class contact time is below national norms.

In utilising collective time, the school will seek to provide a minimum of direction and will operate on the basis of trust, mutual support and the promotion of teacher professionalism. We recognise that the contribution of many staff extends beyond their contractual obligations and that we will continue to rely on that commitment to maintain the quality of pupil experience.

Collective activities can be divided broadly into two sets

Staff Focused	Pupil Focused
Curriculum, Communications & Planning	Out of School Hours Learning (OSHL)
<ul style="list-style-type: none"> ◆ Additional preparation and correction ◆ Preparation of reports, records etc. ◆ Meetings: staff, planning, department etc. ◆ Professional review and development and CPD ◆ Curriculum development ◆ Parents' meetings ◆ Board and PTA activities ◆ Trade union meetings 	<ul style="list-style-type: none"> ◆ Supported study ◆ Music ◆ Sport ◆ Extended trips ◆ Additional supervised pupil activities e.g. clubs, dances

Both sets of activities are prominent in the school calendar, which is constructed to ensure an appropriate balance of demands during the year.

Due to the nature of their posts, some teachers make a large contribution to OSHL activities. Such specific contractual requirements are addressed within their job descriptions.

The contribution of other teachers also forms part of their job description

- Contributing towards good order and the wider needs of the school including supervising pupils at collective activities.

By sharing tasks we ensure that no individual is overburdened and strengthen our common sense of purpose.