



Teacher of English 1.0FTE (Full time, Permanent)

An exciting opportunity has arisen for us to recruit a full-time teacher of English to our thriving and ambitious English department.

Deadline for applications: Friday 1 March, 9am

School visit, Interview and Lesson: Week beginning Mon 11 March

Start date: Monday 12 August 2024

Jordanhill School

Jordanhill School is unique in Scottish education in being the only Grant Aided mainstream school funded directly by the Scottish Government. We are a community comprehensive school and our success is founded on placing our pupils and staff at the heart of everything we do. The school is renowned for its academic excellence and thriving programmes in sport, outdoor education, music, art and drama.

We offer a wonderful learning environment, excellent resources, and a commitment to help every child achieve to the very best of their abilities.

The library (shown opposite) is a fantastic feature of the school and is located next to the English department. The school librarian supports the work of the English department and the library is used extensively by pupils in both Primary and Secondary.

Further information about the school can be found on our web site:

- [Prospectus](#)
- [School Improvement](#)
- [History](#)
- [Jordanhill Journal](#)



The English Department

English is a major strength within Jordanhill School with high levels of success at all levels. The current teaching commitment of the department is:

- ♦ **P7:** 4 periods
- ♦ **S1/S2:** 4 classes per year, mixed ability
- ♦ **S3-S4:** National 4 and National 5
- ♦ **S5/S6:** Advanced Higher, Higher and National 5





Due to the nature of the school, there is a unique opportunity for the English Department to collaborate with Primary colleagues. In P7, each class is timetabled to work with an English teacher for two periods per week, working on the development of writing skills. This allows English and Primary teachers to work together to ensure effective pupil progression within the subject.

In addition, the department takes an active role in the extra-curricular life of the school: theatre and cinema visits, public speaking, creative writing, competitions, author visits, lunchtime clubs and other school trips. These play a significant part in helping the department achieve its overall aims of enriching all pupils' experience of the subject.

Jordanhill School invests in professional learning with many teachers holding positions with agencies such as the SQA and complementing their work with research informed practice from beyond Scotland.

In addition to teaching English, you will also act as a class tutor with an assigned class teaching PSHE 1 period per week (see first level pastoral care below) and contribute to the teaching of RME (usually 1 or 2 periods per week) which is taught from S1-S4.

Person Specification

The successful applicant will be expected to:

- Contribute to all areas of teaching and course development in English.
- Demonstrate a keen interest in, and sound knowledge of, the subject.
- Show an enthusiasm for engaging pupils.
- Engage in departmental and whole school development work, especially in relation to advancing courses and developing lessons which meet the needs of all pupils.
- Show a profound interest in professional learning to enhance pedagogy and pupil experience.
- Act as Class Tutor, see First Level Pastoral Care below, and teach assigned RME classes.
- Demonstrate a commitment to the wider life of the school through involvement in wider achievement activities.

Applicants must be registered with GTC Scotland. Appointment is conditional on a successful PVG check prior to commencement in the post, satisfactory references, presentation of qualifications and confirmation of the right to work in the UK. Any offer of employment will be withdrawn if any of the above conditions are not satisfied.

Salary

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

As of 1st April 2011, the School has not recognised the Chartered Teacher status of new members of the teaching staff for salary purposes.



Duties of Teacher of English

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, marking and feedback
- 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 professional learning
- 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 (Appendix 3)

The above duties have been adapted from Annex B of the national agreement "A Teaching Profession for the 21st Century" (2001) on teachers' salaries and conditions of service.

Professional Learning

All teachers in permanent posts will have met the *Standards for Registration (GTCS)* 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 (2021)*.

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

First Level Pastoral Care

All class teachers play an important role in the delivery of pastoral care to pupils.

In Secondary, almost all teachers have an enhanced role as a **Student Tutor**. Tutors work in a team managed by a Principal Teacher of Pastoral Care. The Principal Teacher manages complex pastoral care issues.



Collective Activities

The teacher working week consists of several 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.

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 Curriculum, Communications & Planning	Pupil Focused Out of School Hours Learning
<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 professional learning ◆ 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.