

Person Specification for the position of

Mathematics Teacher (Secondary)

Sgoil Ghàidhlig Ghlaschu
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Glasgow City Council G3 7HP
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Education Services of Glasgow City Council will seek to provide education and support of the highest quality for all its citizens, young and old, and will do so in a spirit of partnership and consultation.

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Sgoil Ghàidhlig Ghlaschu: School Profile

An Togalach/Building

The school occupies the former Woodside Secondary school site after refurbishment in 2005-2006. The Technician Support Service (TSS) is also contained within the campus.

The school has one gymhall/assembly area, one dining hall, one dance studio, one central library/ICT suite and one football pitch.

The Primary has 18 classrooms, one GP room and one ICT classroom. The Secondary has 11 general classrooms, two music rooms, four practice rooms, two art rooms, three science classrooms, two Home Economic classrooms, one ICT classroom, one technical room and one workshop.

The Nursery has two classrooms in a self-contained area of the school.

Luchd-obrach/The Staff

The Head Teacher is in overall charge of the school. She decides general policy and sets the standards expected from pupils and staff.

She consults on authority and national guidelines and implements a strategic plan for the development of the school.

The Depute Head Teacher's are responsible for the day to day management of the Nursery, Primary and Secondary and have other responsibilities and duties as outlined by the Head Teacher.

The Principal Teacher (Primary) has a specific remit for managing the Support for learning and additional support needs of the pupils as well as working collaboratively with staff.

The Faculty Heads in the Secondary also have a specific remit and are responsible for the development and support of a range of subjects.

All the promoted staff have a collective responsibility to ensure a contribution to the running and well-being of the whole school as well as other duties as identified by the Head Teacher.

Other school staff:

- Sgoil Araich/Nursery 1 Team leader (Acting)
 3 CDOs
- Bunsgoil/Primary 17 class teachers
 3.2FTE LSA
- Àrdsgoil/Secondary 24.5FTE subject teachers

Compàirteachas/Partnership

The school does not have a catchment area and pupils come from the city of Glasgow and beyond, including other authorities that do not have Gaelic Medium provision. Most of the pupils (85%) come from homes where no Gaelic is spoken. We encourage parents to try and learn Gaelic to help support their children with homework and other areas of school life.

We have a Parent Council who is actively involved in the development of the school. They contribute to fundraising, the campus development and provide information on issues concerning the school.

Ar n-Amasan/Aims

We provide a Gaelic environment that supports and equips our young people in the four capacities of a Curriculum for Excellence.

- ◆ Successful Learners - through high standards of teaching and learning in a broad and balanced curriculum
- ◆ Confident Individuals - through providing support and guidance for pupils to take responsibility for leading their own learning and achieving their potential
- ◆ Responsible Citizens – through developing partnerships, citizenship experiences and community links
- ◆ Effective Contributors -through enhancing the importance of the Gaelic language and culture with the school community, through the school community and outside the school community

Person Specification:

Class Teacher Secondary (Mathematics)

Duties and Responsibilities of Class Teachers

Class Teacher Secondary (Mathematics)

Key Area	General responsibilities and duties
Teaching and learning	<p>Responsibility to plan, deliver and assess high quality learning experiences to children to raise attainment and achievement through the medium of Gaelic.</p> <p>Responsibility to assess, record and report on the progress of children.</p> <p>Responsibility to actively contribute to the development and delivery of a curricular programme suitable to meet the needs of all pupils, as dictated by the School Improvement Plan or Authority direction.</p>
Quality Assurance and School Improvement	<p>Contribute to the development, promotion and implementation of the school's arrangements for self evaluation and overall school improvement.</p> <p>Responsible for implementation of policies within area of responsibility.</p>
Contribution to Positive School Ethos	<p>Contribute to and promote the development of a positive school ethos and Gaelic language and culture.</p> <p>Contribute to the development, promotion and implementation of school policy and procedures.</p>
Implementation of Pupil Support strategies	<p>Contribute to the development, promotion of, and implementation of school policy and procedures in relation to arrangements for supporting pupils.</p>
Partnership Working	<p>Promote partnership working with professional and support staff, parents, and appropriate agencies.</p>

Any other duties as directed by the Headteacher.

In addition, class teachers have the duties and responsibilities to carry out other such tasks and responsibilities as designated by the Headteacher within the terms of reference of Annex B of **A Teaching Profession for the 21st Century**.

Person Specification: Class Teacher

Subject - Mathematics (Secondary)

ESSENTIAL

DESIRABLE

Qualifications

GTC Standard for Full Registration.

Additional qualifications or professional recognition.

Leading Learning in Glasgow

Knowledge of and experience in applying curriculum for excellence principles and purposes.

Has experience of moderation and sharing the standard.

Ability to plan effectively across the curriculum using experiences and outcomes from curriculum for excellence.

Experience of leading innovative practices in their classroom and/or the whole school.

Ability to provide a broad, rich and relevant curriculum including interdisciplinary learning.

Ability to motivate and engage children through stimulating and active learning approaches.

Demonstrates sound organisational skills and effective classroom management to support learning.

Demonstrates an understanding of assessment principles and how these have been implemented in their classroom.

Ability to employ information and communication technology to support and enhance learning and teaching.

Person Specification: Class Teacher, cont'd

Subject/Stage Mathematics (Secondary)

ESSENTIAL	DESIRABLE
Raising Attainment and Achievement in Glasgow	
<p>Is a fluent Gaelic speaker.</p> <p>Demonstrates commitment to raising expectations for children in their attainment and achievement particularly literacy and numeracy.</p> <p>Demonstrates commitment to training and development.</p> <p>Has current knowledge of national curriculum developments and can demonstrate successful application in their classroom practice.</p> <p>Demonstrates critical reflection and evaluation of their own practice.</p>	<p>Has significantly influenced whole school developments that resulted in improved outcomes for learners.</p> <p>Knowledge of and commitment to major policies of Education Services in Glasgow City Council and Glasgow's priorities.</p>
Supporting Glasgow's Learners	
<p>Demonstrates a knowledge and commitment to effective practices to include children and keep them safe.</p> <p>Knowledge of and experience in applying a variety of effective strategies to promote positive behaviour.</p> <p>Ability to plan appropriately to meet the needs of all learners.</p> <p>Understands the role and responsibility of the teacher in additional support legislation.</p>	<p>Demonstrates experience of supporting children/young people with additional support needs.</p> <p>Has experience of working with a variety of partners to support pupil learning.</p> <p>Contributes to support planning for children and young people with additional support plans.</p> <p>Has good working knowledge of Staged Intervention procedures.</p>

Person Specification: Class Teacher, cont'd

Subject/Stage Mathematics (Secondary)

ESSENTIAL

DESIRABLE

Working Together in Glasgow

Ability to communicate effectively with children and colleagues and contribute to a positive school ethos.

Has experience of collegiate working in a school initiative.

Demonstrates qualities to promote positive partnership working with children, parent/carers and staff in a school community.

Has participated or led parents/carers events.

Ability to communicate effectively with parents and carers and outside agencies.

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