

# **THE MORAY COUNCIL EDUCATIONAL SERVICES**

## **Teacher – Job Description**

### **Specific Areas of Responsibility**

All teachers have a responsibility to carry out the list of duties contained in **Annex B of “A Teaching Profession for the 21<sup>st</sup> Century”**:

Subject to the policies of the school and the Education Authority, the duties of teachers, promoted and unpromoted, are to perform such tasks as the Head Teacher shall direct having reasonable regard to overall workload related to the following categories:

- (a) teaching assigned classes together with associated preparation and correction
- (b) developing the school curriculum
- (c) assessing, recording and reporting the work of pupils
- (d) preparing pupils for examinations and assisting with their administration
- (e) providing advice and guidance to pupils on issues related to their education
- (f) promoting and safeguarding the health, welfare and safety of pupils
- (g) working in partnership with parents, support staff and other professionals
- (h) undertaking appropriate and agreed Continuing Professional Development
- (i) participating in issues related to school planning, raising achievement and individual review
- (j) contributing towards good order and the wider needs of the school

### **Key Duties Associated with Areas of Responsibility:**

#### **(a) Curriculum**

It is expected that, within the guidelines of the Authority and within each school's framework for the delivery of the curriculum, all teachers will undertake duties allocated from the following list, as appropriate:

- Teach assigned classes
- Maintain classroom discipline and promote positive behaviour
- Ensure pupil health and safety
- Plan coherent and progressive teaching programmes that match pupils' personal learning needs and abilities
- Develop teaching and assessment materials
- Use the results of assessment to evaluate and improve teaching, and the learning and attainment of pupils
- Set and maintain targets and the pace of work for all pupils
- Prepare pupils for internal and external assessments
- Assist with the administration of internal and external assessments
- Record, monitor and report on pupil progress
- Meet with parents/carers to review pupil progress and ongoing educational needs
- Contribute to the effective running of stage/curricular area/subject/department
- Contribute to development planning, evaluation and quality assurance processes

#### **(b) Pastoral:**

It is expected that, within the guidelines of the Authority and within each school's framework for the pastoral care of pupils, all teachers will undertake duties allocated from the following list as appropriate:

- Provide pastoral advice for pupils
- Monitor and take appropriate action in relation to routine aspects of the attendance, behaviour and progress of these pupils
- Contribute to the planning and transfer of pupils across transitional stages
- Communicate with parents/carers, as appropriate

**(c) Collegiate:**

It is expected that, within the guidelines of the Authority and within each school's framework for collegiate activities, all teachers will undertake duties allocated from the following list, as appropriate:

- Engage in the process of curriculum development in collaboration with colleagues
- Contribute to the planning, development and implementation of policies
- Participate in the induction of new colleagues and student teachers
- Work in collaboration with other professionals

Collegiate duties may be undertaken on an Authority, cluster, whole school, stage basis and in the stage/curricular area/subject/department of each teacher.

**(d) Professional Development:**

It is expected that, within the guidelines of the Authority and within each school's development framework, all teachers will undertake professional learning and development, as agreed with the Head Teacher or his/her delegated Line Manager representative

- Fulfil contractual obligations in relation to Continuing Professional Development
- Participate in the annual Professional Review and Development process
- Undertake appropriate, and agreed, Continuing Professional Development

**Allocation of Duties:**

Teachers are accountable, through appropriate Line Managers, to the Head Teacher and, in turn, through him/her to the Director of Educational Services.

Following a process of consultation, each teacher's Line Manager will determine the particular duties that they will carry out, and which may vary, as required.

Duties must be capable of being undertaken within contractual time and will have regard to teacher workload.

**THE MORAY COUNCIL  
EDUCATIONAL SERVICES**

**Post of Teacher – Person Specification**

<b>Selection Criteria</b>	<b>Essential: Acceptable levels for effective job performance</b>	<b>Desirable: The attributes of the ideal candidate</b>
Qualifications	As required by GTC; (for permanent posts Standard Full Registration is required)	Additional qualifications
Previous Experience	Ability to use technology to enhance teaching and learning – computers, TV, video etc.	Appropriate experience of teaching classes across the age range and ability range
Professional Development	Willingness to undertake professional development activities	Evidence of participation in relevant development activities
Communication Skills	Ability to communicate clearly and effectively with pupils, with parents and with other teachers, and in a range of formats	Evidence of communication with pupils, with parents and with other teachers
Interpersonal Skills	Good listener, courteous, tactful; shows empathy to young people	Sympathetic listener; supportive of pupils and colleagues
Implementing Change	Willingness to be involved in current developments; willingness to contribute to discussion of same	Evidence of involvement in stage/departmental/whole school developments
Curriculum (in appropriate areas – stage/subject/PSHE)	Clear knowledge of current curricular issues; clear commitment to the process of self-evaluation, including school development planning	Evidence of involvement in stage/departmental/whole school development
Ethos	Ability to foster a positive ethos; shows willingness to contribute to all aspects of school life	Evidence of previous experience in creating a positive ethos
Relationships with Pupils	Ability to motivate young people and to promote good order and discipline among pupils within the parameters of school policy; shows commitment to pastoral care and welfare of pupils	Evidence of promoting learning within a productive, disciplined and caring learning environment.
Relationships with Parents and the Community	Ability to establish positive relationships with parents and the community	Evidence of previous experience in establishing positive relationships with parents and the community
Whole School Involvement	Willingness to participate in whole school working groups	Evidence of participation in whole school working groups