**JOB DESCRIPTION**

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| **JOB TITLE:** | Teacher - Primary |
| **REPORTS TO:** | Principal |

**PROFESSIONAL DUTIES OF A TEACHER**

**TEACHERS’ (TERMS AND CONDITIONS OF EMPLOYMENT) REGULATIONS**

**(NORTHERN IRELAND) 1987**

**Schedule 3**

**Regulation 5**

# **Exercise of general professional duties**

A teacher who is not a principal shall carry out the professional duties of a teacher as circumstances may require:-

1. if he/she is employed as a teacher in a school under the reasonable direction of the principal of that school;
2. if he/she is employed by a board on terms under which he is not assigned to any one school, under the reasonable direction of that board and of the principal of any school in which he/she may for the time being be required to work as a teacher.

# **Exercise of particular duties**

(a) A teacher employed as a teacher (other than a principal) in a school shall perform, in accordance with any directions which may be reasonably given to him/her by the principal from time to time, such particular duties as may reasonably be assigned to him/her.

1. A teacher to whom paragraph 1(b) refers shall perform, in accordance with any direction which may reasonably be given to him/her from time to time by the board or by the principal of any school in which he/she may for the time being be required to work as a teacher, such particular duties as may reasonably be assigned to him/her.
2. **Planning**

 1.1 Planning and preparing courses and lessons;

1.2 Teaching, according to their educational needs, the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupils in school and elsewhere;

 1.3 Assessing, recording and reporting on the development, progress and attainment of pupils.

1. **General**

2.1 Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her;

 2.2 Providing advice and guidance to pupils on educational and social matters and on their further education and future careers including information about sources of more expert advice on specific questions, making relevant records and reports;

2.3 Making records of and reports on the personal and social needs of pupils except in instances where to do so might be regarded as compromising a teacher’s own position;

 2.4 Communicating and consulting with the parents of pupils;

 2.5 Communicating and co-operating with such persons or bodies outside the school as may be approved by the employing authority and the Board of Governors;

 2.6 Participating in meetings arranged for any of the purposes described above.

1. **Assessment/Reporting**

Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils except in instances where to do so might be regarded as compromising a teacher’s own position.

1. **Staff Development/Professional Development**

4.1 Participating, if required, in any scheme of staff development and performance review;

4.2 a) Reviewing from time to time his/her methods of teaching and programmes of work;

 b) Participating in arrangements for his/her further training and professional development as a teacher.

4.3 Advising and co-operating with the Principal and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

1. **Discipline/Health and Safety**

5.1 Maintaining good order and discipline among pupils in accordance with the policies of the employing authority and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

5.2 Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

1. **Public Examinations**

Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for pupils’ presentation for and supervision during such examination.

1. **Review and Development of Management Activities/Administration**

7.1 a) Contributing to the selection for appointment and professional development of other teachers, including the induction and assessment of probationary teachers;

 b) Co-ordinating or managing the work of other teachers;

c) Taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

7.2 a) Participating in administrative and organisational tasks related to such duties as described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.

 b) Subject to the provisions of Article 22 of the Order, attending assemblies;

 c) Registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

1. **Number of days/Hours of work**

8.1 a) A full-time teacher, other than a teacher employed in a residential establishment, shall be available for work on 195 days in any year of which not more than 190 days should involve teaching children in a classroom situation;

 b) A teacher, other than a teacher employed in a residential establishment, shall be available to perform such duties at such times and such places as may reasonably be specified by the Principal, or where he/she is employed by a Board on terms under which he/she is not assigned to any one school by the Board or the Principal of any school in which he/she may for the time being be required to work as a teacher, for 1,265 hours in any year exclusive of time spent off school premises in preparing and marking lessons and time spent travelling to and from the place of work;

 c) A teacher may not be required to teach as distinct from supervise children in a classroom situation for more than 25 hours in any week in a primary or special school and 23.5 hours in any week in a secondary school;

 d) Unless employed under a separate contract as a mid-day supervisor, a teacher shall not be required to undertake mid-day supervision.

1. **Staff cover**

9.1 Supervising and teaching any pupils whose teacher is not available provided that:

a) In schools with an average daily enrolment greater than 222 pupils a teacher other than a supply teacher shall not be required to provide such cover after the second day on which a teacher is absent or otherwise not available or from the first day if the fact that the teacher would be absent or otherwise not available for a period exceeding 2 days was known to and agreed by the employing authority in advance;

b) In schools with an average daily enrolment of 222 pupils or less a teacher other than a supply teacher shall not be required to provide such cover after the first day on which a teacher is absent or otherwise not available for more than 1 day was known to and agreed by the employing authority in advance;

c) In schools with a complement of 1, 2 or 3 teachers and in nursery units in primary schools, a teacher other than a supply teacher shall, notwithstanding heads (a) and (b), not be required to provide such cover.

**PERSON SPECIFICATION**

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| **NOTES TO JOB APPLICANTS** |
| 1. You must clearly demonstrate on your application form under each question, how, and to what extent you meet the required criteria as failure to do so may result in you not being shortlisted. You should clearly demonstrate this for both the essential and desirable criteria, where relevant.
2. You must demonstrate how you meet the criteria by the closing date for applications, unless the criteria state otherwise.
3. The stage in the process when the criteria will be measured is outlined in the table below.
4. Shortlisting will be carried out on the basis of the essential criteria set out in Section 1 below, using the information provided by you on your application form.
5. Please note that the Selection Panel reserves the right to shortlist only those applicants that it believes most strongly meet the criteria for the role.
6. In the event of an excessive number of applications, the Selection Panel also reserves the right to apply any desirable criteria as outlined in Section 3 at shortlisting, in which case these will be applied in the order listed. It is important therefore that you also clearly demonstrate on your application form how you meet any desirable criteria.
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| **SECTION 1 - ESSENTIAL CRITERIA** |

The following are **essential** criteria which will initially be measured at the shortlisting stage and which **may also be further explored during the interview/selection stage**. You should therefore make it clear on your application form how, and to what extent you meet these criteria. Failure to do so may result in you not being shortlisted.

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| **Factor** | **Essential Criteria (List of suggestions – please delete any criteria you do not wish to include. Alternatively add any criteria you would wish to include in the order to be applied at shortlisting. When doing so please review the method of assessment. Criteria in blue text cannot be amended)** | **Method of Assessment** |
| **Qualifications/ Professional Membership** | * Hold a teaching qualification which meets the requirements for recognition to teach in grant-aided schools in Northern Ireland by the closing date for completed applications/by the date of taking up duty
 | Shortlisting by Application Form |
| **Experience**  | * Demonstrable experience of teaching **<< >>** at Key Stage <<>> to achieve positive learning outcomes
 | Shortlisting by Application Form |

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| **Knowledge** | * Demonstrable Knowledge of Northern Ireland **<< >>** Curriculum
* Demonstrable working knowledge of Pastoral Care: Promoting Positive Behaviour
* Demonstrable working knowledge of a range of teaching strategies to suit different learning styles
* Demonstrable working knowledge of Information Technology systems such as the following:
	+ Digital classroom tools/media, use of tablets/mobile technologies
 | Shortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application Form |
| **Other** | * Be registered with the General Teaching Council for Northern Ireland (GTCNI) before taking up post
 | Pre-employment Check |

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| **SECTION 2 - ESSENTIAL CRITERIA** |

The following are **additional** **essential** criteria which will be measured during the interview/selection stage.

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| **Factor** | **Essential Criteria (List of suggestions – please delete any criteria you do not wish to include. Alternatively add any criteria you would wish to include in the order to be applied at shortlisting. When doing so please review the method of assessment.)** | **Method of Assessment** |
| **Knowledge** | * Knowledge of current assessment methods to inform teaching
* Knowledge and understanding of Safeguarding and Child Protection policy/practice
* Knowledge of the SEND Code of Practice
 | InterviewInterview Interview |
| **Skills / Abilities** | * Effective teaching and classroom management skills to inspire and challenge pupils to raise achievement
* Proven ability to provide a supportive, inclusive learning environment
* Ability to work collaboratively to promote positive relationships with pupils, colleagues, parents and the wider community
* Ability to work as an effective member of a team, and to motivate self and others
 | InterviewInterviewInterviewInterview |
| **Values Orientation / Identification with School Ethos** | Evidence of how your experience and approach to work reflect the School’s Values/ethos. You will find information about our Values/ethos here INSERT LINK  | Interview |

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| **SECTION 3 - DESIRABLE CRITERIA** |

Some or all of the desirable criteria may be applied by the Selection Panel in order to determine a manageable pool of candidates. Desirable criteria will be applied in the order listed. You should make it clear on your application form how, and to what extent you meet the desirable criteria, as failure to do so may result in you not being shortlisted.

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| **Factor** | **Desirable Criteria (List of suggestions – please delete any criteria you do not wish to include. Alternatively add any criteria you would wish to include in the order to be applied at shortlisting. When doing so please review the method of assessment.)** | **Method of Assessment** |
| **Qualifications and Experience**  | * Have studied <<>> as a subsidiary subject or as an area of specialism as part of teacher training
* Hold a minimum of eg. Pianoforte Grade <<>> (an audition may form part of the selection process)
* Hold a minimum of (eg. Level 1) coaching qualification in <<specify sport>>
* Demonstrate a minimum of <<>> experience of teaching **<< >>** at Key Stage <<>> to achieve positive learning outcomes
* Demonstrable experience of teaching children who have Special Educational Needs
* Demonstrable experience of teaching children with learning difficulties (specify particular learning difficulties eg. dyslexia)
* Demonstrable experience of planning and developing Learning through Play
* Demonstrable experience of teaching using an interactive whiteboard and iPad/tablet technologies in a classroom setting
* Demonstrable experience of using digital media to enhance teaching and learning
* Demonstrable experience of using ICT to support the learning of children with SEN
* Demonstrable experience of teaching using phonic-based approaches
* Demonstrable experience of supporting the development of reading across the school
* Demonstrable experience of assisting with and/or co-ordinating an area of the curriculum (The Arts, The World Around Us, PDMU, Physical development and Movement / Physical Education) within a primary school
* Demonstrable experience of delivering an <<>> eg. Eco-schools programme
* Demonstrable experience of coaching and organising team sports in school environment
* Demonstrable experience of assisting with/accompanying a school choir
* Demonstrable experience of teaching English as an Additional Language
* Demonstrable experience of teaching English/Mathematics/Numeracy to withdrawal groups to support learning
* Demonstrable experience of monitoring pupil progress, performance, target setting and intervention
 | Shortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application FormShortlisting by Application Form |