



# Role Profile

## Teacher Support for Learning

|               |                       |        |      |
|---------------|-----------------------|--------|------|
| Reference No. | SNCT                  |        |      |
| Service       | Education Directorate |        |      |
| Job Family    | SNCT                  | Grade: | SNCT |

### Purpose

To lead learning for, and with, all learners, particularly those with additional support needs, with whom they engage.

To support school staff to develop their knowledge and capacity to meet the needs of all learners particularly those with additional support needs.

**Task or Responsibility** - For this role, there is an expectation that all, or a combination, of the following will be undertaken:

Supporting staff and management to develop the capacity of staff to meet the needs of all learners particularly those with additional support needs.

**Person Specification: Skills, Knowledge, Qualifications or Experience** - Criteria can apply to more than one task or responsibility

**E**    **D**

Full General Teaching Council for Scotland (GTCS) registration

✓

For posts within Primary you are required to be fully registered with the General Teaching Council for Scotland (GTCS) in Primary.

✓

For posts within Secondary you are required to be fully registered with the General Teaching Council for Scotland (GTCS) in Secondary for the specific subject.

✓

You are required to model all behaviour expected of a teacher in Scotland in line with the relevant Professional Standards.

✓

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|---|--|---|---|
|   | <p>Full registration is required for all Permanent posts, for temporary class teacher posts, provisional GTCS registration in the relevant sector will be considered.</p> <p>Candidates holding GTCS registration in Further Education must also hold Primary or Secondary registration to meet the essential criteria as determined by Fife Council</p> <p>Post Graduate qualification in Additional Support Needs / ASD or appropriate equivalent</p> <p>A self-reflective and self-evaluative approach to teaching and learning</p> <p>Commitment to the vision, values and core priorities of the Education Directorate.</p> | <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> | <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> |
| Developing and delivering high quality professional learning to all staff to support the teaching and learning of pupils with additional support needs. | <p>Recent experience of developing and delivering professional learning</p> <p>Communication and IT skills</p>   | <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> |   |
| Delivering direct support to pupils with additional support needs.  | <p>Have knowledge of pupils with additional support needs</p> <p>Understanding and displaying the importance of building and maintaining positive relationships with children and young people</p>   | <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> |   |
| Participating and leading the planning and record keeping for specific pupils with additional support needs.  | <p>Skills in using a range of evidence to assess and evaluate teaching and learning</p>  | <p style="text-align: center;">✓</p>                                      |   |

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|--|--|----------|----------|
|  | Skills in planning to meet the needs and risks of pupils   | ✓        |          |
| Applying the curriculum and knowledge and understanding of its development.  | Knowledge of current National & Local Authority Guidelines for relevant contexts   | ✓        |          |
|  | Detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary curriculum, referring to local and national guidance as appropriate                                       | ✓        |          |
|  | Knowledge and understanding of the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance  | ✓        |          |
|  | Experience of leading and collaborating with others to plan innovative curricular programmes   |          | ✓        |
| Having knowledge and understanding of planning coherent and progressive teaching programmes.   | Successful teaching experience in the relevant sector/subject, including planning systematically, applying the principles of assessment, recording and reporting as an integral part of the teaching process | ✓        |          |
| Having knowledge and understanding of the principles of assessment, recording and reporting.   | Skills in using a range of evidence to monitor and evaluate developments in teaching and learning  | ✓        |          |
| Having knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning. | Involvement in supporting and promoting activity focussed on improving life outcomes for the most vulnerable individuals and groups within a school community  | ✓        |          |

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|---|---|----------|----------|
|   | Have secure working knowledge and detailed understanding of the contractual, pastoral and legal responsibilities of the role              | ✓        |          |
| Planning coherent, progressive and stimulating teaching programmes which match learners' needs and abilities.                           | Experience of supporting and challenging all learners effectively to build confidence and promote progress                                | ✓        |          |
|   | Use evidence of learning to plan effectively to ensure appropriate pace and challenge for all learners                                    | ✓        |          |
|   | Ability to support and challenge all learners effectively to promote engagement and appropriate progress in learning                      | ✓        |          |
| Communicating effectively and interact productively with learners, individually and collectively.                                       | Use a range of communication methods to promote and develop positive relationships with learners  | ✓        |          |
|   | Communicate appropriately with all learners, and promote competence and confidence in literacy  | ✓        |          |
| Employing a range of teaching strategies and resources to meet the needs and abilities of learners.                                     | Efficient and effective use of resources to support the learning needs of all learners  | ✓        |          |
| Having high expectations of all learners.   |   |          |          |
| Creating a safe, caring and purposeful learning environment.  |   |          |          |
| Developing positive relationships and positive behaviour strategies.  |   |          |          |
| Using assessment, recording and reporting as an integral part of the teaching process to support and enhance learning.                  |   |          |          |
| Having knowledge and understanding of the principal features of the education system, educational policy and practice.                  |   |          |          |

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|---|---|----------|----------|
| Having knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them. | Participation in aspects of school improvement  | ✓        |          |
| Having knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices.                        | Commitment to on-going career-long professional learning, including postgraduate study as appropriate<br><br>Ability to apply knowledge, skills and expertise through enquiry and sustained professional learning to deepen and develop subject, curricular, and pedagogic knowledge to be able to lead learners and the learning of colleagues | ✓        | ✓        |
| Having knowledge and understanding of the importance of research and engagement in professional enquiry.  | Engagement with literature, research and policy to support professional learning<br><br>Experience of facilitating professional learning groups   | ✓        | ✓        |
| Working effectively in partnership in order to promote learning and wellbeing.  | Collaborative working with colleagues in schools and partners in the wider community<br><br>Create and sustain appropriate working relationships with all staff, parents and partner agencies to support learning and wellbeing<br><br>Experience of presenting to colleagues at school or cluster level to enhance professional learning       | ✓        | ✓        |
| Reading and critically engaging with professional literature, educational research and policy.  |   |          |          |
| Engaging in reflective practice to develop and advance career-long professional learning and expertise.   | Engagement in rigorous and critical self-evaluation, reflection and enquiry including how to investigate and evidence impact on learners and professional practice<br><br>Ability to engage effectively with self-evaluation which leads to improvement   | ✓        | ✓        |

E = Essential Criteria    D = Desirable Criteria

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|---|---|---|---|
| Promoting and safeguard the health, welfare and safety of pupils.   |   |   |   |
| Undertaking all other duties as required for the role. Duties will be in line with the grade.   |   |   |   |

**Additional tasks or responsibilities** – this is a generic role, however this particular job may also require you to undertake the following:

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|---|---|---|---|
|   |   |   |   |

### **TEACHER (DENOMINATIONAL SCHOOL)**

|  |  |   |  |
|--|--|---|--|
|  | For appointment to a denominational school all teachers are required to be approved as regards religious belief and character by representatives of the church. When seeking approval, a teacher must demonstrate how his/her personal “religious belief and character” enables him/her to undertake the duties of the particular teaching post within the context of a Catholic school. The reference for a Catholic teacher should be provided by the teacher’s parish priest who should be able to testify to the teacher’s personal “religious belief and character” | ✓ |  |
|  |  |   |  |

### **Type of Protection of Vulnerable Groups Scheme (PVG Scheme) or Disclosure Check required**

**Before confirming appointment:** You may be required to obtain PVG scheme membership or a Disclosure check. Please refer to the job advert for clarification of the specific requirement.

## Additional Information – the following information is available:

- Skills Framework (if applicable)
- **How** we work matters

## Expected Behaviours

Every council employee is expected to lead the way by making decisions and behaving in ways that uphold our community commitments and values.

Please refer to How We Work Matters Guidance to learn more.