

EDUCATION SERVICES

Duties of Teachers

INTERFACE

No 16



Duties of Teachers

Introduction

The duties of a teacher are defined contractually in Annex B of the national Teachers Agreement, "A Teaching Profession for the 21st Century", as :

- (a) Teaching assigned classes together with associated preparation and correction.
- (b) Developing the school curriculum.
- (c) Assessing, recording and reporting on 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 toward good order and the wider needs of the school.

Glasgow City Council has developed this document to clarify and give some detail to, these duties by identifying a range of tasks within areas of responsibility for teachers. This additional information will also be helpful to teachers in identifying professional development needs.

Key Areas of Responsibility

The duties described above fall into five key areas of responsibility and are applicable to all teachers. Teachers are expected to undertake a range of tasks associated with each of these areas of responsibility. The Standard for Full Registration produced by the General Teacher Council (Scotland) (GTCS) is applicable within Glasgow City Council and is used to support the definition of the specific tasks. "How Good Is Our School 2" (HMIE) has also been used to define in more detail responsibilities and tasks.

1. TEACHING AND LEARNING

- 1.1 Teach assigned classes
- 1.2 Develop the curriculum
- 1.3 Assess the work of pupils
- 1.4 Record and report on the work of pupils

2. QUALITY ASSURANCE AND SCHOOL IMPROVEMENT

- 2.1 Quality assurance.
- 2.2 Professional review and development
- 2.3 School planning
- 2.4 Raising pupil achievement

3. IMPLEMENTATION OF PUPIL SUPPORT STRATEGIES

- 3.1 Pastoral care
- 3.2 Health, welfare and safety
- 3.3 Specialist support

4. CONTRIBUTION TO POSITIVE SCHOOL ETHOS

- 4.1 Climate and relationships
- 4.2 Expectations and promoting achievements
- 4.3 Equality and fairness.

5. COLLEGIATE WORKING

- 5.1 School staff
- 5.2 Parents
- 5.3 Others

Each of these areas is now considered further with a more detailed breakdown of tasks associated with the key areas of responsibility.

1 TEACHING AND LEARNING

1.1 Teach assigned classes

- Plan, develop and implement teaching programmes, including homework, that match pupils' personal learning needs, aspirations and abilities, and take into consideration the developmental stages of literacy and numeracy and the contribution to the core skills.
- Develop courses and/or programmes of work that promote progression and continuity of pupils' learning.
- Adopt appropriate direct or interactive teaching strategies for whole-class, group or individuals that encourage pupil initiative and independent learning, taking account of the understanding we have of how children and young people learn.
- Have knowledge of some current developments in subjects taught, literacy and numeracy, core skills and ICT, and how these can be integrated into their teaching and resources for learning.
- Know the theory and practical skills required in the curriculum or subjects to be taught.

1.2 Develop the school curriculum

- Develop the curriculum either individually or on a collegiate basis, in line with current National and local guidance and consistent with achieving the aims of the school.
- Understand the principles of structure, breadth, balance, continuity and progression in the curriculum.
- Have knowledge and understanding to fulfil responsibilities.
- Develop links with other subjects or curriculum areas as necessary.

1.3 Assess the work of pupils

- Develop assessment materials either individually or on a collegiate basis, in line with National and local guidance and consistent with achieving the aims of the school.
- Select and use a range of assessment instruments, including those required by SQA, to promote and monitor learning as an integral part of the teaching process, without dominating it.
- Use assessment information to identify pupils' strengths and learning needs, to assess progress towards targets, to plan next steps in learning, and give advice to pupils on ways of overcoming weaknesses and making progress.
- Give feedback from assessment to pupils in a positive and encouraging manner to ensure that pupils have experience of success.
- Use assessment information to evaluate the effectiveness of teaching and learning and inform about future provision.
- Prepare pupils for internal and external assessments.

1.4 Record and report on the progress of pupils

- Record and summarise assessment information.
- Transmit information on progress and attainment to pupils, parents and others who require the information.
- Discuss progress with pupils in a dialogue in which their views are considered.
- Encourage parents to communicate about pupils' progress and use opportunities available to consult with parents.
- Write reports to parents in a helpful format, that provide clear information and details on how each pupil is progressing across all aspects of the curriculum, and indicate the next steps in the pupil's learning.

2 QUALITY ASSURANCE AND SCHOOL IMPROVEMENT

2.1 Quality assurance

- Have knowledge and understanding of the organisation and management of their school/departmental quality assurance policies and procedures.
- Embrace reflective and systematic self-evaluation which has the explicit purpose of improving the quality of pupils' experiences and standards of attainment.
- Implement best practice in teaching and learning uncovered during self evaluation.
- Assist with gathering the views of parents, pupils and others about the quality of service provided by the school/department.

2.2 Professional review and development

- Have knowledge and understanding of the organisation and management of their school/departmental arrangements for professional development.
- Participate in the school's professional review and development programme.
- Use information from professional review and other sources to inform the school/department self-evaluation and planning process.
- Undertake continuing professional development related to development needs identified in the school/department professional review and development programme.
- Maintain a record of their own professional development activities.

2.3 School planning

- Have knowledge and understanding of the school/departmental policies and procedures for school development planning and the relationship of this to their responsibilities for classroom learning and teaching.
- Engage in the process of the development of school aims, core purposes, values and policies and in the development and review of school policies and guidelines.
- Participate at each stage of the planning process.
- Monitor and evaluate progress in implementing the school/department development plan and in meeting agreed targets.

2.4 Raising pupil achievement

- Have knowledge and understanding of the school/departmental policies and procedures for raising pupil achievement and the relationship of this to their responsibilities for classroom learning and teaching.
- Prepare pupils to make good progress from their prior levels of attainment and/or maintain very high standards of attainment by identifying next steps in learning and setting and maintaining targets and pace of work for all pupils.
- Provide pupils with opportunities to evaluate their own progress and aptitudes and contribute to their own learning plans and personal targets.

3 IMPLEMENTATION OF PUPIL SUPPORT STRATEGIES

3.1 Pastoral Care

- Promote and support the individual development, well-being and social competence of pupils.
- Develop personal and social skills across all aspects of the curriculum.
- Provide general personal support for pupils in attendance and punctuality, matters relating to the curriculum, timetables, assessments and examinations, and vocational aspects of their education.
- Promote school policies and practices on ethos, citizenship, values and rules.
- Keep appropriate staff informed of relevant information concerning individual pupils.

3.2 Health, welfare and safety

- Take an active interest in pupils' health, safety and security and offer them support when appropriate.
- Participate in arrangements for pupils' safety and security and apply appropriate health and safety regulations.
- Promote and encourage pupil awareness of personal and whole-school safety and security.
- Have a clear understanding of roles and responsibilities and be vigilant about pupils' health and safety, and fully aware of child protection procedures.

3.3 Specialist support

- Assist pupils with special educational needs and/or disabilities to make progress towards the outcomes and curriculum targets identified within their programmes of work.
- Work closely with learning/behaviour support staff to ensure that the procedures and provision for pupils who have additional support needs, or with special educational needs and disabilities are implemented.

4 CONTRIBUTION TO POSITIVE SCHOOL ETHOS

4.1 Climate and relationships

- Promote positive relationships among and between staff and pupils, and respect and value young people as unique, whole individuals.
- Promote high standards of pupils' behaviour and discipline, and create a learning environment that is stimulating and challenging.
- Communicate effectively with pupils as individuals and be sensitive to the impact of personal style of communication on pupils and others in the classroom.
- Implement the school discipline and behaviour management policy in a fair, consistent and informed manner.
- Promote education for citizenship and encourage pupils to be active, critical and responsible citizens.
- Consult with pupils and involve them appropriately in decision making about the life and work of the school.

4.2 Expectations and promoting achievement

- Expect high standards of, and encourage positive attitudes towards pupils' achievement, attendance and behaviour.
- Create opportunities for pupils to exercise responsibilities.
- Create frequent and regular opportunities for pupils to be praised and for their achievements to be recognised and valued.
- Provide pupils with opportunities and encouragement to participate in a wide range of extra-curricular and other activities.

4.3 Equality and fairness

- Value and promote equality of opportunity, fairness and social justice, and adopt anti-discriminatory practices in all regards, including gender, sexual orientation, race, disability, age, religion, culture and socio-economic background.
- Implement the school strategies to prevent bullying, in a fair, consistent and informed manner.
- Be aware and sensitive to legislation relating to children's rights.

5 COLLEGIATE WORKING

5.1 School staff

- Have a good knowledge and understanding of the organisation and management of the school.
- Know and understand their own role and responsibilities as teachers in relation to other school staff.
- Develop and plan the curriculum on a collegiate basis and support other staff in developing courses and programmes of work.
- Participate in professional dialogue and engagement with the processes of school development planning and implementation of policies.
- Contribute to the effective running of their curricular area/department, and respond to changes in education policies and practices.
- Work in collaboration with other staff including support staff to assist pupil learning and welfare.
- Work collectively with other staff to create and maintain a climate where mutual trust, respect, and confidence are engendered throughout the school.

5.2 Parents

- Develop positive relationships and partnerships with parents, and encourage them to be partners in their children's learning in a variety of ways.
- Have knowledge and understanding of their own role and responsibilities as teachers in relation to parents and parents' organisations.
- Understand the importance of reporting to parents or guardians on children's progress and discussing matters related to their children's personal, social and emotional development in a sensitive and productive way.
- Produce clear and informative reports for parents.

5.3 Others

- Create, develop and sustain positive working relationships and partnerships within the community, with other professions, and with other agencies.
- Have knowledge and understanding of their own role and responsibilities as teachers in relation to other professionals, support staff, agencies and parents' organisations.
- Participate as appropriate in supporting student and probationer teachers.

Allocation of Duties

Teachers working in Glasgow City Council will be under the direction of the head teacher or assigned manager in accordance with the policies of the school and City Council. 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 carried out within contractual time and will have regard to teacher workload.