

Kerry Education & Training Board



Job Description - Class III Teacher

[This job description is for general teaching applications]

Reporting/Accountability Relationships

You are accountable to the Principal/Manager/CEO for the duties in so far as they relate to your role as a teacher.

1. Liaison and Co-operation

The teacher will work in liaison/contact and co-operation with

- the Principal/Manager and management team
- other members of staff
- the Chief Executive Officer and Administration Staff of Kerry Education & Training Board.
- staff of the Department of Education and Skills support and advisory service.
- organisations and networks relevant to the teacher's specialism/subject
- Parents and local community

2. Policy and Legal Framework.

The teacher will work within the framework of National Legislation including inter alia the following:

- (a) The Vocational Education Acts 1930 etc
- (b) The Vocational Education (Amendment) Act, 2001
- (c) The Education Act, 1998
- (d) The Education (Welfare) Act, 2000
- (e) Qualifications (Education and Training) Act, 1999
- (f) Teaching Council Act, 2001
- (g) The Education for Persons with Disabilities Bill, 2002.
- (h) Schools Policies and Guidelines on the Curriculum and School Organisation
- (i) Policies and procedures as adopted by Kerry Education & Training Board Committee.
- (j) Department of Education and Skills Circular Letters Policies and Guidelines on the Curriculum and School Organisation and Pay and Conditions.
- (k) Relevant Equality Legislation & Supporting Statutory Codes of Practice.

3. Key Responsibilities and Duties

Conditions of Service of a Class III Teacher as are determined by the regulations of the Department of Education and Skills and in particular Memorandum V.7 and amending documentation together with Section 4 of the Education Act, 1998.

- (i) **Planning:** To prepare courses, schemes of work and individual lessons appropriate to the needs, interests, experience and existing knowledge of the pupils in one's class.
- (ii) **Setting and Supervising of Pupils:** To teach a class or classes, sets, groups or individual pupils who are assigned by the Principal/CEO in accordance with the rules and regulations of the Department of Education and Skills and in particular Memo V.7 and amending documentation. To set tasks to students to be undertaken both at school and elsewhere.

- (iii) **Marking and Recording:** To mark and assess pupils work and to record their development progress and attainment both at school and elsewhere
- (iv) **Discipline and Relationships:** To maintain good order, discipline and respect for others among pupils. To promote understanding of the school's rules and values. To safeguard health and safety. To develop relationships with and between pupils conducive to optimum learning.
- (v) **Communication with Parents:** To build and maintain co-operative relationships with parents and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.
- (vi) **The Classroom:** To contribute to enriching teaching and learning and to maintain a stimulating classroom environment at all times.
- (vii) **School Development Planning:** To take part in the school planning process of policy development and in the revision/formulation of guidelines.
- (viii) **Reports:** To provide or contribute both oral and written assessments and references both at school and elsewhere relating to the development and learning of individual pupils and groups of pupils.
- (ix) **Review:** To evaluate and review one's own teaching methods, materials and schemes of work and to make changes as appropriate on an individual basis or in co-operation with the Principal and/or Inspectorate of the Department of Education and Skills.
- (x) **Professional Development:** To keep up to date with current educational thinking and practice both by study and attendance at Courses, Workshops and meetings and other forms of learning as appropriate.
- (xi) **Outside the Classroom:** To participate in the life of the school outside the classroom by, for example, attending assemblies, registering the attendance of pupils and supervising pupils before and after school sessions.
- (xii) **Property:** To be responsible for the property or equipment of the Committee in charge, at any time, and to supervise the packing or unpacking of that equipment while it is being transported from one center to another.
- (xiii) **Lawful Orders:** To carryout the lawful orders of the Committee and of its Chief Executive Officer, and to fulfill the rules and requirements of the Minister for Education and Skills.

Selection Criteria - Class III Teacher

Kerry ETB cannot always undertake to investigate the eligibility of applicants in advance of the interview process. Therefore, applicants are advised to carefully read the selection criteria below to ensure they meet the qualification requirements. Kerry ETB cannot accept responsibility for expense incurred by applicants.

Essential

Only:

(i) Applicants who can produce a current **Registration Certificate or confirmation of registration from the Teaching Council**

or

(ii) applicants who are newly qualified and their qualifications are included on the Teaching Council's list of Recognised Qualifications. www.teachingcouncil.ie. [Select: Registration Information /Qualifications/Post-Primary/ - Scroll to Relevant Documentation. Select Teaching Council's Approved Qualifications List] will be considered for shortlisting for the post(s) as advertised.

Further Education eg. PLC Teachers

To be fully qualified for a teaching position in the Further Education/PLC area you must hold a qualification that satisfies either the terms of Memo V7 or the DES C.L. 32/92. Therefore exceptions may be made to the above in relation to Teaching Posts in the Further Education Area where the qualifications required to deliver a particular Adult Education Module have yet to be determined by the Teaching Council.

Qualifications

Degree or Equivalent

Applicants must possess an appropriate third level qualification recognised by the Department of Education and Skills for the purpose of teaching in a second level school as defined by the Department of Education and Science Circular Letter 04/01.

Where a post title specifies a particular subject e.g. French the applicant must possess the subject to final degree level, where the word 'and' is used in the title e.g. French **and** History the applicant must possess both subjects to final year degree level. Those posts which specify the word 'with' in the title e.g. French **with** History the applicant must possess the first subject to final degree level and the second subject at first, second or subsidiary level.

Subjects taken in the final year degree examinations may be taught to Leaving Certificate Level while those taken in early years of the degree course may be taught to Junior Certificate level. However, it is important that you check the subject specific criteria on the Teaching Council website.

Each candidate for appointment to a teaching post shall have qualifications, including teacher education, suited to the purpose of the post for which s/he is proposed.

Teacher Education

Applicants should possess a suitable teacher-education qualification from a State recognised university or similar third level college directed towards the 12 to 18 age range (First year to Sixth year). The duration of such a programme must be at least one year of full-time study or equivalent.

The most common teacher-training qualification in this country is the Postgraduate Diploma in Education (previously the Higher Diploma in Education) and is awarded on successful completion of a one-year full-time course

Teaching Through Irish

For teaching posts where there is a requirement to teach subjects through Irish for eg. as part of an Aonad or an all Irish School it is essential that an applicant have obtained Teastas Gaeilge do Mhúinteoirí Iarbhunscoile or equivalent.

Other Criteria

1. Professional Development

Commitment to Continuous Professional Development e.g. Masters Degree or other appropriate related qualifications. Participation in regular professional development, through in-service, reflective practice and membership of relevant subject association.

2. Knowledge of Subject Matter

Applicants should have expert knowledge of their subject area and be fully aware of the specific requirements of the course/syllabus.

3. Teaching Ability/Competence

- Demonstrate a commitment to mixed ability teaching on the basis of learners' needs and a willingness to adapt teaching to recognised alternative learning styles.
- Wide knowledge of relevant pedagogies.
- Experience of using technology inside and outside of the classroom.
- Ability to evaluate teaching, resources, and curriculum
- Ability to design relevant courses (for PLC posts particularly)
- Course planning
- Selection and creation of materials
- Use of out of school resources

4. Class Management skills

- Ability to manage individual student's educational progress.
- The applicant should demonstrate knowledge and understanding of classroom management techniques, understand what is meant by a duty of care to the students and have good classroom management skills.

5. Planning/Organisational Skills

Demonstrate a knowledge and understanding of:

- How to structure class plans/year plan.
- A variety of teaching methods
- A range of monitoring and assessment methods

6. Information Handling

- Demonstrate knowledge of how to maintain clear, objective records on student progress and attainment.

7. Interpersonal Skills

- Ability to work as part of a team.
- Ability to communicate clearly and an awareness of the diplomacy and sensitivity required when dealing with students/fellow staff/parents and an appreciation for other people's opinion.
- Work closely with families and colleagues to support the academic, social and emotional growth of students.

8. Commitment to Kerry ETB Core Values & Equality

- Commitment to the Core Values of Kerry ETB of 'Respect & Inclusion', 'Learning' and 'Quality'.

- Commitment to inclusive teaching practices and to ensuring that the school prevents and combats discrimination.