

MORAY COUNCIL

JOB DESCRIPTION

(1) JOB IDENTITY

POST TITLE: Development Project Officer

DEPARTMENT: Economic Growth and Development Services

SECTION: Planning and Economic Development **LOCATION:** HQ

REPORT TO: Economic Growth & Regeneration Manager

GRADE: 8

POST NO:

(2) JOB PURPOSE AND WAY OF WORKING

The post holder will report to the Economic Growth & Regeneration Manager and work as part of a team which provides support for projects and developments both within Council services, and in partnership with external agencies.

This temporary post is for the duration of 8 weeks with the major task for overall recording and monitoring reporting of the COVID 19 Business Support Funds to the Scottish Government and HRMC.

(3) MAJOR TASKS

3.1 To deliver & co-ordinate assigned projects

3.2 To provide organisational and financial support for projects

3.3 To provide advice and technical support

3.4 To assist in the development of projects

(4) REPORTING RELATIONSHIPS This job is indicated by *

Principal Officer, Economic Development

Development Project Officer *

(5) DUTIES TYPICALLY INCLUDE:

5.1 To deliver & co-ordinate assigned projects

5.1.1 Provide support to projects in the set up stage, which ensures that systems are in place to meet required standards and any funders grant conditions and required clear audit trails.

5.1.2 Submit or where appropriate assist projects to claim their full award

5.1.3 Monitor the effectiveness of the project activities

5.2 To provide organisational and financial support for projects

5.2.1 To assist in the collation of statistical information for project delivery and developments

5.2.2 To provide all aspect of organisational support to deliver projects including the application process for the Plainstone & Towns Market Framework

5.2.3 To process financial claims to ensure that funders grant conditions are met.

5.3 To provide service and technical support

5.3.1 To provide updates for the sections various websites such as Electronic Tourist information points, Funding website, Film Liaison Service

5.3.2 To organise as part of a team events such as funding seminars

5.3.3 To liaise with other relevant stakeholders and organisations

5.3.4 To provide advice on assigned enquiries ranging from funding to State Aid

5.3.5 To analyse diverse range of information for future European Funding programmes & strategies (ERDF, ESF, EFF & SRDF)

5.4 To assist in the development of projects

5.4.1 To organise, set up and assist with special meetings / events such as public consultations

5.4.2 To undertake desktop research

5.4.3 To provide support for relevant procurement stages in the development of projects

6. From time to time carry out specific tasks as directed by the Principal Officer, Economic Development.

7. Undertaking duties and generally acting in the best interest of the Local Authority and its partners (Appendix A) in accordance with its stated aims.

8. **The above is an indication of the duties which will normally be expected of this post. However, it is not an exhaustive list and the postholder may be required to undertake other duties, which are within the scope of the post. The post may develop with changing working methods and to address service priorities, therefore the duties detailed will be subject to reasonable change. There is a requirement that all employees work flexibly and co-operatively to ensure that service priorities are met.**

The above is intended to provide a clear but concise statement of the present MAJOR TASKS and ACTIVITIES of the job. It is not an exhaustive list of all its detailed duties.

Principal Responsibilities

- To undertake duties and generally act in the best interests of the Local Authority
- Organising and prioritising workload in an efficient manner and completing tasks satisfactorily within prescribed time periods.
- Acting properly, honestly and courteously and in the best interests of all at all times.
- Adopting helpful, positive and friendly communication methods when dealing with all contacts (orally, by telephone and in writing).
- Carrying out all tasks in a competent satisfactory level and to strive continually to improve personal effectiveness by maintaining and enhancing knowledge of the appropriate key elements of the post including relevant legislation, precedent and best practice elsewhere.
- To take a positive approach to the professional and technical aspects of the job.
- To comply with Departmental and Local Authority personnel welfare and Health and Safety procedures.

MORAY COUNCIL

PERSON SPECIFICATION

Post: Development Project Officer

Department: Economic Growth and Development

Date Specification Completed: 03/06/2021

Prepared By: Reni Milburn

Note: Any disabled applicant who meets the essential criteria for the post is guaranteed an interview.

ATTRIBUTES	ESSENTIAL <i>The minimum acceptable levels for safe and effective job performance</i>	DESIRABLE <i>The attributes of the ideal candidate</i>
(1) Experience	<ul style="list-style-type: none">• Knowledge and experience of project organisation including finance & administration;• Experience of working with public, community and businesses;• Understanding of economic development issues	<ul style="list-style-type: none">• Experience in similar position;• Good knowledge of local area;• Familiar with State Aid issues
(2) Education and qualifications*	<ul style="list-style-type: none">• Educated to Degree level or equivalent.• Evidence of continuing professional development.	<ul style="list-style-type: none">• ECDL
(3) Skills/abilities (general)	<ul style="list-style-type: none">• Competent knowledge of Microsoft packages Word, Access and Excel.• Good communication skills both written and oral;• Ability to work calmly	<ul style="list-style-type: none">• Presentation skills.

ATTRIBUTES	ESSENTIAL <i>The minimum acceptable levels for safe and effective job performance</i>	DESIRABLE <i>The attributes of the ideal candidate</i>
	<ul style="list-style-type: none"> and efficiently under pressure; • Confidence and ability to work with a minimum of supervision; • Effective time management skills; • Team worker. • Ability to write clear and concise reports • Self-motivated 	
(4) Skills/abilities specific to post*	<ul style="list-style-type: none"> • Good organisational skills • excellent literacy & numeracy skills 	<ul style="list-style-type: none"> • Full driving licence and access to a vehicle
(5) Inter-personal and social skills	<ul style="list-style-type: none"> • Ability to relate to people at all levels. • Appreciation, acceptance and commitment to the importance of confidentiality. 	
(6) Working environment & physical demands	<ul style="list-style-type: none"> • Ability to work an open place office. • Ability to work in different offices dependent on service requirements. • Willingness to work flexible hours to meet the needs of the service. 	

* Candidates will be required to show these documents if invited for interview.

Satisfactory Disclosure Scotland check required?

NO

Membership of Protecting Vulnerable Groups Scheme (Working with Children)

NO

Membership of Protecting Vulnerable Groups Scheme (Working with Vulnerable Adults)

NO

Satisfactory pre-employment medical screening required?

NO

MORAY COUNCIL

JOB DESCRIPTION

(1) JOB IDENTITY			
POST TITLE:	Children's Supervisor	DEPARTMENT:	Education, Communities & Organisational Development
SECTION:	Non-teaching	LOCATION:	
REPORT TO:	Head Teacher		
GRADE:	2	POST NO:	

(2) JOB PURPOSE AND WAY OF WORKING
Specifically to provide supervision of children on the school premises, including the playground, during break periods and additionally to provide auxiliary support.

(3) MAJOR TASKS
3.1 Supervision of pupils on the school premises during the mid-morning and lunchtime breaks.
3.2 Such other duties as determined by the Head Teacher

(4) REPORTING RELATIONSHIPS	This job is indicated by *
Head Teacher	
*Children's Supervisor	

SIGNATURES AND ADMINISTRATION ONLY

<i>Author's Signature:</i>	<i>Validator's Signature:</i>	<i>Date:</i>
<i>Postholder's Name:</i>	<i>Signature:</i>	<i>Date:</i>
<i>Supervisor's Name:</i>	<i>Signature:</i>	<i>Date:</i>

MORAY COUNCIL

PERSON SPECIFICATION

Post: Children's Supervisor
Department: Education, Communities & Organisational Development
Date Specification Completed: 27 March 2001
Prepared By:

Note: Any disabled applicant who meets the essential criteria for the post is guaranteed an interview.

ATTRIBUTES	ESSENTIAL <i>The minimum acceptable levels for safe and effective job performance</i>	DESIRABLE <i>The attributes of the ideal candidate</i>
(1) Experience	Previous experience/working with children of Primary School age. Experience in communicating with children and other adults. Experience of keeping order, discipline. Experience of keeping calm in a crisis.	Experience of administering First Aid
(2) Education & qualifications		Qualifications in First Aid.
(3) Skills/abilities (general)		
(4) Skills/abilities specific to post	Enjoy working with children. Good communication skills. Pleasant Manner (Warm but firm). Ability to use initiative in day to day tasks. Flexible and adaptable.	
(5) Inter-personal and social skills		
(6) Working environment & physical demands		

* Candidates will be required to show these documents if invited for interview.

Satisfactory Disclosure Scotland check required? NO
Membership of Protecting Vulnerable Groups Scheme (Working with Children) YES
Membership of Protecting Vulnerable Groups Scheme (Working with Vulnerable Adults) NO
Satisfactory pre-employment medical screening required? NO

THE MORAY COUNCIL

JOB DESCRIPTION

(1) JOB IDENTITY

POST TITLE: Cleaner	DEPARTMENT: Environmental Services
SECTION: Environmental Protection Building Cleaning	LOCATION:
REPORT TO: Site Supervisor / Chargehand	
GRADE: 1	POST NO:

(2) JOB PURPOSE AND WAY OF WORKING

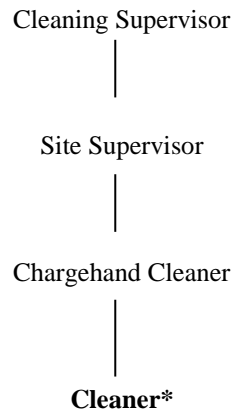
To carry out cleaning duties as allocated by the Site Supervisor / Chargehand and to the B.I.C.S. standard.

(3) MAJOR TASKS

- 3.1 Undertake cleaning of toilets/sluices/urinals.
- 3.2 Undertake the cleaning of basins/baths/showers & bidets
- 3.3 Single solution mopping
- 3.4 Wall washing
- 3.5 Mop sweeping
- 3.6 Suction cleaning of carpeted areas
- 3.7 Dusting, damp wiping, washing and polish application
- 3.8 Strip, dry and re-apply emulsion polish where applicable
- 3.9 Machine scrubbing and drying when required.

The above is intended to provide a clear but concise statement of the present MAJOR TASKS and ACTIVITIES of the job. It is not an exhaustive list of all its detailed duties.

(4) REPORTING RELATIONSHIPS This job is indicated by *



SIGNATURES AND ADMINISTRATION ONLY

Author's Signature: *Validator's Signature:* *Date:*

Postholder's Name: *Signature:* *Date:*

Supervisor's Name: *Signature:* *Date:*

THE MORAY COUNCIL

PERSON SPECIFICATION

Post: Cleaner

Department: Environnemental Services/Environmental Protection

Date Specification Completed: 04.03.11

Note: Any disabled applicant who meets the essential criteria for the post is guaranteed an interview.

ATTRIBUTES	ESSENTIAL <i>The minimum acceptable levels for safe and effective job performance</i>	DESIRABLE <i>The attributes of the ideal candidate</i>
(1) Experience	Experience in all cleaning methods identified in job description.	Previous employment with a cleaning company
(2) Education and Qualifications	None	BICS qualified
(3) Skills/Abilities (General)		
(4) Skills/Abilities Specific to Post		
(5) Inter-personal and Social Skills	Approachable Ability to work as part of a team.	
(6) Working environment & physical demands	Physically capable of all general cleaning duties including lifting of cleaning equipment and climbing stairs	

* Candidates will be required to show these documents if invited for interview.

Satisfactory Disclosure Scotland check required? ~~YES~~/NO

Membership of Protecting Vulnerable Groups Scheme (Working with Children) YES /~~NO~~

Membership of Protecting Vulnerable Groups Scheme (Working with Vulnerable Adults) ~~YES~~/NO

Satisfactory pre-employment medical screening required? YES / ~~NO~~

MORAY COUNCIL

EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT

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 21st 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 Corporate Director of Education and Social Care.

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.

MORAY COUNCIL
EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT
Post of Teacher – Person Specification

Selection Criteria	Essential: Acceptable levels for effective job performance	Desirable: The attributes of the ideal candidate
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

THE MORAY COUNCIL
EDUCATION AND SOCIAL CARE

Principal Teacher – Job Description

General 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 21st 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

Specific Responsibilities

All Principal Teachers (Curriculum/Pastoral) have a responsibility to carry out the list of duties contained in **Annex B of “A Teaching Profession for the 21st Century”**:

- (a) responsibility for the leadership, good management and strategic direction of colleagues
- (b) curriculum development and quality assurance
- (c) contributing to the development of school policy in relation to the behaviour management of pupils
- (d) the management and guidance of colleagues
- (e) reviewing the CPD needs, career development and performance of colleagues
- (f) the provision of advice, support and guidance to colleagues
- (g) responsibility for the leadership, good management and strategic direction of pastoral care within the school
- (h) the development of school policy for the behaviour management of pupils
- (i) assisting in the management, deployment and development of pastoral care staff
- (j) implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare
- (k) working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate

Key Duties Associated with Specific Areas of Responsibility:

(a) Leadership, management and strategic direction of colleagues:

It is expected that Principal Teachers will:

- Have direct line management responsibility for allocated teaching and support staff.
- Review CPD needs as part of the Professional Review and Development, the career development, welfare and performance of colleagues.
- Manage delegated budgets.
- Assume appropriate responsibility for health and safety.
- Assist with the selection and recruitment of staff.
- Assist with discipline and grievance procedures for staff.

(b) Curriculum development and quality assurance

It is expected that Principal Teachers will:

- Manage the development of the curriculum, as delegated by the Head Teacher.
- Monitor and evaluate learning and teaching, as delegated by the Head Teacher.
- Contribute to the management of the process of school development planning.
- Implement and evaluate quality assurance procedures, including contributing to the process of Standards and Quality Report writing, in line with school and authority policy.

(c) Whole school policy and implementation:

It is expected that, for their areas of delegated responsibility, Principal Teachers will:

- Develop, manage and implement policy on Learning and Teaching.
- Develop, manage and implement policy on pupil assessment and attainment.
- Develop, manage and implement policy on pastoral care, pupil welfare and support.
- Develop, manage and implement policy on behaviour management.

(d) Working with partners:

It is expected that Principal Teachers will:

- Lead and/or work with colleagues in the same establishment.
- Work with colleagues from other establishments and support agencies.
- Work with parents and carers.
- Work with the wider community as appropriate.

Allocation of Duties:

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

Taking into account the policies of the Educational Services Department, Head Teachers will determine the key areas of responsibility and management duties of Principal Teachers, which will be subject to review, as required. Any change to these duties will follow a formal consultation process with individual colleagues.

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

Salary:

The salary of a Principal Teacher will be determined by applying the job-sizing toolkit agreed by the Scottish Negotiating Committee for Teachers (SNCT).

**THE MORAY COUNCIL
EDUCATION AND SOCIAL CARE
Post of Principal Teacher (Curriculum/Pastoral) – Person Specification**

Selection Criteria	Essential: Acceptable levels for effective job performance	Desirable: The attributes of the ideal candidate
Qualifications	As required by GTC; hold S.F.R.	Additional qualifications
Previous Experience	Extensive and successful experience of teaching classes across the age range and ability range	Good ICT skills
Professional Development	Evidence of recent involvement in professional development activities	Has breadth of involvement in key issues; evidence of professional development beyond initial training
Leadership	Ability to lead an effective team	Experience of working with others to achieve successful outcomes
Management Skills	Display potential to undertake middle-management requirements of PT's post	Ability to work with others; good resource organisation, including ability to manage delegated budgets effectively; ability to assume responsibility for specific tasks and deliver successful outcomes
Communication Skills	Ability to communicate clearly and in a range of formats and situations	Is articulate with good language skills; ability to communicate with, and support, colleagues
Interpersonal Skills	Consultative, good listener, courteous, tactful. Shows empathy to young people	Displays potential to motivate and support stage/departmental colleagues and young people
Implementing Change	Has involvement in current developments; has the ability to contribute knowledgeably to discussion of same	Ability to help lead stage/ departmental developments; has experience of carrying through a development to a successful conclusion
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	Successful involvement in implementing some major curricular activities
Ethos	Ability to foster a positive ethos; demonstrates a high level of commitment to all aspects of school life	Evidence of previous experience in creating a positive ethos
Relationships with Pupils	Ability to promote good order and discipline within the parameters of school policy; ability to motivate young people; shows commitment to pastoral care and welfare of pupils	Willingness to contribute to the wider life of the school
Relationships with Parents and the Community	Ability to establish positive relationships with parents and the community	Shows evidence of establishing positive relationships with parents and the community
Whole School Involvement	Willingness to participate in cross curricular groups	Evidence of working in cross curricular groups

MORAY COUNCIL

JOB DESCRIPTION

(1) JOB IDENTITY

POST TITLE: Pupil Support Assistant	DEPARTMENT: Education, Communities & Organisational Development
SECTION:	LOCATION:
REPORT TO: Head Teacher	
GRADE: 3	POST NO:

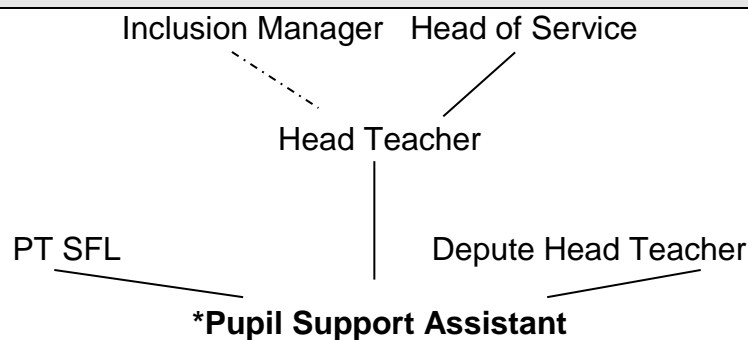
(2) JOB PURPOSE AND WAY OF WORKING

Assist teaching staff in providing a supportive and positive learning experience for children with additional support needs, assisting them with their personal needs and promoting their independence.

(3) MAJOR TASKS

- 3.1 Support Learning and Teaching Activities.
- 3.2 Provide support to children and young people with additional support needs.
- 3.3 Attend to the personal care and health including the medical needs of pupils with additional support needs and assist in maintaining a safe, healthy and hygienic environment.
- 3.4 Support pupils with their mobility needs.

(4) REPORTING RELATIONSHIPS This job is indicated by *



Line management is dependent on the structure within each individual school and may be PT SFL, DHT or HT.

(5) DUTIES TYPICALLY INCLUDE:

5.1 Support Learning and Teaching Activities

- 5.1.1 Assist teacher to support specific pupils or groups of pupils with classroom routines
- 5.1.2 Assist teachers by working with small groups of pupils or individual pupils as directed.
- 5.1.3 Contribute to team planning and reporting on pupil involvement in activities/events and attend review meetings as requested.
- 5.1.4 Assist pupils with practical activities and support in specific subject areas.
- 5.1.5 Carry out detailed instructions as part of pre-defined programmes which aim to improve social, numeracy, literacy, communication, movement and organisational skills through personal interaction, including reinforcing the use of Makaton signs.
- 5.1.6 As required, accompany children to learning and teaching activities outwith the school environment e.g. therapeutic swimming, attending college, horse riding.

5.2 Provide support to children and young people with additional support needs

- 5.2.1 Build trusting relationships with pupils and adhere to school behaviour management policies.
- 5.2.2 Praise and encourage pupils as appropriate.
- 5.2.3 Guide children on behaviour management and in particular: encourage pupils to work together and co-operate with each other; support pupils in following instructions and the routines of the school, encourage good standards of behaviour at all times and reinforce positive behaviour.
- 5.2.4 Ensure the completion of incident and other records as appropriate.

5.3 Attend to the personal care and health including the medical needs of pupils with additional support needs and assist in maintaining a healthy, safe and hygienic environment.

- 5.3.1 Build positive and trusting relationships with pupils and adhere to child protection and equalities legislation.
- 5.3.2 Encourage pupil independence and assist pupils with toileting, dressing, undressing or physical movement.
- 5.3.3 Change nappies/incontinence pads.
- 5.3.4 Undertake catheterisation or stoma care.
- 5.3.5 Administer medication as required and as per training.
- 5.3.6 Assist children who require support to feed themselves.
- 5.3.7 Assist in the supervision of designated pupils to ensure safety in school activities including practical activities.
- 5.3.8 Undertake agreed and planned procedure for the safety of named children during emergency school evacuation.

5.3.9 Undertake specific responsibilities within planned response to anticipated emergencies e.g. fits, asthma, etc.

5.4 Support children with their mobility needs

5.4.1 Undertake the pushing, loading or transferring of wheelchairs with their users as required.

5.4.2 Undertake MOVE programmes with individual pupils as required.

5.4.3 Support pupils into and from class chairs, changing bench, floor and standing frame as required and in accordance with manual handling training and legislation.

5.4.4 Support pupils who require walking aids to put the aids on or take to/from them and assist pupils with mobility issues in the climbing of stairs and to use lifts.

5.4.5 Undertake the transfer of pupils to and from vehicles.

5.4.6 Operate hoists and slings as required in the care of pupils in accordance with manual handling training and legislation.

The above is an indication of the duties which will normally be expected of this post. However, it is not an exhaustive list and the postholder may be required to undertake other duties which are within the scope of the post. The post may develop with changing working methods and to address service priorities, therefore the duties detailed will be subject to reasonable change. There is a requirement that all employees work flexibly and co-operatively to ensure that service priorities are met.

**MORAY COUNCIL
PERSON SPECIFICATION**

Post: Pupil Support Assistant
Department: Education and Social Care
Date Specification Completed: 16 March 2016
Prepared by: Human Resources

Note: Any disabled applicant who meets the essential criteria for the post is guaranteed an interview.

ATTRIBUTES	ESSENTIAL* <i>minimum acceptable levels for safe and effective job performance</i>	DESIRABLE <i>attributes of the ideal candidate</i>
(1) Experience	Experience of working with children & young adults of school age in a caring and supportive environment	Experience working with children and young people of school age with additional support needs Experience working with children and young people with exceptional support needs. Experience working in an educational setting
(2) Education and Qualifications*	Educated to 'standard' level or equivalent and a demonstrable understanding of English and Arithmetic.	Standard Grade English and Maths or equivalent. Qualification in Child Care and Education Valid Qualification in First Aid Evidence of recent training / development activities relevant to post
(3) Skills / Abilities (General)	Ability to observe professional confidentiality and implement sound judgement Ability to use initiative Ability to communicate at all levels	ICT skills
(4) Skills / Abilities (Specific to Post)	Ability to work under guidance and direction of teaching staff Ability to assist young people with special educational needs in personal/medical care. Ability to express a patient and non-confrontational approach when dealing with children and young people who display challenging behaviour. Ability to demonstrate empathy and tolerance and to respond positively to a variety of additional support needs Ability and commitment to undertake further training /development as required	Skills in areas such as language development, expressive arts, physical education and social development A keen interest in child development.
(5) Inter-Personal and Social Skills	Rapport with children/young adults Flexible and adaptable to the changing needs of the Service Reliable Ability to work as part of a team Effective interpersonal skills and organisational skills Ability to work under pressure in a demanding environment	

(6) Working Environment and Physical Demands	Able to assist in and carry out certain lifting tasks associated with the care of dependant young people	
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* Candidates will be required to show these documents if invited for interview

Satisfactory Disclosure Scotland check required?	NO
Membership of Protecting Vulnerable Groups Scheme (Working with Children)	YES
Membership of Protecting Vulnerable Groups Scheme (Working with Vulnerable Adults)	NO
Satisfactory Pre-Employment Medical Screening Required?	YES

THE MORAY COUNCIL
EDUCATION AND SOCIAL CARE

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 21st 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 Corporate Director of Education and Social Care.

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
EDUCATION AND SOCIAL CARE
Post of Teacher – Person Specification**

Selection Criteria	Essential: Acceptable levels for effective job performance	Desirable: The attributes of the ideal candidate
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

Job Role	Site Operative	Location	Various locations in Moray at Mobile testing sites
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Programme Overview	Mass testing and tracing the UK's population is key strategic cornerstone to stopping the spread of Covid-19, helping to save lives, reinvigorate the economy and enable the UK population to return to normal life. To support mass testing, Moray Council is mobilising a number of community testing sites for asymptomatic individuals. We are looking for dedicated individuals with great customer service skills and a commitment to helping fight Covid-19 to join its team in a number of critical roles at these sites.
Role Overview	The Site Operative is a customer-facing role responsible for supporting the customer through the end-to-end testing experience and supporting wider site operations. Working across a number of positions, key activities include managing social distancing through orderly queuing, supporting customers through registration, providing verbal guidance on the testing process and regular cleaning of the site.
Role Responsibilities	<ul style="list-style-type: none"> • Ensures social distancing is maintained in subject queueing areas and identifies and asks symptomatic subjects to leave the site • Greets customers at arrival, asking them to sanitise hands and ensures the subject is eligible for testing • Directs subject to available testing stations and then the following completion of swabbing • Provide verbal instruction on how to complete self-swabbing • Deals with customer queries, and supports customers with accessibility requirements as appropriate • Supports general site set up and maintenance, including supplies management and regular cleaning of testing stations throughout the day
Preferred Experience	<ul style="list-style-type: none"> • Experience in a fast-paced, customer-facing environment • Experience working with members of the public/patients, preferably including crowd control • Experience working at events and leisure & hospitality • Driver License
Desired Skills	<ul style="list-style-type: none"> • Demonstrated strong interpersonal skills – facilitating the ability to give clear and concise instructions • Demonstrated ability to work flexibly – providing support across different roles where necessary • Strong attention to detail and communication skills • Fairly digitally savvy (for use of the on-site application) • Must be able to thrive in a fast-paced environment and physically stand for several hours

Job Role	Team Leader	Location	Various in Moray as part of Mobile testing site
Programme Overview	<p>Mass testing and tracing the UK's population is key strategic cornerstone to stopping the spread of Covid-19, helping to save lives, reinvigorate the economy and enable the UK population to return to normal life. To support mass testing, Moray Council is mobilising a number of community testing sites for asymptomatic individuals. We are looking for dedicated individuals with great customer service skills and a commitment to helping fight Covid-19 to join its team in a number of critical roles at these sites.</p>		
Role Overview	<p>The Team Leader is responsible for the overall on-site operations of the test site, including delivery of testing services, ensuring adherence to health and safety protocol and day-to-day workforce management.</p>		
Role Responsibilities	<ul style="list-style-type: none"> • Opens and closes site each day, including making the daily Go/No Go on testing operations • Runs day-to-day operations including on-site workforce management, managing site health & safety and receiving and managing stock • Point of escalation for any issues on site, escalates to local public health officials as appropriate • Provides people support to Site and Test Operative roles • Ensures all resource have arrived for shift and escalates no shows • Cascades new information to all team members • Ensures adherence to SOP and clinical guidance is maintained throughout operations 		
Preferred Experience	<ul style="list-style-type: none"> • Experience overseeing an operational workforce and day-to-day people management • Experience in managing compliance against regulatory guidelines preferred • Experience managing operations in a customer facing environment • Candidates with management experience at events and or in leisure and hospitality settings would be highly suitable • Driving License 		
Desired Skills	<ul style="list-style-type: none"> • Demonstrated ability to lead multi-faceted teams in a fast changing environment • Strong stakeholder management and communication skills • Problem solving skills with strong ability to make quick decisions • Ability to keep calm under pressure 		

Community Testing Site – Role Descriptions v0.1

Job Role	Testing Operative	Location	Various locations in Moray at Mobile testing sites
Programme Overview	<p>Mass testing and tracing the UK's population is key strategic cornerstone to stopping the spread of Covid-19, helping to save lives, reinvigorate the economy and enable the UK population to return to normal life. To support mass testing, Moray Council is mobilising a number of community testing sites for asymptomatic individuals. We are looking for dedicated individuals with great customer service skills and a commitment to helping fight Covid-19 to join its team in a number of critical roles at these sites.</p>		
Role Overview	<p>The Testing Operative supports the preparation and analysis of test samples, and recording of results. The safety of the workforce and customers is the foremost priority for all testing operations; full PPE and strict infection control measures will be employed in order to ensure a safe working environment at all times</p>		
Role Responsibilities	<ul style="list-style-type: none"> • Receives sample and prepares for analysis, including application of reagent • Times sample and indicate when ready for sample analysis • Reads the result on test device and marks result on device • Enters result onto a digital or manual solution • Ensure safe clinical measures, including practicing of social distancing and donning and doffing of PPE, of all times 		
Preferred Experience	<ul style="list-style-type: none"> • Experience in clinical settings preferred but not essential • Experience in understand and following Standard Operating Procedures • Experience with data recording/entry - comfortable using digital technology to record results • Driving License 		
Desired Skills	<ul style="list-style-type: none"> • Strong interpersonal skills and ability to work under pressure in a fast paced environment • High attention to detail and strong time keeping skills • Ability to follow the strict guidelines and procedures required • Must be able to thrive in a fast-paced environment, including physically standing for protracted periods 		