

SKILLS FOR LIFE: EMPLOYABILITY AND FUTURE PATHWAYS

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'ONE OF THE MOST IMPORTANT
FACTORS OF EMPLOYABILITY INVOLVES
INDIVIDUAL SKILLS'.

SKILLS FOR EMPLOYABILITY

- This module has helped me to assess my skills in preparation for my career.
- The module helped me realise the career path I would like to take.
- There are so many skills in the world of employability.

CHOSEN JOB

- Primary School Teacher
- Teaching is the career path I would like to pursue
- The Foundation Phase is where my interest lies.
- I searched for this job on the Pembrokeshire County Council website

[Field] JOB PURPOSE

To carry out the professional duties of a teacher in the school under the reasonable direction of the Head Teacher and to carry out such particular duties as may be reasonably assigned to him/her

PRINCIPAL RESPONSIBILITIES

PROFESSIONAL DUTIES

Teaching:

In each case having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned to him/her:

- Planning and preparing courses and lessons.
- Teaching, according to their educational needs, the pupils assigned to them, including the setting and marking of work to be carried out by the pupil in school and elsewhere.
- Assessing, recording and reporting on the development, progress and attainment of pupils.

Other Activities

- To be responsible for promoting and safeguarding the welfare of children and young persons you are responsible for or come into contact with.
- To value and respect the views and needs of children and young people
- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to them.
- Providing guidance and advice to pupils on educational and social matters and on their further education future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.

- Assisting the head teacher in carrying out threshold assessments of other teachers for whom they have management responsibility.
- Co-ordinating or managing the work of other staff.
- Taking such part as may be required of him in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- Participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for teachers in the school.
- Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before or during school sessions.

PERSON SPECIFICATION

- Qualified Teacher Status

- Making records of and reports on the personal and social needs of pupils.
- Communicating and consulting with the parents of pupils.
- Communicating and co-operating with persons or bodies outside the school.
- Participating in meetings arranged for any of the purposes described above.
- Providing and contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Participating in arrangements made in accordance with regulations made under section 131 of the Act (85) for the appraisal of their performance, and that of other teachers.
- Reviewing from time to time their methods of teaching and programmes of work.
- Participating in arrangements for his further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements.
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for his supervision and training.
- Advising and co-operating with the head teacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, methods of teaching and assessment and pastoral arrangements.
- Maintaining good order and discipline among pupils 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.
- 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.
- On a rarely cover basis (in line with STPCD) supervising and so far as practicable teaching pupils whose teacher is not available to teach them subject to a maximum of 38 hours in any school year.
- Participating in arrangements for preparing pupils for external examinations, assessing pupils for the purposes of such examinations and recording and reporting such assessments; and participating in arrangements for pupils' presentation for examinations.
- Contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations.

SPECIFICATIONS OF THE JOB

- Job specifications are broad and concise, I have chosen skills which I feel able to apply to and some of which need more attention.
- Skills I can apply:
 - *Safeguarding*
 - *Communication skills*
 - *Self-management*
- A skill which I need to gain and develop is marking and lesson planning.
- Experiential learning is a process of which I intend to take.

'Learning from experience is one of the most fundamental and natural means of learning available to everyone'.

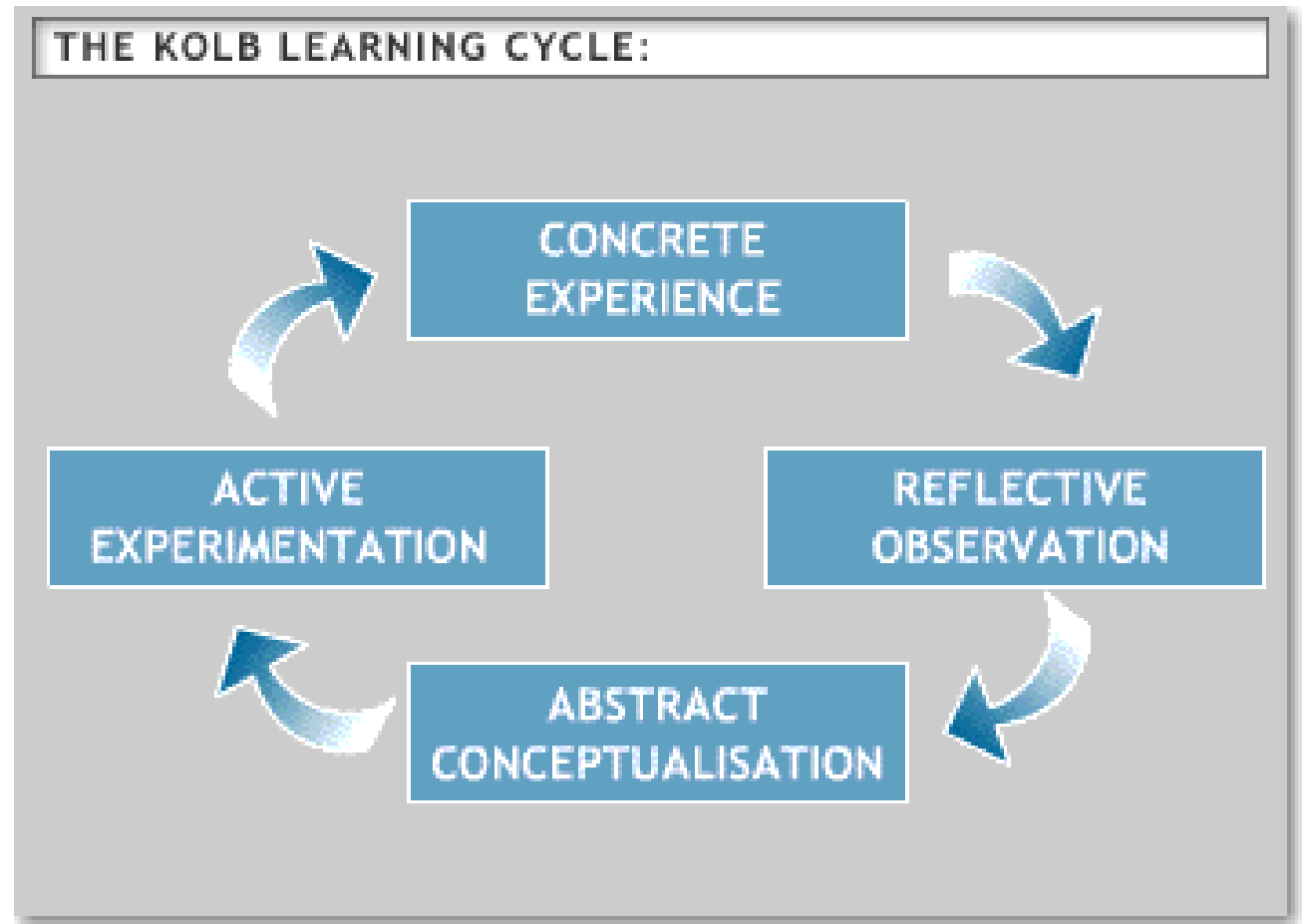
PAST AND FUTURE EXPERIENCES

- Past and present achievements contribute to our skill development.
- Attributes outside of university can help.
 - Part time jobs
 - Being a mother
 - As a student
- OCEAN Model of personality traits

KOLB'S 1984
EXPERIENTIAL
LEARNING
CYCLE.

OR

Situation
Task
Activity
Result



- To conclude my presentation a key factor to consider within education is Professor Graham Donaldson's report of Successful Futures.

'EDUCATION IS NOT PREPARATION FOR
LIFE; EDUCATION IS LIFE ITSELF'

John Dewey, 1916.

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