1.0 INTRODUCTION

1.1 Scottish Borders Council’s Education & Lifelong Learning Department has published a number of documents which detail how the national publication ‘A Teaching Profession for the 21st Century’ (TP21) will be implemented in the Council’s schools. This document is an addition to this series of local ‘McCrone Agreement’ publications.

1.2 The E & LL Department published the structure for Curriculum Principal Teachers which is currently being implemented in its secondary schools. The document details this structure. Although it is for each Local Authority to decide on its promoted post structure in its schools it was decided that the proposed structure in the Scottish Borders for Curriculum Principal Teachers should be discussed at the LNCT. Prior to this discussion the proposed structure had been subject to widespread consultation and, as a consequence, significant alteration before being adopted as E & LL Departmental policy.

1.3 The document referred to in 1.2 above allows for the appointment of Principal Teachers who would be responsible for a number of subjects, usually a number of cognate subjects or CfE group. This category of Principal Teacher is now commonly referred to as ‘Faculty Principal Teachers’. Generic job descriptions created and agreed by LNCT.

1.4 The purpose of this document is, primarily, to clarify the relationship between the Faculty Principal Teacher and the traditional Departmental or Subject Principal Teacher. It also comments upon the relationship between the Faculty Principal Teacher and members of the Senior Management Staff. To a lesser extent it also comments upon the interaction between Maingrade Teacher/Chartered Teacher and Principal Teachers, both Departmental and Faculty.

2.0 THE INTERACTION OF FACULTY PRINCIPAL TEACHERS AND MAINGRADE TEACHERS

2.1 The introduction of a Faculty Principal Teacher system has, in effect, no bearing on the role of the Maingrade (or Chartered) Teacher. The roles, responsibilities and duties of Maingrade Teachers are those set out in the relevant annex of TP21.

2.2 The introduction of a Faculty Principal Teacher system must not result in the imposition of any additional duties on any Maingrade or Chartered Teachers within the group of subjects controlled by a ‘Faculty Principal Teacher’. The duties of Maingrade and Chartered Teachers remain the same irrespective of whether they are operating in a traditional Subject Department or a Faculty system.
3.0 THE INTERACTION OF FACULTY PRINCIPAL TEACHERS AND SENIOR MANAGEMENT TEAM MEMBERS.

3.1 Traditionally Assistant Headteachers (when they existed) Depute Headteachers and in some cases Headteachers in the Authority’s secondary schools often had oversight of a number of ‘traditional’ subject departments. The roles they were expected to undertake in this area of their responsibilities varied from school to school but in general they were expected to approve departmental development plans, undertake quality assurance, deal with discipline issues passed to them by ‘their’ Departmental Principal Teachers, etc.

3.2 The introduction of a Faculty Principal Teacher structure in a school need not change this system. A Depute Headteacher or Headteacher may still have oversight of a number of departments whether these are ‘traditional’ single subject departments or new faculty departments or a mixture of both. The duties associated with this role may remain unchanged from those previously undertaken or they may change.

3.3 It is important that any oversight role of Headteachers and Depute Headteachers as described above is accurately reflected in the remits of these Senior Managers and is well understood by Principal Teachers, whether ‘Single Subject’ or ‘Faculty’, and by staff in general.

3.4 If the introduction of Faculty Principal Teachers alters the oversight role of a Senior Manager it is important that this is discussed with this member of staff and an updated remit produced and published.

4.0 THE INTERACTION BETWEEN FACULTY PRINCIPAL TEACHERS & DEPARTMENTAL PRINCIPAL TEACHERS

4.1 Faculty Principal Teachers exercise roles, responsibilities and duties over a number of departments.

4.2 The norm within the Scottish Borders is likely to be for some time that a Faculty Principal Teacher is likely to have within the group of subjects he/she is responsible for one or two traditional Departmental Principal Teachers who are still in post.

4.3 Any alterations to an exiting remit of a Departmental Principal Teacher due to the appointment of a Faculty Principal Teacher (or for any other reason) must result in the issuing, in writing, of an amended remit. This altered remit should be forwarded to the Secondary schools Manager for approval and retention in the postholder’s personal file, held in the Council Offices. This should take place even if an original remit is not available. The guiding principal is that a new remit should be issued if the role of an existing postholder as he/she was currently performing it (whether or not an original remit still exits) is altered, in this case an updated remit should be issued as soon as is practicable and in any event prior to the alterations being put in place. This altered remit should be made available to all relevant departmental staff so that they are aware of the division of duties between the Faculty and existing Departmental Principal Teachers and including, if appropriate the role of any Senior Staff member with oversight duties in the departments in question.