ROLE DEFINITION

To be responsible and accountable for teaching duties in accordance with the Council’s overall Education and Skills objectives.

KEY TASKS AND RESPONSIBILITIES

Corporate Responsibilities

- To deliver an effective education service in accordance with the Council’s corporate policies and procedures and relevant strategy provision.

- To understand information management and security issues and work in line with legislation and Council policies and guidelines, ensuring that information is used, shared and managed appropriately.

- To undertake any other reasonably required duties, consistent with duties detailed in Part 2 Section 2 of the SNCT Handbook of Conditions of Service, as directed by the Corporate Director (Education and Skills) or nominee, in addition to the role specific tasks & responsibilities detailed below.

Role Specific Tasks & Responsibilities

- To deliver effective teaching services in accordance with the directions of the headteacher or other promoted staff.

- To undertake such services in pursuit of good practice including a commitment to pupil and parent/carer focus.

- Teaching assigned class(es) including correction of work, as part of ongoing classwork and maintaining a record of work.

- Promoting and safeguarding the health, welfare and safety of pupils.

- Working in partnership with support staff and other professionals in class.

- Maintaining positive behaviour of pupils, contributing towards good order and the wider needs of the school.
## Role Profile

<table>
<thead>
<tr>
<th>Essential</th>
<th>Desirable</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Commitment to support the development of young people to develop their skills in literacy, numeracy and health and wellbeing</td>
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</table>

** Professional Skills & Abilities**

- Effective classroom management & organisation skills
- Ability to use a variety of media and interact productively with pupils individually and collectively
- Ability to manage pupil behaviour fairly, sensitively and consistently
- Ability to work cooperatively with other staff and parents
- Ability to respond sensitively and appropriately to challenging situations
- Evidence of effective strategies to support a wide range of pupils' needs
- Experience of working with other professionals
- Experience of working with colleagues in moderation activities
- Experience of making connections, across different areas of the curriculum, e.g. through inter disciplinary learning
- Application Form
- References
- Interview

** Other**

- Ability to travel throughout North Ayrshire
- Ability to teach other subjects
- Application Form
- Interview
- Post Employment Check

** The Standards for Registration are actively implemented in teaching establishments within North Ayrshire Council. Evidence of demonstration of this will be explored as part of the recruitment process. Further information on the Standard can be found on the General Teaching Council Scotland (GTCS) website.**
Role Profile

- Providing advice and guidance to pupils on issues related to their education.
- Developing the curriculum in line with the curricular framework, e.g. *Curriculum for Excellence*.
- Working in partnership with parents, support staff and other professionals to meet the needs of children, young people and families in their learning community.
- Participating in issues related to planning, raising attainment and achievement and reflection on current practice.
- Promoting and safeguarding the health, welfare and safety of pupils.
- Maintaining positive behaviour of pupils, contributing towards good order and the wider needs of the establishment.
- Assist in the development of Personal Learning Plans/Pupil support plans.
- Undertaking appropriate and agreed continuing professional development in line with the Standards for Registration, Professional Review and Development, Professional Update and school improvement priorities.

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**ESSENTIAL / DESIRABLE CRITERIA**

<table>
<thead>
<tr>
<th>Qualification &amp; Registration</th>
<th>Essential</th>
<th>Desirable</th>
<th>Evidence</th>
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</table>
|                             | • GTCS registration  
• Required to join the PVG Scheme for this type of regulated work | • Professional recognition by GTCS  
• Evidence of Post-graduate, or equivalent, study  
• Other, relevant, qualifications | • Application Form  
• Interview  
• Pre Employment Check |

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<thead>
<tr>
<th>Experience</th>
<th>Essential</th>
<th>Desirable</th>
<th>Evidence</th>
</tr>
</thead>
</table>
|            | • Experience in teaching and using a range of teaching strategies  
• Experience of planning and delivering interdisciplinary learning  
• Experience of working with pupils with additional support needs | • Experience of teaching at different stages  
• Experience of developing assessment practices and procedures in collaboration with colleagues within and beyond the establishment | • Application Form  
• References  
• Interview |
## Role Profile

<table>
<thead>
<tr>
<th>Essential</th>
<th>Desirable</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ability to use a variety of media and interact productively with children/young people individually and collectively</td>
<td>• Experience of working with other professionals</td>
<td>• Application Form</td>
</tr>
<tr>
<td>• Ability to manage children/young people behaviour fairly, sensitively and consistently</td>
<td>• Experience of assessment, moderation, recording and reporting at cluster, local authority or national level</td>
<td>• Interview</td>
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<tr>
<td>• Ability to work cooperatively with other staff and parents</td>
<td></td>
<td>• Post-Employment Check</td>
</tr>
<tr>
<td>• Experience of assessment, moderation, recording and reporting at school level</td>
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<tr>
<td>• Ability to respond sensitively and appropriately to challenging situations</td>
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**Other**

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<tr>
<td>• Ability to travel throughout North Ayrshire</td>
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**The Standards for Registration are actively explored as part of North Ayrshire Council’s recruitment and Professional Review and Development (PRD) processes. Further information on the Standards can be found on the General Teaching Council Scotland website (GTCS).**
Role Profile

- Developing a shared vision for, and a positive culture in, the department;
- Direct line management responsibility for allocated teaching and support staff including promoting a climate of team working and collegiality;
- Assisting with the selection and recruitment of staff;
- In co-operation with senior managers, assist with timetabling arrangements of their team;
- Monitoring and evaluating departmental progress on a regular basis and through effective systems to ensure positive impact and outcomes
- The provision of quality advice, challenge and support to colleagues;
- Reviewing the CPD needs, career development, performance of colleagues, and supporting the Professional Update of colleagues, through the PRD process;
- Supporting probationer and student teachers;
- Contributing to the continuous development, implementation and evaluation of school policies through effective departmental improvement planning.
- Managing, developing, implementing and evaluating health and safety policy within particular remit.

- Lead and manage the development, implementation and monitoring of allocated areas of the curriculum, including:
  - Curriculum development and quality assurance;
  - Monitoring and evaluating the aims and priorities in addition to the learning and teaching, of allocated areas of the curriculum;
  - Respond proactively to opportunities to bid for additional establishment/authority/national funding to take forward additional departmental priorities/developments as appropriate;
  - Liaising and co-operating with the Quality Improvement Service and other support services and departments;
  - Administration of arrangements which support assessment, moderation and profiling including, where appropriate, national examinations and arrangements for presentation of candidates.
  - Responsibility for efficient use of resources, including, where appropriate, allocated budget.
  - Contributing towards the integrity of assessment procedures and provision of useful and accurate information to pupils and parents.

- To assist the headteacher/senior manager in implementing the whole school policy, dealing with pastoral care, assessment and pupil welfare, including:
Role Profile

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<th>Essential</th>
<th>Desirable</th>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>- Experience of teaching pupils at different stages&lt;br&gt;- Experience of developing assessment practices and procedures in collaboration with colleagues across department and school&lt;br&gt;- Experience of planning and delivering interdisciplinary learning&lt;br&gt;- Experience of working with pupils with additional needs</td>
<td>- Experience of leading others</td>
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** Professional Values & Personal Commitment

| - Evidence of appropriate Continuous Professional Development<br>- Evidence of self-evaluation<br>- Willingness to actively develop the ethos of the school<br>- Commitment to support the development of young people to develop their skills<br>- Commitment to support the personal, social, emotional and intellectual development of young people | - Commitment to, and experience of, developing the wider life of the school | - Application Form<br>- References<br>- Interview |

** Strategic Vision

| - Application Form<br>- References<br>- Interview |
## Role Profile

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<th>Essential</th>
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<th>Evidence</th>
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<tr>
<td>• Ability to work co-operatively with staff, parents, partners in other agencies and the wider community</td>
<td>• Ability to respond sensitively and appropriately to challenging situations</td>
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<td><strong>Professional Actions</strong></td>
<td><strong>Professional Actions</strong></td>
<td><strong>Professional Actions</strong></td>
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<td>• Effective management &amp; organisation skills</td>
<td>• Experience of working with other professionals</td>
<td>• Application Form</td>
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<td>• Experience in supporting new entrants to the profession</td>
<td>• References</td>
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<td>• Supporting positive and active partnerships within the community</td>
<td>• Interview</td>
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<tr>
<td>Other</td>
<td>• Ability to travel throughout North Ayrshire</td>
<td>• Application Form</td>
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<tr>
<td></td>
<td></td>
<td>• Interview</td>
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<tr>
<td></td>
<td></td>
<td>• Post-Employment Check</td>
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</table>

** The Standards for Registration and Standards for Leadership and Management are actively explored as part of North Ayrshire Council's recruitment and Professional Review and Development (PRD) processes. Further information on the Standards can be found on the General Teaching Council Scotland website (GTCS).

^ The Strategic Vision element of the Standards for Leadership and Management will not be explored during the recruitment process. However, this element will be explored as part of the Council’s Professional Review & Development (PRD) procedure.
Role Profile

- Developing a shared vision for, and a positive culture in, the department;
- Direct line management responsibility for allocated teaching (PSE) and support staff including promoting a climate of team working and collegiality;
- Assisting with the selection and recruitment of staff;
- Monitoring and evaluating departmental progress on a regular basis and through effective systems to ensure positive impact and outcomes;
- In co-operation with senior managers, assist with timetabling arrangements of their team;
- The provision of quality advice, challenge and support to colleagues;
- Reviewing the CPD needs, career development, performance of colleagues, and supporting the Professional Update of colleagues, through the PRD process;
- Supporting probationer and student teachers;
- Communicate and liaise with members of the senior management team, teaching staff and the school's Attendance Officer, as appropriate to ensure the effectiveness of curricular and whole school policies as they affect the pupil guidance activity;
- Prepare and submit proposals and formulate pupil support team policies to guide the requisition, use and protection of all relevant resources in addition to arranging and participating in pupil support team meetings;
- Maintenance of pupil files and responding to requests for information by the headteacher, potential employers and other appropriate bodies.

- Lead and manage the development, implementation and monitoring of allocated areas of the curriculum, including:
  - Curriculum development (PSE) and quality assurance;
  - Monitoring and evaluating the aims and priorities in addition to the learning and teaching, of allocated areas of the curriculum;
  - Contributing to the management of the process of school improvement planning;
  - Liaising and co-operating with the Quality Improvement Service and other support services and departments;
  - Administration of arrangements which support assessment, moderation and profiling including national examinations and the arrangements for presentation of candidates;
  - Contributing to the delivery of curricular choice programmes, ensuring the appropriate development of PSE, including a careers education programme;
  - Participating in the development and recording of personal learning plans for each pupil through assessment of their needs, implementation of these plans and monitoring of progress, communicating and consulting with colleagues and parents as appropriate;
# Role Profile

## Essential / Desirable Criteria

<table>
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<tr>
<th>Qualification &amp; Registration</th>
<th>Essential</th>
<th>Desirable</th>
<th>Evidence</th>
</tr>
</thead>
</table>
|                              | • Full GTCS registration  
                             | • Required to join the  
                             | • Professional recognition by  
                             | • Application Form  
                             | • PVG Scheme for this  
                             | • Evidence of  
                             | • Interview  
                             | type of regulated work  
                             | • Evidence of  
                             | • Pre Employment  
                             | • Other, relevant,  
                             | Check  
                             | qualifications |

<table>
<thead>
<tr>
<th>Experience</th>
<th>Essential</th>
<th>Desirable</th>
<th>Evidence</th>
</tr>
</thead>
</table>
|              | • Working knowledge of  
              | • Experience of  
              | • Application  
              | all relevant areas of  
              | teaching pupils S1-S6  
              | • References  
              | the curriculum  
              | and in presenting  
              | • Interview  
              | • Experience in teaching  
              | pupils for National  
              | | related subject(s)  
              | Qualifications  
              | | • Experience of  
              | • Experience of  
              | | developing assessment practices  
              | working outwith  
              | | and procedures in  
              | departmental level  
              | | collaboration within  
              | • Experience of  
              | | and beyond the  
              | leading others  
              | | department and  
              | | school |

**Professional Values & Personal Commitment**

<table>
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<th>Evidence</th>
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</table>
| • Evidence of appropriate  
Continuous Professional Development  
• Evidence of self-evaluation  
• Willingness to actively develop the ethos of the school  
• Commitment to support the development of young people to develop their skills | • Commitment to, and experience of, developing the wider life of the school  
• Ability to support young people into positive destinations | • Application Form  
• References  
• Interview |
## Role Profile

<table>
<thead>
<tr>
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<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ability to work cooperatively with staff, parents, partners in other agencies and the wider community</td>
<td>• Ability to respond sensitively and appropriately to challenging situations</td>
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<td>• Supporting positive and active partnerships within the community</td>
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<tr>
<td>Other</td>
<td>• Ability to travel throughout North Ayrshire</td>
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** The Standards for Registration and Standards for Leadership and Management are actively explored as part of North Ayrshire Council’s recruitment and Professional Review and Development (PRD) processes. Further information on the Standards can be found on the General Teaching Council Scotland website (GTCS).

^ The Strategic Vision element of the Standards for Leadership and Management will not be explored during the recruitment process. However, this element will be explored as part of the Council’s Professional Review & Development (PRD) procedure.
Role Profile

Role Specific Tasks & Responsibilities

- To assist and to deputise for the headteacher in conducting the affairs of the school to the benefit of the pupils and the community and the general duty of care of staff and pupils.

- To assist and to deputise for the headteacher in managing the school through the pursuit of good practice, including:
  - A commitment to pupil and parent / carer focus.
  - The pursuit of continuous improvement.
  - The implementation and evaluation of quality assurance procedures.
  - Motivating the school community towards a shared goal.

- Assisting the headteacher in the leadership, good management and strategic direction of the school, including:
  - Participation in the selection and appointment of staff of the school, and the provision of professional advice and guidance to colleagues;
  - Managing health and safety within the school premises;
  - Monitoring pupil and staff absence throughout the school;
  - Enhancing learning and teaching by supporting the professionalism of staff and providing guidance on the most effective deployment of resources;
  - The identification, dissemination and support of good practice across the school;
  - Planning, implementing, reviewing and evaluating agreed school improvements;
  - Promoting the continuing professional development, career development needs and the performance of all staff, supporting the Professional Update of colleagues through the PRD process, ensuring that all staff have an annual review of their development needs, in accordance with Council policy;
  - Liaising with the GTC(S) to manage probationer teachers and with universities to provide support for teachers on initial training.

- Assist the headteacher in managing and developing the school curriculum, including
  - Delivering teaching services in accordance with the directions of the headteacher;
  - Devising systems to enable curricular activities to be progressed;
  - Monitoring and developing programmes of study;

- To assist the headteacher in implementing whole school policies, including:
  - Ensuring the needs and aspirations of all learners are being met through the support systems in place within the school;
<table>
<thead>
<tr>
<th>Role Profile</th>
<th>Essential</th>
<th>Desirable</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Vision</strong></td>
<td>• Commitment to actively develop and promote the ethos of the school</td>
<td></td>
<td>• Application Form • References • Interview</td>
</tr>
<tr>
<td><strong>Professional Knowledge &amp; Understanding</strong></td>
<td>• Knowledge of, and involvement in, developing and implementing initiatives relating to the curricular framework, e.g. <em>Curriculum for Excellence</em> • Knowledge of policies and practices relating to education and people management, e.g. ASN legislation and GIRFEC principles</td>
<td>• Organising and working with pupils, staff, school and community groups, e.g. pupil council, Eco committee, parent council • Involvement in key improvements across the school, at cluster or authority level • Experience in leading curricular developments</td>
<td>• Application Form • References • Interview</td>
</tr>
<tr>
<td><strong>Interpersonal Skills &amp; Abilities</strong></td>
<td>• Ability to lead, manage and give strategic direction to employees • People Management skills • Decision making skills</td>
<td>• Presentation skills • Ability to promote good order and discipline • Negotiating skills</td>
<td>• Application Form • References • Interview</td>
</tr>
</tbody>
</table>
ROLE DEFINITION

To manage the school and to lead and give strategic direction to all staff within the school. To provide appropriate vision, leadership and direction to ensure high standards of education for all the children and young people in their care so that they can become successful learners, confident individuals, responsible citizens and effective contributors.

To work with and be accountable to others to ensure that the school is organised and managed to meet its aims and targets, and is a creative, disciplined learning environment. To work with a range of others – staff, children and young people, parents, local community members, voluntary organisations, local authority officers and other agencies involved in services for children and young people and their families.

To conduct the affairs of the school to the benefit of the pupils and the community and the general duty of care of staff and pupils, through pursuing objectives set by the Education Authority, in conformance with the Community Planning Partnership’s Single Outcome Agreement, the Council’s Plan, the Service Improvement Plan and in compliance with the relevant legislation, policy and guidance advice issued by the Scottish Government.

KEY TASKS AND RESPONSIBILITIES

Corporate Responsibilities

- To manage/deliver the Service in accordance with the Council’s corporate policies and procedures and relevant strategy provision.
- To manage/deliver the service outcomes, in the most efficient and effective way, that delivers the Council’s corporate objectives, Council Plan and contributes to the production of Service Plans.
- To manage and monitor Capital and Revenue budgets as assigned and contribute to budget development.
- To lead, or contribute to, the preparation of cross-service business development plans, as required.
- To ensure the effective management and leadership of employees, where appropriate.
- To ensure that the culture within the school promotes that information is managed, used and shared in line with legislation and Council policies and guidelines.
- To prepare and co-ordinate reports for the Council, its committees or working parties and to attend these meetings as required.
Role Profile

- Reporting to the Council on all matters affecting the school and, in particular, reporting matters of a non-routine nature;

- Maintaining all necessary records of the life and work of the school and responding to requests for information by the Council and other appropriate bodies.

- Manage and develop the school curriculum in accordance with Council policies and taking account of relevant advice from the Scottish Government and Learning and Teaching Scotland, including:
  - Ensuring efficient arrangements for the timetabling of staff to meet the requirements of the curriculum;
  - Encouraging the development of effective teaching and learning methods in line with the authority's teaching and learning policy;
  - Managing school improvement planning;
  - Ensuring the progress of pupils is monitored, recorded and reported to parents and other appropriate persons.

- Ensure appropriate whole school policies are in place and encouraged, including:
  - Promote the pastoral care, welfare and support for pupils through effective structures;
  - A school policy covering the behaviour management of pupils which encourages the highest standards of behaviour amongst pupils;
  - Encourage and promote an ethos conducive to healthy relationships, high morale, caring values and sound learning.

- Demonstrates a commitment to:
  - Working in partnership with parents, carers, other professionals, agencies and schools;
  - Promoting the school as a community with which all can identify;
  - Encouraging the development of social, educational and recreational activities which provide pupils, staff and parents with opportunities to meet informally outside of the school day;
  - Seeking opportunities to link the work of the school with the local community so emphasising the mutual benefits which can be derived from such links.

- Undertake appropriate and agreed continuing professional development in line with the Standards for Leadership and Management, Professional Review and Development, Professional Update and school and local authority improvement priorities.
<table>
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<th><strong>Role Profile</strong></th>
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<tr>
<td><strong>Professional Knowledge and Understanding</strong></td>
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<td><strong>Evidence</strong></td>
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<td><strong>Interpersonal Skills and Abilities</strong></td>
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