



JNCT: 21-03

JOINT NEGOTIATING COMMITTEE FOR TEACHERS

SPECIFIC DUTIES AND JOB REMITS

Job Descriptions and Person Specifications

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Outline and Person Specification

Post: Head Teacher

Service: Economy and Skills - Education Services

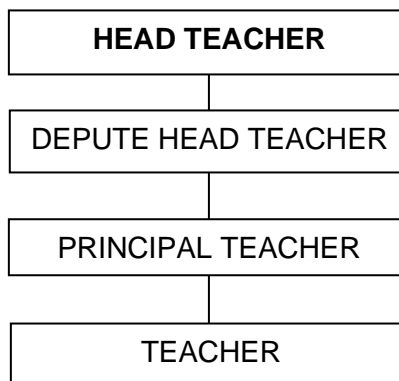
Section: Secondary / Primary / Special School

Reporting to: Head of Education

Direct Reports: Depute Head Teacher(s), Principal Teachers, Teachers and support staff as appropriate.

Job Purpose: Manage and lead the educational establishment/s to the benefit of the children and wider community in compliance with relevant legislation and policy and guidance issued by the Scottish Government and East Ayrshire Council in order to assist with the promotion, delivery and integration of the Council's key objectives; specifically in relation to the Community Plan, Shared Commitments, Single Outcome Agreement, Children and Young Person's Service Plan and Best Value.

SECTION STRUCTURE CHART



KEY DUTIES & RESPONSIBILITIES

1. Within the framework of the authority's policies, to formulate clear priorities, aims and objectives for the school.
2. Ensure the communication of these aims and policies to all employees, children, parents/carers and other users of the educational establishment.
3. Act, on behalf of the authority, as principal professional advisor to the Parent Council and to provide to the Council such advice and information as is required by the Scottish Schools (Parental Involvement) Act 2006, and subsequent legislation.
4. Encourage and promote the development of corporate life of the school and by so doing to create an ethos which is positive, inclusive, caring and aspirational.

5. Contribute more generally to the work of the education authority as required, for example, by taking part in the staff development and review scheme or by participating in working groups formed by the authority.
6. Manage and lead the educational establishment effectively so as to ensure positive outcomes for children.
7. Ensure the effective management of all employees within the educational establishment in accordance with the Council's human resources policies.
8. Promote aspiration among all staff and demonstrate a clear commitment to developing, empowering and supporting effective teams and individuals.
9. Ensure employees have the values and principles of *Getting It Right For Every Child* embedded into practice.
10. Consult fully with employees on the formulation, implementation and evaluation of educational establishment policies.
11. Manage, lead and develop good curriculum design in accordance with the policies of the Council taking account of relevant advice given by the Scottish Government; Education Scotland; and other relevant national bodies.
12. Encourage the development of learning and teaching approaches which promote effective and active learning by all.
13. Ensure that the progress of children is assessed, monitored, recorded and reported to relevant parties.
14. Ensure the educational establishment has effective transition arrangements in place, including where other establishments are involved.
15. Formulate policies to manage and maintain effectively all resources such as buildings, equipment and other assets.
16. Prepare proposals for the disbursement of per capita funding for learning and teaching materials and submitting these to the parent council.
17. Establish and review effective channels of communication and consultation among all staff and with all users of the educational establishment.
18. Consult and communicate with parents about the affairs of the school and the progress of their children, in particular by arranging appropriate or regular meetings between parents and teachers to assist such communication.
19. Establish effective communication systems, records and processes with all relevant agencies such as other departments of the Council, external agencies, SQA, other schools, parents and the wider community.
20. Develop and monitor positive behaviour strategies for all children.
21. Ensure appropriate child protection policies are known and understood by all employees and that there is a clear school protocol to be followed in reporting concerns to the designated Child Protection Co-ordinator/HT.

22. Foster among children, parents/carers, employees and other users of the school an awareness of the establishments as communities with which they can all identify.
23. Develop and maintain partnerships with parents/carers, children, other services and agencies and in doing so extend the educational vision of the educational establishment as communities to embrace continuous lifelong learning.

GENERAL RESPONSIBILITIES

24. Develop a shared vision for, and promote a culture of team working and collegiality.
25. Monitoring and evaluating progress towards meeting the School Improvement Plan(s) and ensure that effective processes and systems are put in place to achieve this. (Where appropriate a single improvement plan covering the work of more than one establishment is acceptable).
26. Liaising and co-operating with support services as necessary.
27. Ensure efficient use of resources, including any allocated budgets, the control and management of resources, arrangements for purchase and repair of equipment to ensure the most cost-effective delivery of services.
28. Respond proactively to opportunities to bid for additional funding to take forward additional departmental priorities/developments as appropriate.
29. Ensure the integrity of assessment procedures for children within the context of their learning and care.
30. Maintain an up-to-date knowledge of best practice within areas of functional responsibility and ensure compliance with all relevant legislation.
31. Undertake appropriate and agreed continuing professional development in line with the appropriate Professional Development Review and/or FACE Time, Standard for Full Registration, SSSC registration, professional review and development and establishments' improvement priorities.
32. Develop and promote equalities and diversity both in terms of service delivery and in employment in all aspects of the Council activities.
33. Attend and where appropriate report to the Parent Council and working groups or their appropriate bodies on area of development, interest and allied activity.
34. Develop and foster good working relationships with Employees, Trade Union Representatives, and including liaisons with Elected Members, external bodies and agencies.
35. 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 Depute Chief Executive/Head of Education or nominee, in addition to the role specific tasks and responsibilities detailed above.
36. Report to the Depute Chief Executive or their nominee on matters affecting the school and early childhood centre and in particular, alerting them and keeping them informed of situations of a non-routine nature.
37. Promote the Councils' policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.

Person Specification

Designation:	Head Teacher
Service: Economy & Skills - Education	Section: Secondary, Primary & Special Schools

Attributes:	Criteria	ES DS	Method of Assessment
Qualifications	• Full registration with the General Teaching Council Scotland (GTCS) is required for all permanent teaching posts.	ES	A
	• Scottish Qualification for into Headship (PgDip) or Into Headship qualification (PgCert), as registered with the GTCS; currently registered for and undertaking a course of study leading to the one of the above qualifications; or are currently a substantive Head Teacher.	ES	A
	• Masters such as MSc Educational Leadership	DS	A
Professional Experience	• Experience of leading self-evaluation and school improvement planning activities.	ES	E
	• Experience of monitoring and evaluating the quality of teaching and learning.	ES	A
	• Experience of managing inclusion at class, stage and school level.	ES	I
	• Management involvement in CPD and CLPL programs (e.g. as reviewer).	ES	A
	• Highly developed organisational skills, including effective delegation and staff deployment strategies.	ES	A
	• Strong team-building skills, focusing on enabling leadership at all levels within the staff group and across the learning community.	ES	E
	• Thorough understanding of legislative and policy frameworks governing education at local and national levels.	ES	A / I
	• Experience of managing challenging behaviour within an assertive discipline framework.	ES	A
	• Thorough understanding of the roles of self-evaluation, school improvement planning and standards and quality reporting in achieving excellence.	ES	I
	• Knowledge and understanding of current relevant educational research.	ES	P / I
	• Understanding of the principles and practices in relation to leadership and leading change.	ES	I
	• Proven ability to consult effectively with a wide range of people within the school and community.	ES	A / I
	• Proven skills in working closely with a variety of groups and local agencies.	ES	A / I
	• Proven skills in promoting and improving staff health and wellbeing.	ES	A / I
	• Experience of integrated approaches in working across learning communities and within a locality setting.	ES	A / I
• Proven track record in working effectively with parents, pupils, staff and the community.	ES	A / I	
• Ability to demonstrate effective interpersonal skills.	ES	A / I	

	• Self-awareness.	ES	A / E / I
	• Ability to inspire and motivate others.	ES	E
	• Effective communication, both verbal and written.	ES	A / I
	• Ability to clearly articulate vision and ideas.	ES	A / E / I
	• Political insight.	ES	E / I
	• Enthusiasm and passion for learning and personal development.	ES	E / I
	• Personal commitment to education and creating a positive learning environment.	ES	A
	• Ability to make effective decisions.	ES	P
	• Resilient and adept at managing workload and conflicting priorities.	ES	A / I
	• Ability to problem solve and manage conflict.	ES	A / I

Methods of Assessment

*A – Application Form, R – Reference, I – Interview,
E – Exercise, P - Presentation*

ES – Essential / DS - Desirable

The General Teaching Council for Scotland	
Standards for Leadership and Management: supporting leadership and management development	
Section 4: The Professional Actions of Head Teachers	
4.1	Culture of Self-Evaluation for School Improvement
4.1.1	Head Teachers establish a range of relationships and practices to foster self-evaluation at every level in the school <ul style="list-style-type: none"> • model good practice in personal self-evaluation against the relevant Professional Standard and appropriate benchmarks; • promote an open, honest and critical stance in examining practice; • encourage and support others to critically analyse and evaluate their own practice in relation to relevant policies and procedures.
4.1.2	Head Teachers establish and use systems to collect evidence with which to inform decision making <ul style="list-style-type: none"> • develop a culture of evidence-informed practice; • ensure systematic evidence collection and analysis against national and international benchmarks; • use collated evidence to inform decision-making; encourage and enable staff to use data to plan teaching, learning, reporting and assessment, with a focus on improving outcomes for all learners.
4.1.3	Head Teachers establish and use processes to gather valid information from stakeholders to inform improvement <ul style="list-style-type: none"> • ensure that data is gathered systematically from a wide range of stakeholders; • develop innovative approaches to engage all groups; • share data to inform decision making and to identify priorities.
4.1.4	Head Teachers collaborate with staff, learners, parents and the wider school community and networks in identifying, agreeing and implementing improvement priorities <ul style="list-style-type: none"> • create regular opportunities to engage with staff, learners and the wider school community to identify priorities; • identify key areas for improvement using the evidence gathered;

	<ul style="list-style-type: none"> establish, sustain and enhance a culture where all learners are involved in meaningful decision-making about the planning and enhancement of learning and in wider school improvement; establish processes and facilitate opportunities for groups to work collaboratively to take forward improvement priorities.
4.1.5	<p>Head Teachers develop systems for ongoing monitoring and review of the school's improvement agenda</p> <ul style="list-style-type: none"> undertake regular and systematic review of progress towards the school's priorities; establish a range of processes which enable staff to contribute to the overall monitoring and review of the school improvement plan.
4.1.6	<p>Head Teachers critically engage with literature, research and policy, in relation to all of the above</p> <ul style="list-style-type: none"> develop and use knowledge from literature, research and policy sources to support the processes of self-evaluation for the enhancement of professional practice and decision-making.
4.2	Develop staff capability, capacity and leadership to support the culture and practice of learning
4.2.1	<p>Head Teachers work within the structure of employment legislation, national and local agreements and policies governing employment</p> <ul style="list-style-type: none"> take due account of legislation and national and local agreements in all aspects of human resource management; take due account of the legislative framework related to equality and social inclusion to promote an inclusive community which values diversity and challenges discrimination.
4.2.2	<p>Head Teachers establish and promote collaborative practice to support a culture of learning within and beyond the school</p> <ul style="list-style-type: none"> take responsibility for, and engage actively in, ongoing professional learning to deepen their personal and professional skills and knowledge base; promote ambition and set high expectations of continuing professional learning for all staff and ensure opportunities which deliver this; create and utilise opportunities for staff to take on leadership roles across and beyond the school; build constructive relationships that engender commitment and collegiality.
4.2.3	<p>Head Teachers establish and ensure the consistent use of PRD processes to identify strengths and development needs</p> <ul style="list-style-type: none"> use and develop in colleagues, coaching and mentoring skills to support the PRD process; foster the personal commitment of staff to, and personal responsibility for, PRD using relevant professional standards to support self-evaluation and reflection; ensure that meaningful and rigorous PRD takes place regularly and that the outcomes of the process contribute to improvement of professional practice.
4.2.4	<p>Head Teachers ensure a systematic approach to support the culture of professional learning</p> <ul style="list-style-type: none"> ensure staff use relevant professional standards to support self-evaluation as part of continuous professional learning; encourage an extended understanding of the nature and depth of professional learning and promote relevant systematic and progressive professional learning opportunities; ensure an appropriate balance between collaborative and personal professional learning; ensure an appropriate balance between personal and professional goals and school and local authority priorities.
4.2.5	<p>Head Teachers build systems to monitor the impact of professional learning on the culture of learning</p> <ul style="list-style-type: none"> build staff capability to self-evaluate individual and collegiate professional learning and reflect on their development;

	<ul style="list-style-type: none"> plan and evaluate professional learning in relation to both its direct and indirect impact on outcomes for learners.
4.2.6	<p>Head Teachers contribute to systems level leadership of education in their context and beyond</p> <ul style="list-style-type: none"> contribute to the development of others, including peer Head Teachers, through coaching and mentoring, and networking opportunities; support cross-sector working at cluster, local authority and national levels; contribute to cluster, local and national developments and discussions to support and enhance the policy making process.
4.2.7	<p>Head Teachers critically engage with literature, research and policy in relation to all of the above</p> <ul style="list-style-type: none"> develop and use knowledge from literature, research and policy sources to support the processes of leading and developing staff and creating school cultures for the enhancement of professional practice and decision making.
4.3	Ensure consistent, high quality teaching and learning for all learners
4.3.1	<p>Head Teachers build a shared vision to support the improvement of teaching and learning and set consistently high expectations for all in the school community</p> <ul style="list-style-type: none"> work with whole school community to identify and articulate a shared vision, values and aims in relation to teaching and learning; set clear standards in relation to enacting the principles of inclusion, sustainability, equality and social justice in the teaching and learning processes; model and develop a culture of mutual trust, respect and accountability.
4.3.2	<p>Head Teachers ensure appropriate curriculum design and planning are developed to meet the learning and pastoral needs of all learners</p> <ul style="list-style-type: none"> take a strategic overview of the planning, delivery and assessment of learning to ensure that school-based decisions are in accordance with the principles of good curriculum design and planning; agree and develop curricular frameworks to ensure appropriate personalisation and choice; collaborate with partners to facilitate access to appropriate learning opportunities and resources.
4.3.3	<p>Head Teachers establish and sustain processes to develop pedagogic practices across the school</p> <ul style="list-style-type: none"> set, and communicate clearly, high expectations of the quality of teaching and assessment; develop a culture which supports and ensures high quality teaching and assessment; provide systematic opportunities to enhance and refresh teachers' pedagogic practice.
4.3.4	<p>Head Teachers build collaborative processes to review and enhance pedagogic practice</p> <ul style="list-style-type: none"> promote a culture of critical reflection and self-evaluation and establish approaches to review and teaching and learning which gathers from the views and experience of learners, staff, parents and partners; establish and sustain teacher leadership and collaborative working to support the enhancement of teaching and learning; establish systems to validate the quality of teaching, learning and assessment.
4.3.5	<p>Head Teachers critically engage with literature, research and policy in relation to all of the above</p> <ul style="list-style-type: none"> engage with educational literature, research and policy sources in leading and developing the curriculum, including taking account of international benchmarking to inform their thinking and support the enhancement of professional practice and decision-making.
4.4	Build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners
4.4.1	<p>Head Teachers build and communicate the vision, values, ethos and aims of the school with partners</p>

	<ul style="list-style-type: none"> • co-create an aspirational vision, values, ethos and aims, agreed in partnership with all stakeholders; • communicate and model the vision, values, ethos and aims regularly to all learners and the wider school community.
4.4.2	<p>Head Teachers embed processes to ensure learners contribute to planning and enhancement of their own learning programmes</p> <ul style="list-style-type: none"> • establish a culture where learners participate meaningfully in decisions related to their learning and their school; • ensure all learners have genuine opportunities to participate in these decision-making processes.
4.4.3	<p>Head Teachers develop strategies to foster parental involvement</p> <ul style="list-style-type: none"> • establish a culture to build and facilitate the partnership between parents and carers, learners and the school; • ensure all parents and carers have genuine opportunities to participate in these partnership activities and processes.

This job outline and person specification provides a description of the role and associated responsibilities for the post at the date of preparation. This outline it is not intended to identify all duties/responsibilities associated with the role, but rather highlights the main requirements of the role and recognise that roles change over time.

Job Outline and Person Specification

Post: Head Teacher - Denominational

Service: Economy and Skills - Education Services

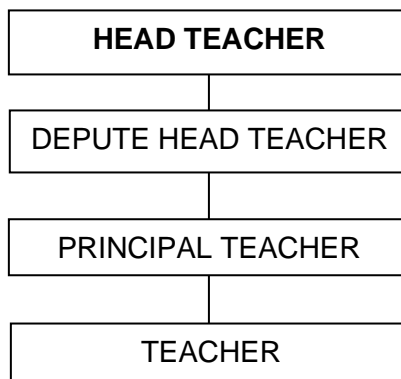
Section: Secondary / Primary

Reporting to: Head of Education

Direct Reports: Depute Head Teacher(s), Principal Teachers, Teachers and support staff as appropriate.

Job Purpose: Manage and lead the educational establishment/s to the benefit of the children and wider community in compliance with relevant legislation and policy and guidance issued by the Scottish Government and East Ayrshire Council in order to assist with the promotion, delivery and integration of the Council's key objectives; specifically in relation to the Community Plan, Shared Commitments, Single Outcome Agreement, Children and Young Person's Service Plan and Best Value.

SECTION STRUCTURE CHART



KEY DUTIES & RESPONSIBILITIES

1. Within the framework of the authority's policies, to formulate clear priorities, aims and objectives for the school.
2. Ensure the communication of these aims and policies to all employees, children, parents/carers and other users of the educational establishment.
3. Act, on behalf of the authority, as principal professional advisor to the Parent Council and to provide to the Council such advice and information as is required by the Scottish Schools (Parental Involvement) Act 2006, and subsequent legislation.
4. Encourage and promote the development of corporate life of the school and by so doing to create an ethos which is positive, inclusive, caring and aspirational.

5. Contribute more generally to the work of the education authority as required, for example, by taking part in the staff development and review scheme or by participating in working groups formed by the authority.
6. Manage and lead the educational establishment effectively so as to ensure positive outcomes for children.
7. Ensure the effective management of all employees within the educational establishment in accordance with the Council's human resources policies.
8. Promote aspiration among all staff and demonstrate a clear commitment to developing, empowering and supporting effective teams and individuals.
9. Ensure employees have the values and principles of *Getting It Right For Every Child* embedded into practice.
10. Consult fully with employees on the formulation, implementation and evaluation of educational establishment policies.
11. Manage, lead and develop good curriculum design in accordance with the policies of the Council taking account of relevant advice given by the Scottish Government; Education Scotland; and other relevant national bodies.
12. Encourage the development of learning and teaching approaches which promote effective and active learning by all.
13. Ensure that the progress of children is assessed, monitored, recorded and reported to relevant parties.
14. Ensure the educational establishment has effective transition arrangements in place, including where other establishments are involved.
15. Formulate policies to manage and maintain effectively all resources such as buildings, equipment and other assets.
16. Prepare proposals for the disbursement of per capita funding for learning and teaching materials and submitting these to the parent council.
17. Establish and review effective channels of communication and consultation among all staff and with all users of the educational establishment.
18. Consult and communicate with parents about the affairs of the school and the progress of their children, in particular by arranging appropriate or regular meetings between parents and teachers to assist such communication.
19. Establish effective communication systems, records and processes with all relevant agencies such as other departments of the Council, external agencies, SQA, other schools, parents and the wider community.
20. Develop and monitor positive behaviour strategies for all children.
21. Ensure appropriate child protection policies are known and understood by all employees and that there is a clear school protocol to be followed in reporting concerns to the designated Child Protection Co-ordinator/HT.

22. Foster among children, parents/carers, employees and other users of the school an awareness of the establishments as communities with which they can all identify.
23. Develop and maintain partnerships with parents/carers, children, other services and agencies and in doing so extend the educational vision of the educational establishment as communities to embrace continuous lifelong learning.

GENERAL RESPONSIBILITIES

24. Develop a shared vision for, and promote a culture of team working and collegiality.
25. Monitoring and evaluating progress towards meeting the School Improvement Plan(s) and ensure that effective processes and systems are put in place to achieve this. (Where appropriate a single improvement plan covering the work of more than one establishment is acceptable).
26. Liaising and co-operating with support services as necessary.
27. Ensure efficient use of resources, including any allocated budgets, the control and management of resources, arrangements for purchase and repair of equipment to ensure the most cost-effective delivery of services.
28. Respond proactively to opportunities to bid for additional funding to take forward additional departmental priorities/developments as appropriate;
29. Ensure the integrity of assessment procedures for children within the context of their learning and care.
30. Maintain an up-to-date knowledge of best practice within areas of functional responsibility and ensure compliance with all relevant legislation.
31. Undertake appropriate and agreed continuing professional development in line with the appropriate Professional Development Review and/or FACE Time, Standard for Full Registration, SSSC registration, professional review and development and establishments' improvement priorities.
32. Develop and promote equalities and diversity both in terms of service delivery and in employment in all aspects of the Council activities.
33. Attend and where appropriate report to the Parent Council and working groups or their appropriate bodies on area of development, interest and allied activity.
34. Develop and foster good working relationships with Employees, Trade Union Representatives, and including liaisons with Elected Members, external bodies and agencies.
35. 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 Depute Chief Executive/Head of Education or nominee, in addition to the role specific tasks and responsibilities detailed above.
36. Report to the Depute Chief Executive or their nominee on matters affecting the school and early childhood centre and in particular, alerting them and keeping them informed of situations of a non-routine nature.
37. Promote the Councils' policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.

Person Specification

Designation:	Head Teacher - Denominational
Service: Economy & Skills - Education	Section: Secondary, Primary

Attributes:	Criteria	ES DS	Method of Assessment
Qualifications	• Full registration with the General Teaching Council Scotland (GTCS) is required for all permanent teaching posts.	ES	A
	• Scottish Qualification for into Headship (PgDip) or Into Headship qualification (PgCert), as registered with the GTCS; currently registered for and undertaking a course of study leading to the one of the above qualifications; or are currently a substantive Head Teacher.	ES	A
	• Masters such as MSc Educational Leadership	DS	A
	• Approval by the Roman Catholic Church for this appointment	ES	R
	• Certificate in Religious Education	DS	A
Professional Experience	• Experience of leading self-evaluation and school improvement planning activities.	ES	E
	• Experience of monitoring and evaluating the quality of teaching and learning.	ES	A
	• Experience of managing inclusion at class, stage and school level.	ES	I
	• Management involvement in CPD and CLPL programs (e.g. as reviewer).	ES	A
	• Highly developed organisational skills, including effective delegation and staff deployment strategies.	ES	A
	• Strong team-building skills, focusing on enabling leadership at all levels within the staff group and across the learning community.	ES	E
	• Thorough understanding of legislative and policy frameworks governing education at local and national levels.	ES	A / I
	• Experience of managing challenging behaviour within an assertive discipline framework.	ES	A
	• Thorough understanding of the roles of self-evaluation, school improvement planning and standards and quality reporting in achieving excellence.	ES	I
	• Knowledge and understanding of current relevant educational research.	ES	P / I
	• Understanding of the principles and practices in relation to leadership and leading change.	ES	I
	• Proven ability to consult effectively with a wide range of people within the school and community.	ES	A / I
	• Proven skills in working closely with a variety of groups and local agencies.	ES	A / I
	• Proven skills in promoting and improving staff health and wellbeing.	ES	A / I
	• Experience of integrated approaches in working across learning communities and within a locality setting.	ES	A / I

<ul style="list-style-type: none"> • Proven track record in working effectively with parents, pupils, staff and the community. • Ability to demonstrate effective interpersonal skills. • Self-awareness. • Ability to inspire and motivate others. • Effective communication, both verbal and written. • Ability to clearly articulate vision and ideas. • Political insight. • Enthusiasm and passion for learning and personal development. • Personal commitment to education and creating a positive learning environment. • Ability to make effective decisions. • Resilient and adept at managing workload and conflicting priorities. • Ability to problem solve and manage conflict. • Understanding of the role in the spiritual development of the pupils and staff. • Ability to contribute to the co-operative relationships with the local parishes 	ES	A / I
	ES	A / E / I
	ES	E
	ES	A / I
	ES	A / E / I
	ES	E / I
	ES	E / I
	ES	A
	ES	P
	ES	A / I
	ES	A / I
	ES	A / I
	ES	A / I
	ES	A

Methods of Assessment

*A – Application Form, R – Reference, I – Interview,
E – Exercise, P - Presentation*

ES – Essential / DS - Desirable

<p>The General Teaching Council for Scotland Standards for Leadership and Management: supporting leadership and management development</p> <p>Section 4: The Professional Actions of Head Teachers</p>	
4.1	Culture of Self-Evaluation for School Improvement
4.1.1	<p>Head Teachers establish a range of relationships and practices to foster self-evaluation at every level in the school</p> <ul style="list-style-type: none"> • model good practice in personal self-evaluation against the relevant Professional Standard and appropriate benchmarks; • promote an open, honest and critical stance in examining practice; • encourage and support others to critically analyse and evaluate their own practice in relation to relevant policies and procedures.
4.1.2	<p>Head Teachers establish and use systems to collect evidence with which to inform decision making</p> <ul style="list-style-type: none"> • develop a culture of evidence-informed practice; • ensure systematic evidence collection and analysis against national and international benchmarks; • use collated evidence to inform decision-making; <p>encourage and enable staff to use data to plan teaching, learning, reporting and assessment, with a focus on improving outcomes for all learners.</p>
4.1.3	<p>Head Teachers establish and use processes to gather valid information from stakeholders to inform improvement</p> <ul style="list-style-type: none"> • ensure that data is gathered systematically from a wide range of stakeholders; • develop innovative approaches to engage all groups; • share data to inform decision making and to identify priorities.

4.1.4	<p>Head Teachers collaborate with staff, learners, parents and the wider school community and networks in identifying, agreeing and implementing improvement priorities</p> <ul style="list-style-type: none"> • create regular opportunities to engage with staff, learners and the wider school community to identify priorities; • identify key areas for improvement using the evidence gathered; • establish, sustain and enhance a culture where all learners are involved in meaningful decision-making about the planning and enhancement of learning and in wider school improvement; • establish processes and facilitate opportunities for groups to work collaboratively to take forward improvement priorities.
4.1.5	<p>Head Teachers develop systems for ongoing monitoring and review of the school's improvement agenda</p> <ul style="list-style-type: none"> • undertake regular and systematic review of progress towards the school's priorities; • establish a range of processes which enable staff to contribute to the overall monitoring and review of the school improvement plan.
4.1.6	<p>Head Teachers critically engage with literature, research and policy, in relation to all of the above</p> <ul style="list-style-type: none"> • develop and use knowledge from literature, research and policy sources to support the processes of self-evaluation for the enhancement of professional practice and decision-making.
4.2	Develop staff capability, capacity and leadership to support the culture and practice of learning
4.2.1	<p>Head Teachers work within the structure of employment legislation, national and local agreements and policies governing employment</p> <ul style="list-style-type: none"> • take due account of legislation and national and local agreements in all aspects of human resource management; • take due account of the legislative framework related to equality and social inclusion to promote an inclusive community which values diversity and challenges discrimination.
4.2.2	<p>Head Teachers establish and promote collaborative practice to support a culture of learning within and beyond the school</p> <ul style="list-style-type: none"> • take responsibility for, and engage actively in, ongoing professional learning to deepen their personal and professional skills and knowledge base; • promote ambition and set high expectations of continuing professional learning for all staff and ensure opportunities which deliver this; • create and utilise opportunities for staff to take on leadership roles across and beyond the school; • build constructive relationships that engender commitment and collegiality.
4.2.3	<p>Head Teachers establish and ensure the consistent use of PRD processes to identify strengths and development needs</p> <ul style="list-style-type: none"> • use and develop in colleagues, coaching and mentoring skills to support the PRD process; • foster the personal commitment of staff to, and personal responsibility for, PRD using relevant professional standards to support self-evaluation and reflection; • ensure that meaningful and rigorous PRD takes place regularly and that the outcomes of the process contribute to improvement of professional practice.
4.2.4	<p>Head Teachers ensure a systematic approach to support the culture of professional learning</p> <ul style="list-style-type: none"> • ensure staff use relevant professional standards to support self-evaluation as part of continuous professional learning; • encourage an extended understanding of the nature and depth of professional learning and promote relevant systematic and progressive professional learning opportunities; • ensure an appropriate balance between collaborative and personal professional learning; • ensure an appropriate balance between personal and professional goals and school and local authority priorities.

4.2.5	<p>Head Teachers build systems to monitor the impact of professional learning on the culture of learning</p> <ul style="list-style-type: none"> • build staff capability to self-evaluate individual and collegiate professional learning and reflect on their development; • plan and evaluate professional learning in relation to both its direct and indirect impact on outcomes for learners.
4.2.6	<p>Head Teachers contribute to systems level leadership of education in their context and beyond</p> <ul style="list-style-type: none"> • contribute to the development of others, including peer Head Teachers, through coaching and mentoring, and networking opportunities; • support cross-sector working at cluster, local authority and national levels; • contribute to cluster, local and national developments and discussions to support and enhance the policy making process.
4.2.7	<p>Head Teachers critically engage with literature, research and policy in relation to all of the above</p> <ul style="list-style-type: none"> • develop and use knowledge from literature, research and policy sources to support the processes of leading and developing staff and creating school cultures for the enhancement of professional practice and decision making.
4.3	Ensure consistent, high-quality teaching and learning for all learners
4.3.1	<p>Head Teachers build a shared vision to support the improvement of teaching and learning and set consistently high expectations for all in the school community</p> <ul style="list-style-type: none"> • work with whole school community to identify and articulate a shared vision, values and aims in relation to teaching and learning; • set clear standards in relation to enacting the principles of inclusion, sustainability, equality and social justice in the teaching and learning processes; • model and develop a culture of mutual trust, respect and accountability.
4.3.2	<p>Head Teachers ensure appropriate curriculum design and planning are developed to meet the learning and pastoral needs of all learners</p> <ul style="list-style-type: none"> • take a strategic overview of the planning, delivery and assessment of learning to ensure that school-based decisions are in accordance with the principles of good curriculum design and planning; • agree and develop curricular frameworks to ensure appropriate personalisation and choice; • collaborate with partners to facilitate access to appropriate learning opportunities and resources.
4.3.3	<p>Head Teachers establish and sustain processes to develop pedagogic practices across the school</p> <ul style="list-style-type: none"> • set, and communicate clearly, high expectations of the quality of teaching and assessment; • develop a culture which supports and ensures high quality teaching and assessment; • provide systematic opportunities to enhance and refresh teachers’ pedagogic practice.
4.3.4	<p>Head Teachers build collaborative processes to review and enhance pedagogic practice</p> <ul style="list-style-type: none"> • promote a culture of critical reflection and self-evaluation and establish approaches to review and teaching and learning which gathers from the views and experience of learners, staff, parents and partners; • establish and sustain teacher leadership and collaborative working to support the enhancement of teaching and learning; • establish systems to validate the quality of teaching, learning and assessment.
4.3.5	<p>Head Teachers critically engage with literature, research and policy in relation to all of the above</p> <ul style="list-style-type: none"> • engage with educational literature, research and policy sources in leading and developing the curriculum, including taking account of international benchmarking to inform their thinking and support the enhancement of professional practice and decision-making.
4.4	

	Build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners
4.4.1	<p>Head Teachers build and communicate the vision, values, ethos and aims of the school with partners</p> <ul style="list-style-type: none"> • co-create an aspirational vision, values, ethos and aims, agreed in partnership with all stakeholders; • communicate and model the vision, values, ethos and aims regularly to all learners and the wider school community.
4.4.2	<p>Head Teachers embed processes to ensure learners contribute to planning and enhancement of their own learning programmes</p> <ul style="list-style-type: none"> • establish a culture where learners participate meaningfully in decisions related to their learning and their school; • ensure all learners have genuine opportunities to participate in these decision-making processes.
4.4.3	<p>Head Teachers develop strategies to foster parental involvement</p> <ul style="list-style-type: none"> • establish a culture to build and facilitate the partnership between parents and carers, learners and the school; • ensure all parents and carers have genuine opportunities to participate in these partnership activities and processes.

This job outline and person specification provides a description of the role and associated responsibilities for the post at the date of preparation. This outline it is not intended to identify all duties/responsibilities associated with the role, but rather highlights the main requirements of the role and recognise that roles change over time.

Job Outline and Person Specification

Post: Head Teacher- Primary School and Early Childhood Centre

Service: Economy and Skills - Education Services

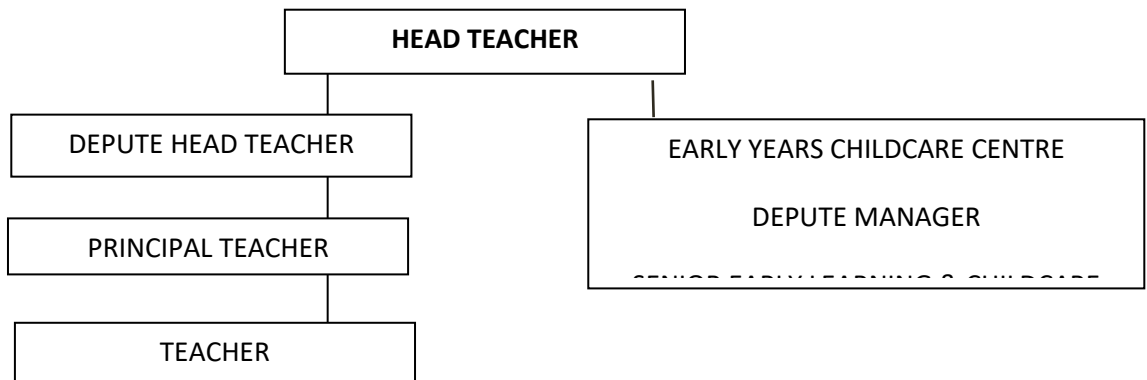
Section: Primary School

Reporting to: Head of Education

Direct Reports: Depute Head Teacher(s), Principal Teachers, Teachers, Depute Manager, Senior Early Childcare Practitioner and support staff as appropriate.

Job Purpose: Manage and lead the educational establishment/s to the benefit of the children and wider community in compliance with relevant legislation and policy and guidance issued by the Scottish Government and East Ayrshire Council in order to assist with the promotion, delivery and integration of the Council's key objectives; specifically in relation to the Community Plan, Shared Commitments, Single Outcome Agreement, Children and Young Person's Service Plan and Best Value.

SECTION STRUCTURE CHART



KEY DUTIES & RESPONSIBILITIES

1. Within the framework of the authority's policies, to formulate clear priorities, aims and objectives for the school.
2. Ensure the communication of these aims and policies to all employees, children, parents/carers and other users of the educational establishment.
3. Act, on behalf of the authority, as principal professional advisor to the Parent Council and to provide to the Council such advice and information as is required by the Scottish Schools (Parental Involvement) Act 2006, and subsequent legislation.
4. Encourage and promote the development of corporate life of the school and by so doing to create an ethos which is positive, inclusive, caring and aspirational.

5. Contribute more generally to the work of the education authority as required, for example, by taking part in the staff development and review scheme or by participating in working groups formed by the authority.
6. Manage and lead the educational establishment effectively so as to ensure positive outcomes for children.
7. Ensure the effective management of all employees within the educational establishment in accordance with the Council's human resources policies.
8. Promote aspiration among all staff and demonstrate a clear commitment to developing, empowering and supporting effective teams and individuals.
9. Ensure employees have the values and principles of *Getting It Right For Every Child* embedded into practice.
10. Consult fully with employees on the formulation, implementation and evaluation of educational establishment policies.
11. Manage, lead and develop good curriculum design in accordance with the policies of the Council taking account of relevant advice given by the Scottish Government; Education Scotland; and other relevant national bodies.
12. Encourage the development of learning and teaching approaches which promote effective and active learning by all.
13. Ensure that the progress of children is assessed, monitored, recorded and reported to relevant parties.
14. Ensure the educational establishment has effective transition arrangements in place, including where other establishments are involved.
15. Formulate policies to manage and maintain effectively all resources such as buildings, equipment and other assets.
16. Prepare proposals for the disbursement of per capita funding for learning and teaching materials and submitting these to the parent council.
17. Establish and review effective channels of communication and consultation among all staff and with all users of the educational establishment.
18. Consult and communicate with parents about the affairs of the school and the progress of their children, in particular by arranging appropriate or regular meetings between parents and teachers to assist such communication.
19. Establish effective communication systems, records and processes with all relevant agencies such as other departments of the Council, external agencies, SQA, other schools, parents and the wider community.
20. Develop and monitor positive behaviour strategies for all children.
21. Ensure appropriate child protection policies are known and understood by all employees and that there is a clear school protocol to be followed in reporting concerns to the designated Child Protection Co-ordinator/HT.

22. Foster among children, parents/carers, employees and other users of the school an awareness of the establishments as communities with which they can all identify.
23. Develop and maintain partnerships with parents/carers, children, other services and agencies and in doing so extend the educational vision of the educational establishment as communities to embrace continuous lifelong learning.

GENERAL RESPONSIBILITIES

24. Develop a shared vision for, and promote a culture of team working and collegiality.
25. Monitoring and evaluating progress towards meeting the Establishments' Improvement Plans and ensure that effective processes and systems are put in place to achieve this. (Where appropriate a single improvement plan covering the work of both establishments is acceptable.)
26. Liaising and co-operating with support services as necessary.
27. Ensure efficient use of resources, including any allocated budgets, the control and management of resources, arrangements for purchase and repair of equipment to ensure the most cost-effective delivery of services.
28. Respond proactively to opportunities to bid for additional funding to take forward additional departmental priorities/developments as appropriate;
29. Ensure the integrity of assessment procedures for children within the context of their learning and care.
30. Maintain an up-to-date knowledge of best practice within areas of functional responsibility and ensure compliance with all relevant legislation.
31. Undertake appropriate and agreed continuing professional development in line with the appropriate Professional Development Review and/or FACE Time, Standard for Full Registration, SSSC registration, professional review and development and establishments' improvement priorities.
32. Develop and promote equalities and diversity both in terms of service delivery and in employment in all aspects of the Council activities.
33. Attend and where appropriate report to the Parent Council and working groups or their appropriate bodies on area of development, interest and allied activity.
34. Develop and foster good working relationships including liaising with Elected Members, employees, external bodies and agencies.
35. 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 Depute Chief Executive/Head of Education or nominee, in addition to the role specific tasks and responsibilities detailed above.
36. Report to the Depute Chief Executive or their nominee on matters affecting the school and early childhood centre and in particular, alerting them and keeping them informed of situations of a non-routine nature.
37. Promote the Councils' policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.

Person Specification

Designation: Head Teacher	Post No:
Service: Education	Section: Primary School & ECC

Attributes:	Criteria	ES DS	Method of Assessment
Qualifications	• Full registration with the General Teaching Council Scotland (GTCS) is required for all permanent teaching posts.	ES	A
	• Scottish Qualification for into Headship (PgDip) or Into Headship qualification (PgCert), as registered with the GTCS; currently registered for and undertaking a course of study leading to the one of the above qualifications; or are currently a substantive Head Teacher	ES	A
	• Masters such as MSc Educational Leadership	DS	A
Professional Experience	• Experience of leading self-evaluation and school improvement planning activities.	ES	E
	• Experience of monitoring and evaluating the quality of teaching and learning.	ES	A
	• Robust experience of managing inclusion at class, stage and school level.	ES	I
	• Management involvement in CPD and CLPL programs (e.g. as reviewer).	ES	A
	• Highly developed organisational skills, including effective delegation and staff deployment strategies.	ES	A
	• Strong team-building skills, focusing on enabling leadership at all levels within the staff group and across the learning community.	ES	E
	• Thorough understanding of legislative and policy frameworks governing education at local and national levels.	ES	A / I
	• Experience of managing challenging behaviour within an assertive discipline framework.	ES	A
	• Thorough understanding of the roles of self-evaluation, school improvement planning and standards and quality reporting in achieving excellence.	ES	I
	• Knowledge and understanding of current relevant educational research.	ES	I
	• Understanding of the principles and practices in relation to leadership and leading change.	ES	P / I
	• Proven ability to consult effectively with a wide range of people within the school and community.	ES	I
	• Proven skills in working closely with a variety of groups and local agencies.	ES	A / I
	• Proven skills in promoting and improving staff health and wellbeing.	ES	A / I
• Experience of integrated approaches in working across learning communities and within a locality setting.	ES	A / I	
• Proven track record in working effectively with parents, pupils, staff and the community.	ES	A / I	
• Ability to demonstrate effective interpersonal skills.	ES	A / I	

	• Self-awareness.	ES	A / I
	• Ability to inspire and motivate others.	ES	A / E / I
	• Effective communication, both verbal and written.	ES	E
	• Ability to clearly articulate vision and ideas.	ES	A / I
	• Political insight.	ES	A / E / I
	• Enthusiasm and passion for learning and personal development.	ES	E / I
	• Personal commitment to education and creating a positive learning environment.	ES	E / I
	• Ability to make effective decisions.	ES	A
	• Resilient and adept at managing workload and conflicting priorities.	ES	P
	• Ability to problem solve and manage conflict.	ES	A / I

Methods of Assessment

*A – Application Form, R – Reference, I – Interview,
E – Exercise, P - Presentation*

ES – Essential / DS - Desirable

The General Teaching Council for Scotland Standards for Leadership and Management: supporting leadership and management development	
4.1	Culture of Self-Evaluation for School Improvement
4.1.1	Head Teachers establish a range of relationships and practices to foster self-evaluation at every level in the school <ul style="list-style-type: none"> • model good practice in personal self-evaluation against the relevant Professional Standard and appropriate benchmarks; • promote an open, honest and critical stance in examining practice; • encourage and support others to critically analyse and evaluate their own practice in relation to relevant policies and procedures.
4.1.2	Head Teachers establish and use systems to collect evidence with which to inform decision making <ul style="list-style-type: none"> • develop a culture of evidence-informed practice; • ensure systematic evidence collection and analysis against national and international benchmarks; • use collated evidence to inform decision-making; encourage and enable staff to use data to plan teaching, learning, reporting and assessment, with a focus on improving outcomes for all learners.
4.1.3	Head Teachers establish and use processes to gather valid information from stakeholders to inform improvement <ul style="list-style-type: none"> • ensure that data is gathered systematically from a wide range of stakeholders; • develop innovative approaches to engage all groups; • share data to inform decision making and to identify priorities.
4.1.4	Head Teachers collaborate with staff, learners, parents and the wider school community and networks in identifying, agreeing and implementing improvement priorities <ul style="list-style-type: none"> • create regular opportunities to engage with staff, learners and the wider school community to identify priorities; • identify key areas for improvement using the evidence gathered; • establish, sustain and enhance a culture where all learners are involved in meaningful decision-making about the planning and enhancement of learning and in wider school improvement; • establish processes and facilitate opportunities for groups to work collaboratively to take forward improvement priorities.

4.1.5	<p>Head Teachers develop systems for ongoing monitoring and review of the school's improvement agenda</p> <ul style="list-style-type: none"> • undertake regular and systematic review of progress towards the school's priorities; • establish a range of processes which enable staff to contribute to the overall monitoring and review of the school improvement plan.
4.1.6	<p>Head Teachers critically engage with literature, research and policy, in relation to all of the above</p> <ul style="list-style-type: none"> • develop and use knowledge from literature, research and policy sources to support the processes of self-evaluation for the enhancement of professional practice and decision-making.
4.2	Develop staff capability, capacity and leadership to support the culture and practice of learning
4.2.1	<p>Head Teachers work within the structure of employment legislation, national and local agreements and policies governing employment</p> <ul style="list-style-type: none"> • take due account of legislation and national and local agreements in all aspects of human resource management; • take due account of the legislative framework related to equality and social inclusion to promote an inclusive community which values diversity and challenges discrimination.
4.2.2	<p>Head Teachers establish and promote collaborative practice to support a culture of learning within and beyond the school</p> <ul style="list-style-type: none"> • take responsibility for, and engage actively in, ongoing professional learning to deepen their personal and professional skills and knowledge base; • promote ambition and set high expectations of continuing professional learning for all staff and ensure opportunities which deliver this; • create and utilise opportunities for staff to take on leadership roles across and beyond the school; • build constructive relationships that engender commitment and collegiality.
4.2.3	<p>Head Teachers establish and ensure the consistent use of PRD processes to identify strengths and development needs</p> <ul style="list-style-type: none"> • use and develop in colleagues, coaching and mentoring skills to support the PRD process; • foster the personal commitment of staff to, and personal responsibility for, PRD using relevant professional standards to support self-evaluation and reflection; • ensure that meaningful and rigorous PRD takes place regularly and that the outcomes of the process contribute to improvement of professional practice.
4.2.4	<p>Head Teachers ensure a systematic approach to support the culture of professional learning</p> <ul style="list-style-type: none"> • ensure staff use relevant professional standards to support self-evaluation as part of continuous professional learning; • encourage an extended understanding of the nature and depth of professional learning and promote relevant systematic and progressive professional learning opportunities; • ensure an appropriate balance between collaborative and personal professional learning; • ensure an appropriate balance between personal and professional goals and school and local authority priorities.
4.2.5	<p>Head Teachers build systems to monitor the impact of professional learning on the culture of learning</p> <ul style="list-style-type: none"> • build staff capability to self-evaluate individual and collegiate professional learning and reflect on their development; • plan and evaluate professional learning in relation to both its direct and indirect impact on outcomes for learners.
4.2.6	<p>Head Teachers contribute to systems level leadership of education in their context and beyond</p> <ul style="list-style-type: none"> • contribute to the development of others, including peer Head Teachers, through coaching and mentoring, and networking opportunities; • support cross-sector working at cluster, local authority and national levels;

	<ul style="list-style-type: none"> contribute to cluster, local and national developments and discussions to support and enhance the policy making process.
4.2.7	<p>Head Teachers critically engage with literature, research and policy in relation to all of the above</p> <ul style="list-style-type: none"> develop and use knowledge from literature, research and policy sources to support the processes of leading and developing staff and creating school cultures for the enhancement of professional practice and decision making.
4.3	Ensure consistent, high quality teaching and learning for all learners
4.3.1	<p>Head Teachers build a shared vision to support the improvement of teaching and learning and set consistently high expectations for all in the school community</p> <ul style="list-style-type: none"> work with whole school community to identify and articulate a shared vision, values and aims in relation to teaching and learning; set clear standards in relation to enacting the principles of inclusion, sustainability, equality and social justice in the teaching and learning processes; model and develop a culture of mutual trust, respect and accountability.
4.3.2	<p>Head Teachers ensure appropriate curriculum design and planning are developed to meet the learning and pastoral needs of all learners</p> <ul style="list-style-type: none"> take a strategic overview of the planning, delivery and assessment of learning to ensure that school-based decisions are in accordance with the principles of good curriculum design and planning; agree and develop curricular frameworks to ensure appropriate personalisation and choice; collaborate with partners to facilitate access to appropriate learning opportunities and resources.
4.3.3	<p>Head Teachers establish and sustain processes to develop pedagogic practices across the school</p> <ul style="list-style-type: none"> set, and communicate clearly, high expectations of the quality of teaching and assessment; develop a culture which supports and ensures high quality teaching and assessment; provide systematic opportunities to enhance and refresh teachers’ pedagogic practice.
4.3.4	<p>Head Teachers build collaborative processes to review and enhance pedagogic practice</p> <ul style="list-style-type: none"> promote a culture of critical reflection and self-evaluation and establish approaches to review and teaching and learning which gathers from the views and experience of learners, staff, parents and partners; establish and sustain teacher leadership and collaborative working to support the enhancement of teaching and learning; establish systems to validate the quality of teaching, learning and assessment.
4.3.5	<p>Head Teachers critically engage with literature, research and policy in relation to all of the above</p> <ul style="list-style-type: none"> engage with educational literature, research and policy sources in leading and developing the curriculum, including taking account of international benchmarking to inform their thinking and support the enhancement of professional practice and decision-making.
4.4	Build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners
4.4.1	<p>Head Teachers build and communicate the vision, values, ethos and aims of the school with partners</p> <ul style="list-style-type: none"> co-create an aspirational vision, values, ethos and aims, agreed in partnership with all stakeholders; communicate and model the vision, values, ethos and aims regularly to all learners and the wider school community.
4.4.2	<p>Head Teachers embed processes to ensure learners contribute to planning and enhancement of their own learning programmes</p>

	<ul style="list-style-type: none"> • establish a culture where learners participate meaningfully in decisions related to their learning and their school; • ensure all learners have genuine opportunities to participate in these decision-making processes.
4.4.3	<p>Head Teachers develop strategies to foster parental involvement</p> <ul style="list-style-type: none"> • establish a culture to build and facilitate the partnership between parents and carers, learners and the school; • ensure all parents and carers have genuine opportunities to participate in these partnership activities and processes.

This job outline and person specification provides a description of the role and associated responsibilities for the post at the date of preparation. This outline it is not intended to identify all duties/responsibilities associated with the role, but rather highlights the main requirements of the role and recognise and recognising that roles change over time.

Job Outline and Person Specification

Post: Head Teacher- Primary School and Early Childhood Centre - Denominational

Service: Economy and Skills - Education Services

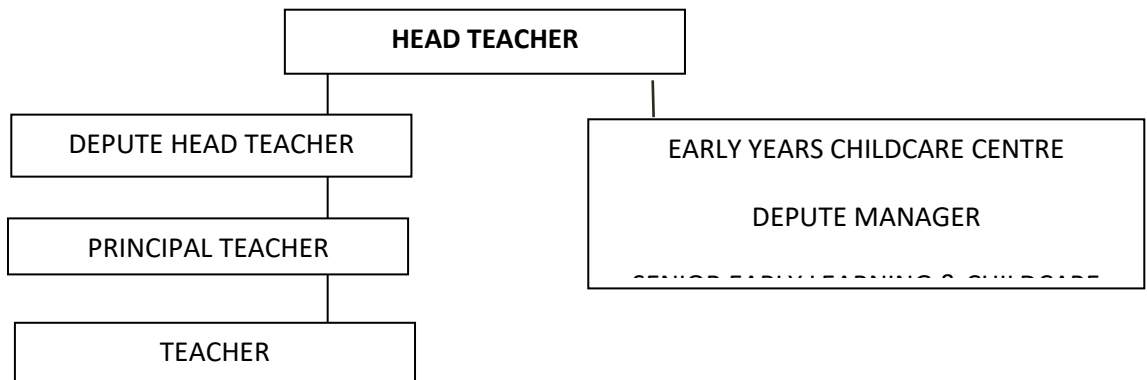
Section: Primary School

Reporting to: Head of Education

Direct Reports: Depute Head Teacher(s), Principal Teachers, Teachers, Depute Manager, Senior Early Childcare Practitioner and support staff as appropriate.

Job Purpose: Manage and lead the educational establishment/s to the benefit of the children and wider community in compliance with relevant legislation and policy and guidance issued by the Scottish Government and East Ayrshire Council in order to assist with the promotion, delivery and integration of the Council's key objectives; specifically in relation to the Community Plan, Shared Commitments, Single Outcome Agreement, Children and Young Person's Service Plan and Best Value.

SECTION STRUCTURE CHART



KEY DUTIES & RESPONSIBILITIES

1. Within the framework of the authority's policies, to formulate clear priorities, aims and objectives for the school.
2. Ensure the communication of these aims and policies to all employees, children, parents/carers and other users of the educational establishment.
3. Act, on behalf of the authority, as principal professional advisor to the Parent Council and to provide to the Council such advice and information as is required by the Scottish Schools (Parental Involvement) Act 2006, and subsequent legislation.
4. Encourage and promote the development of corporate life of the school and by so doing to create an ethos which is positive, inclusive, caring and aspirational.

5. Contribute more generally to the work of the education authority as required, for example, by taking part in the staff development and review scheme or by participating in working groups formed by the authority.
6. Manage and lead the educational establishment effectively so as to ensure positive outcomes for children.
7. Ensure the effective management of all employees within the educational establishment in accordance with the Council's human resources policies.
8. Promote aspiration among all staff and demonstrate a clear commitment to developing, empowering and supporting effective teams and individuals.
9. Ensure employees have the values and principles of *Getting It Right For Every Child* embedded into practice.
10. Consult fully with employees on the formulation, implementation and evaluation of educational establishment policies.
11. Manage, lead and develop good curriculum design in accordance with the policies of the Council taking account of relevant advice given by the Scottish Government; Education Scotland; and other relevant national bodies.
12. Encourage the development of learning and teaching approaches which promote effective and active learning by all.
13. Ensure that the progress of children is assessed, monitored, recorded and reported to relevant parties.
14. Ensure the educational establishment has effective transition arrangements in place, including where other establishments are involved.
15. Formulate policies to manage and maintain effectively all resources such as buildings, equipment and other assets.
16. Prepare proposals for the disbursement of per capita funding for learning and teaching materials and submitting these to the parent council.
17. Establish and review effective channels of communication and consultation among all staff and with all users of the educational establishment.
18. Consult and communicate with parents about the affairs of the school and the progress of their children, in particular by arranging appropriate or regular meetings between parents and teachers to assist such communication.
19. Establish effective communication systems, records and processes with all relevant agencies such as other departments of the Council, external agencies, SQA, other schools, parents and the wider community.
20. Develop and monitor positive behaviour strategies for all children.
21. Ensure appropriate child protection policies are known and understood by all employees and that there is a clear school protocol to be followed in reporting concerns to the designated Child Protection Co-ordinator/HT.

22. Foster among children, parents/carers, employees and other users of the school an awareness of the establishments as communities with which they can all identify.
23. Develop and maintain partnerships with parents/carers, children, other services and agencies and in doing so extend the educational vision of the educational establishment as communities to embrace continuous lifelong learning.

GENERAL RESPONSIBILITIES

24. Develop a shared vision for and promote a culture of team working and collegiality.
25. Monitoring and evaluating progress towards meeting the Establishments' Improvement Plans and ensure that effective processes and systems are put in place to achieve this. (Where appropriate a single improvement plan covering the work of both establishments is acceptable.)
26. Liaising and co-operating with support services as necessary.
27. Ensure efficient use of resources, including any allocated budgets, the control and management of resources, arrangements for purchase and repair of equipment to ensure the most cost-effective delivery of services.
28. Respond proactively to opportunities to bid for additional funding to take forward additional departmental priorities/developments as appropriate;
29. Ensure the integrity of assessment procedures for children within the context of their learning and care.
30. Maintain an up-to-date knowledge of best practice within areas of functional responsibility and ensure compliance with all relevant legislation.
31. Undertake appropriate and agreed continuing professional development in line with the appropriate Professional Development Review and/or FACE Time, Standard for Full Registration, SSSC registration, professional review and development and establishments' improvement priorities.
32. Develop and promote equalities and diversity both in terms of service delivery and in employment in all aspects of the Council activities.
33. Attend and where appropriate report to the Parent Council and working groups or their appropriate bodies on area of development, interest and allied activity.
34. Develop and foster good working relationships including liaising with Elected Members, employees, external bodies and agencies.
35. 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 Depute Chief Executive/Head of Education or nominee, in addition to the role specific tasks and responsibilities detailed above.
36. Report to the Depute Chief Executive or their nominee on matters affecting the school and early childhood centre and in particular, alerting them and keeping them informed of situations of a non-routine nature.
37. Promote the Councils' policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.

Person Specification

Designation: Head Teacher - Denominational	Post No:
Service: Education	Section: Primary & ECC

Attributes:	Criteria	ES DS	Method of Assessment
Qualifications	• Full registration with the General Teaching Council Scotland (GTCS) is required for all permanent teaching posts.	ES	A
	• Scottish Qualification for into Headship (PgDip) or Into Headship qualification (PgCert), as registered with the GTCS; currently registered for and undertaking a course of study leading to the one of the above qualifications; or are currently a substantive Head Teacher	ES	A
	• Masters such as MSc Educational Leadership	DS	A
	• Approval by the Roman Catholic Church for this appointment • Certificate in Religious Education	ES DS	R A
Professional Experience	• Experience of leading self-evaluation and school improvement planning activities.	ES	E
	• Experience of monitoring and evaluating the quality of teaching and learning.	ES	A
	• Robust experience of managing inclusion at class, stage and school level.	ES	I
	• Management involvement in CPD and CLPL programs (e.g. as reviewer).	ES	A
	• Highly developed organisational skills, including effective delegation and staff deployment strategies.	ES	A
	• Strong team-building skills, focusing on enabling leadership at all levels within the staff group and across the learning community.	ES	E
	• Thorough understanding of legislative and policy frameworks governing education at local and national levels.	ES	A / I
	• Experience of managing challenging behaviour within an assertive discipline framework.	ES	A
	• Thorough understanding of the roles of self-evaluation, school improvement planning and standards and quality reporting in achieving excellence.	ES	A
	• Knowledge and understanding of current relevant educational research.	ES	I
	• Understanding of the principles and practices in relation to leadership and leading change.	ES	P / I
	• Proven ability to consult effectively with a wide range of people within the school and community.	ES	I
	• Proven skills in working closely with a variety of groups and local agencies.	ES	A / I
	• Proven skills in promoting and improving staff health and wellbeing.	ES	A / I
• Experience of integrated approaches in working across learning communities and within a locality setting.	ES	A / I	
• Proven track record in working effectively with parents, pupils, staff and the community.	ES	A / I	

	<ul style="list-style-type: none"> Ability to demonstrate effective interpersonal skills. 	ES	A / I
	<ul style="list-style-type: none"> Self-awareness. 	ES	
	<ul style="list-style-type: none"> Ability to inspire and motivate others. 	ES	A / I
	<ul style="list-style-type: none"> Effective communication, both verbal and written. 	ES	
	<ul style="list-style-type: none"> Ability to clearly articulate vision and ideas. 		A / E / I
	<ul style="list-style-type: none"> Political insight. 	ES	E
	<ul style="list-style-type: none"> Enthusiasm and passion for learning and personal development. 	ES	A / I
	<ul style="list-style-type: none"> Personal commitment to education and creating a positive learning environment. 	ES	A / E / I
	<ul style="list-style-type: none"> Ability to make effective decisions. 	ES	E / I
	<ul style="list-style-type: none"> Resilient and adept at managing workload and conflicting priorities. 	ES	A
	<ul style="list-style-type: none"> Ability to problem solve and manage conflict. 	ES	P
	<ul style="list-style-type: none"> Understanding of the role in the spiritual development of the pupils and staff. 	ES	A / I
	<ul style="list-style-type: none"> Ability to contribute to the co-operative relationships with the local parishes. 	ES	A / I

Methods of Assessment

*A – Application Form, R – Reference, I – Interview,
E – Exercise, P - Presentation*

ES – Essential / DS - Desirable

The General Teaching Council for Scotland Standards for Leadership and Management: supporting leadership and management development	
4.1	Culture of Self-Evaluation for School Improvement
4.1.1	<p>Head Teachers establish a range of relationships and practices to foster self-evaluation at every level in the school</p> <ul style="list-style-type: none"> model good practice in personal self-evaluation against the relevant Professional Standard and appropriate benchmarks; promote an open, honest and critical stance in examining practice; encourage and support others to critically analyse and evaluate their own practice in relation to relevant policies and procedures.
4.1.2	<p>Head Teachers establish and use systems to collect evidence with which to inform decision making</p> <ul style="list-style-type: none"> develop a culture of evidence-informed practice; ensure systematic evidence collection and analysis against national and international benchmarks; use collated evidence to inform decision-making; <p>encourage and enable staff to use data to plan teaching, learning, reporting and assessment, with a focus on improving outcomes for all learners.</p>
4.1.3	<p>Head Teachers establish and use processes to gather valid information from stakeholders to inform improvement</p> <ul style="list-style-type: none"> ensure that data is gathered systematically from a wide range of stakeholders; develop innovative approaches to engage all groups; share data to inform decision making and to identify priorities.
4.1.4	<p>Head Teachers collaborate with staff, learners, parents and the wider school community and networks in identifying, agreeing and implementing improvement priorities</p> <ul style="list-style-type: none"> create regular opportunities to engage with staff, learners and the wider school community to identify priorities; identify key areas for improvement using the evidence gathered;

	<ul style="list-style-type: none"> • establish, sustain and enhance a culture where all learners are involved in meaningful decision-making about the planning and enhancement of learning and in wider school improvement; • establish processes and facilitate opportunities for groups to work collaboratively to take forward improvement priorities.
4.1.5	<p>Head Teachers develop systems for ongoing monitoring and review of the school's improvement agenda</p> <ul style="list-style-type: none"> • undertake regular and systematic review of progress towards the school's priorities; • establish a range of processes which enable staff to contribute to the overall monitoring and review of the school improvement plan.
4.1.6	<p>Head Teachers critically engage with literature, research and policy, in relation to all of the above</p> <ul style="list-style-type: none"> • develop and use knowledge from literature, research and policy sources to support the processes of self-evaluation for the enhancement of professional practice and decision-making.
4.2	Develop staff capability, capacity and leadership to support the culture and practice of learning
4.2.1	<p>Head Teachers work within the structure of employment legislation, national and local agreements and policies governing employment</p> <ul style="list-style-type: none"> • take due account of legislation and national and local agreements in all aspects of human resource management; • take due account of the legislative framework related to equality and social inclusion to promote an inclusive community which values diversity and challenges discrimination.
4.2.2	<p>Head Teachers establish and promote collaborative practice to support a culture of learning within and beyond the school</p> <ul style="list-style-type: none"> • take responsibility for, and engage actively in, ongoing professional learning to deepen their personal and professional skills and knowledge base; • promote ambition and set high expectations of continuing professional learning for all staff and ensure opportunities which deliver this; • create and utilise opportunities for staff to take on leadership roles across and beyond the school; • build constructive relationships that engender commitment and collegiality.
4.2.3	<p>Head Teachers establish and ensure the consistent use of PRD processes to identify strengths and development needs</p> <ul style="list-style-type: none"> • use and develop in colleagues, coaching and mentoring skills to support the PRD process; • foster the personal commitment of staff to, and personal responsibility for, PRD using relevant professional standards to support self-evaluation and reflection; • ensure that meaningful and rigorous PRD takes place regularly and that the outcomes of the process contribute to improvement of professional practice.
4.2.4	<p>Head Teachers ensure a systematic approach to support the culture of professional learning</p> <ul style="list-style-type: none"> • ensure staff use relevant professional standards to support self-evaluation as part of continuous professional learning; • encourage an extended understanding of the nature and depth of professional learning and promote relevant systematic and progressive professional learning opportunities; • ensure an appropriate balance between collaborative and personal professional learning; • ensure an appropriate balance between personal and professional goals and school and local authority priorities.
4.2.5	<p>Head Teachers build systems to monitor the impact of professional learning on the culture of learning</p> <ul style="list-style-type: none"> • build staff capability to self-evaluate individual and collegiate professional learning and reflect on their development;

	<ul style="list-style-type: none"> plan and evaluate professional learning in relation to both its direct and indirect impact on outcomes for learners.
4.2.6	<p>Head Teachers contribute to systems level leadership of education in their context and beyond</p> <ul style="list-style-type: none"> contribute to the development of others, including peer Head Teachers, through coaching and mentoring, and networking opportunities; support cross-sector working at cluster, local authority and national levels; contribute to cluster, local and national developments and discussions to support and enhance the policy making process.
4.2.7	<p>Head Teachers critically engage with literature, research and policy in relation to all of the above</p> <ul style="list-style-type: none"> develop and use knowledge from literature, research and policy sources to support the processes of leading and developing staff and creating school cultures for the enhancement of professional practice and decision making.
4.3	Ensure consistent, high quality teaching and learning for all learners
4.3.1	<p>Head Teachers build a shared vision to support the improvement of teaching and learning and set consistently high expectations for all in the school community</p> <ul style="list-style-type: none"> work with whole school community to identify and articulate a shared vision, values and aims in relation to teaching and learning; set clear standards in relation to enacting the principles of inclusion, sustainability, equality and social justice in the teaching and learning processes; model and develop a culture of mutual trust, respect and accountability.
4.3.2	<p>Head Teachers ensure appropriate curriculum design and planning are developed to meet the learning and pastoral needs of all learners</p> <ul style="list-style-type: none"> take a strategic overview of the planning, delivery and assessment of learning to ensure that school-based decisions are in accordance with the principles of good curriculum design and planning; agree and develop curricular frameworks to ensure appropriate personalisation and choice; collaborate with partners to facilitate access to appropriate learning opportunities and resources.
4.3.3	<p>Head Teachers establish and sustain processes to develop pedagogic practices across the school</p> <ul style="list-style-type: none"> set, and communicate clearly, high expectations of the quality of teaching and assessment; develop a culture which supports and ensures high quality teaching and assessment; provide systematic opportunities to enhance and refresh teachers' pedagogic practice.
4.3.4	<p>Head Teachers build collaborative processes to review and enhance pedagogic practice</p> <ul style="list-style-type: none"> promote a culture of critical reflection and self-evaluation and establish approaches to review and teaching and learning which gathers from the views and experience of learners, staff, parents and partners; establish and sustain teacher leadership and collaborative working to support the enhancement of teaching and learning; establish systems to validate the quality of teaching, learning and assessment.
4.3.5	<p>Head Teachers critically engage with literature, research and policy in relation to all of the above</p> <ul style="list-style-type: none"> engage with educational literature, research and policy sources in leading and developing the curriculum, including taking account of international benchmarking to inform their thinking and support the enhancement of professional practice and decision-making.
4.4	Build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners
4.4.1	<p>Head Teachers build and communicate the vision, values, ethos and aims of the school with partners</p> <ul style="list-style-type: none"> co-create an aspirational vision, values, ethos and aims, agreed in partnership with all stakeholders;

	<ul style="list-style-type: none"> communicate and model the vision, values, ethos and aims regularly to all learners and the wider school community.
4.4.2	<p>Head Teachers embed processes to ensure learners contribute to planning and enhancement of their own learning programmes</p> <ul style="list-style-type: none"> establish a culture where learners participate meaningfully in decisions related to their learning and their school; ensure all learners have genuine opportunities to participate in these decision-making processes.
4.4.3	<p>Head Teachers develop strategies to foster parental involvement</p> <ul style="list-style-type: none"> establish a culture to build and facilitate the partnership between parents and carers, learners and the school; ensure all parents and carers have genuine opportunities to participate in these partnership activities and processes.

This job outline and person specification provides a description of the role and associated responsibilities for the post at the date of preparation. This outline it is not intended to identify all duties/responsibilities associated with the role, but rather highlights the main requirements of the role and recognise and recognising that roles change over time.

Job Outline and Person Specification

Post: Depute Head Teacher

Service: Economy and Skills - Education Services

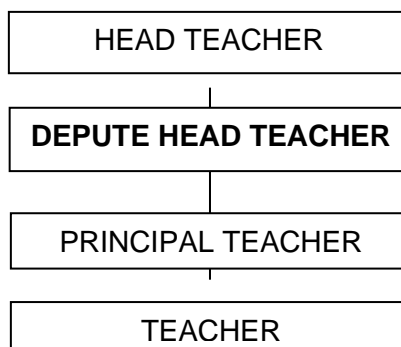
Section: Secondary / Primary / Special School

Grade: SNCT – Head Teacher and Depute Head Teacher Grade (1-19)

Job Purpose: Contribute to the effective management of an educational establishment to the benefit of the children and wider community ensuring compliance with relevant legislation and policy and guidance issued by the Scottish Government and East Ayrshire Council in order to assist with the promotion, delivery and integration of the Council's key objectives; specifically in relation to the Community Plan, Shared Commitments, Single Outcome Agreement, Children and Young Person's Service Plan and Best Value.

SECTION STRUCTURE CHART

This is a typical example of teacher designations in most of East Ayrshire's schools.



KEY DUTIES & RESPONSIBILITIES

Depute Head Teachers will have assigned areas of responsibility in addition to enhanced pedagogical skills, which may include curriculum leadership, departmental or faculty leadership, supporting pupils, leadership an additional support provision, or leadership of school improvement priorities. (LM1*)

In taking their particular areas of responsibility forward, Depute Head Teachers will undertake a lead role in the production and implementation of aspects of the school improvement agenda, particularly in building a culture of teaching and learning to address the needs of all learners, while also contributing to the development of capability more generally. (LM2*)

The school improvement plan provides the main, but not exclusive, context within which this responsibility will be exercised.

In addition to the responsibilities of a Teacher, the Depute Head Teacher has delegated management responsibility within a defined area of the school and for a specific group of pupils.

All Depute Head Teachers will have management, leadership, quality assurance and pupil support/behaviour support responsibilities and will contribute as a member of the School Leadership Team in taking forward the aims and priorities East Ayrshire Council, the Education Service and those outlined within the School Improvement Plan.

Responsibility for Leadership, Good Management & Strategic Direction

1. Lead on the promotion of the health and safety of employees at work and of service users through the implementation of East Ayrshire Council's policy on health, safety and welfare at work and Departmental Health and Safety arrangements in accordance with all relevant statutory requirements. (3.5.3*)
2. Lead, monitor, evaluate and report on progress on a regular basis utilising effective systems to ensure positive impact and outcomes that supports the delivery of the School Improvement Plan.(3.3.5*)
3. Lead the work and professionalism of all staff in relation to devolved remits, supporting and contributing to collegiate working and professional debate and reflection, leading and working with colleagues. (3.2.2*)
4. Contribute to the identification and implementation of the shared vision, values, ethos and aims in relation to teaching and learning setting clear standards of practice. In particular in relation to the principles of inclusion, sustainability, equality and social justice whilst maintaining a culture of mutual respect and accountability. (2.1, 3.3.1*)
5. Monitor and manage resources in an effective and efficient manner within the contexts of school policies and practices. (3.5.1/2/3*)
6. Monitor and quality assure the delivery of the assigned curricular areas in an effective manner ensuring the highest possible quality of learning and teaching and maximum levels of learner attainment is being achieved. (3.3.3*)
7. Monitor the quality of the development and implementation of curricular, cross-curricular and pastoral programmes ensuring the principles of good curriculum design underpin all learning programmes. (3.3.2*)
8. Monitor and quality assure the effective and efficient administration of assigned areas of work ensuring identified opportunities for improvements are implemented.
9. Monitor and manage the delivery of a quality education to pupils in matters relating to learning and teaching support for learning guidance, pastoral Care, pupil welfare and support in accordance with East Ayrshire Council's and school policies.
10. Undertake appropriate and agreed continuing professional development in line with the GTCS Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (IPC, 3.3.2*)
11. Manage any allocated budgets and monitor the budgets of direct reports in accordance with the Council's Financial Regulations to ensure the most cost-effective delivery of services and the effective deployment of resources. (3.5.2*)

Responsibility for Curriculum Development & Quality Assurance

12. Lead and monitor direct reports in the development and implementation of the curriculum development and quality assurance. (3.3.2*)

13. Lead the development, implementation, monitoring and evaluation of the aims and priorities within the areas of learning and teaching across the allocated areas of the curriculum. (3.1.3*)
14. Lead the development and implementation of Quality Improvement initiative and provide regular reports in the success of these in accordance with agreed procedures. (3.3.5*)
15. Lead the development, implementation and monitoring of the allocated sections of the School Improvement Plan that supports the overall delivery of the agreed attainment targets. (1TR, 3.2.1*)

Responsibility for Whole School Policy and Implementation

16. Lead on the development, implementation and monitoring of the allocated areas of the whole school policies relating to the learning and teaching support for learning. (2.2.2*)
17. Lead on the development, implementation and monitoring of the whole school policies relating to guidance, pastoral care, pupil welfare and support. (3.4.4*)
18. Lead on the development, implementation and monitoring of the whole school policies relating to behaviour management. (3.3.1*)
19. Lead on the development, implementation and monitoring of the whole school policies relating to pupil assessment and attainment. (3.4.2*)
20. Contribute to the delivery of the whole school policies relating implementation of the authority's policy on equality and inclusion. (1SJ, 3.4.1*)

Responsibility for Working with Partners

21. Work in partnership with children and young people, colleagues, parents/carers, other specialist agencies, staff in other schools and recognised bodies that supports the individual needs required by pupils in matters relating to the remit of the post.(3.4.3*)
22. Lead and work in a collegiate way with colleagues in the same establishment in matters relating to the remit of the post. (3.2.3*)
23. Liaise and work closely with other establishments and agencies in order to provide the appropriate supports to a range of pupils, their parents or appointed carer in matters relating to the remit of the post. (3.4.4*)
24. Undertake appropriate and agreed continuing professional development in line with the Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (1PC, 2.2.3/4*)

GENERAL RESPONSIBILITIES

25. Ensure all materials and equipment provided to assist in carrying out the duties of the post are properly secured in accordance with the Council's policies and procedures.
26. Promote the health and safety of employees at work and of service users through the implementation of the Council's policy on health, safety and welfare at work and Service Health and Safety arrangements in accordance with all relevant statutory requirements, leading by example.

27. Ensure all activities for which the post holder is responsible are delivered in accordance with Council's Equality and Diversity Policies and the statutory and general specific Equality Duties.
28. Ensure that the Council's Customer Statement is followed in all dealings with the people we serve.
29. Adhere to the Education service policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.
30. Participate in the Professional Development Review and/or East Ayrshire FACE Time process annually in accordance with the Council's procedures.
31. Represent the department at appropriate external events and meetings in accordance with the remit and status of the post.
32. Attend and where appropriate report to the Council, Cabinet, Committees, Sub-committees and working groups etc. as appropriate.
33. To ensure that the Education service are provided within a Best Value/quality framework and that performance is regularly monitored and continuous improvement achieved.

Person Specification

Designation: Depute Head Teacher	Post No:
Service: Education	Section: Secondary, Primary & Special Schools

Attributes:	Criteria	ES DS	Method of Assessment
Qualifications	<ul style="list-style-type: none"> Full registration with the General Teaching Council Scotland (GTCS) is required for all permanent teaching posts. Additional teaching qualification. 	ES	A
		DS	A
Professional Values & Personal Commitment	<ul style="list-style-type: none"> Embrace locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations. 1.1.1* Demonstrate a commitment to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation. 1.1.2* Demonstrate value and respect social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners. 1.1.3* Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future. 1.1.4* Demonstrate openness, honesty, courage and wisdom. 1.2.1* Critically examine personal and professional attitudes and beliefs and challenging assumptions and professional practice. 1.2.2* Critically examine the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice. 1.2.3* Act and behave in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community. 1.3.1* Provide and ensure a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing. 1.3.2* Demonstrate a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning. 1.3.3* Engage with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality. 1.4.1* Commit to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice. 1.4.2* 	ES	A,I,P
		ES	A,I,P
		ES	A,I,P
		ES	A,I,P
		ES	A,I,E
		ES	A,I
		ES	A,I,P,E
		ES	A,I
		ES	A,I
		ES	A,I,P,E
Professional Knowledge & Understanding	<ul style="list-style-type: none"> Understanding and ability to steer the creation and sharing of the strategic vision, ethos and aims of the establishment, inspiring and motivating learner, staff and the wider learning community, the vision and culture they seek to develop throughout the establishment, thus encouraging others to engage in life long learning. 2.1.1* Engage critically with knowledge and understanding of research and developments in teaching and learning and work ensuring the application of developments to improve outcomes for learners. 2.2.1* 	ES	A,I,P,E
		ES	A,I,P,E

Methods of Assessment

*A – Application Form, R – Reference, I – Interview,
E – Exercise, P - Presentation*

ES – Essential / DS - Desirable

This job outline provides a description of the role and associated responsibilities for the post at the date of preparation. This outline it is not intended to identify all duties/responsibilities associated with the post, but rather highlights the main requirements of the role and recognise that roles change over time, the post holder will be required to cooperate with the Head Teacher to meet the needs of the school.

Job Outline and Person Specification

Post: Depute Head Teacher – Denominational

Service: Economy and Skills - Education Services

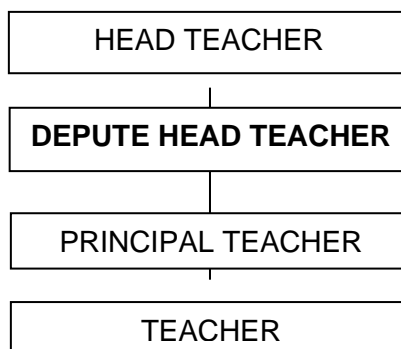
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GENERAL RESPONSIBILITIES

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28. Ensure that the Council's Customer Statement is followed in all dealings with the people we serve.
29. Adhere to the Education service policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.
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31. Represent the department at appropriate external events and meetings in accordance with the remit and status of the post.
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33. To ensure that the Education service are provided within a Best Value/quality framework and that performance is regularly monitored and continuous improvement achieved.

Person Specification

Designation:	Depute Head Teacher Denominational
Service: Education	Section: Secondary, Primary

Attributes:	Criteria	ES DS	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • Full registration with the General Teaching Council Scotland (GTCS) is required for all permanent teaching posts. • Additional teaching qualification. • Approval by the Roman Catholic Church for this appointment • Certificate in Religious Education 	ES DS ES DS	A A R A
Professional Values & Personal Commitment	<ul style="list-style-type: none"> • Embrace locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations. 1.1.1* • Demonstrate a commitment to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation. 1.1.2* • Demonstrate value and respect social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners. 1.1.3* • Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future. 1.1.4* • Demonstrate openness, honesty, courage and wisdom. 1.2.1* • Critically examine personal and professional attitudes and beliefs and challenging assumptions and professional practice. 1.2.2* • Critically examine the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice. 1.2.3* • Act and behave in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community. 1.3.1* • Provide and ensure a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing. 1.3.2* • Demonstrate a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning. 1.3.3* • Engage with all aspects of professional practice and working collegially with all members of our educational communities with enthusiasm, adaptability and constructive criticality. 1.4.1* • Commit to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice. 1.4.2* 	ES ES ES ES ES ES ES ES ES ES ES ES	A,I,P A,I,P A,I,P A,I,P A,I,E A,I A,I,P,E A,I A,I A,I,P,E A,I,P
Professional Knowledge & Understanding	<ul style="list-style-type: none"> • Understanding and ability to steer the creation and sharing of the strategic vision, ethos and aims of the establishment, inspiring and motivating learner, staff and the wider learning community, the vision and culture they seek to develop throughout the establishment, thus encouraging others to engage in life long learning. 2.1.1* 	ES ES ES	A,I,P,E A,I,P,E A,I,P,E

	<ul style="list-style-type: none"> Engage critically with knowledge and understanding of research and developments in teaching and learning and work ensuring the application of developments to improve outcomes for learners. 2.2.1* Apply knowledge and critical understanding of research and developments in education policies to support school development. 2.2.2* Keep abreast of, and apply contemporary developments in society, digital technologies, the environment and global community whilst considering the implications for their leadership. 2.2.3* Continuously widen knowledge and understanding of leadership and management concepts and practices and work with others to ensure this is embodied in practice. 2.2.4* Demonstrate continuous self-awareness whilst inspiring and motivating others, cultivating trust and respect, commitment to career-long professional learning, integrity and ethical practice and developing positive relationships. 2.3.1* Ability to analyse and define solutions using evidence and information to support and inform judgements whilst engaging in debate and dialogue to achieve improvements. 2.3.2* Understanding of the role in the spiritual development of the pupils and staff. 	ES	A,I,P,E
		ES	A,I
		DS	A,I
		DS	A,I
		ES	A,I,P,E
		DS	A,I
		DS	A,I
		DS	A
Professional Skills & Abilities	<ul style="list-style-type: none"> Ability to foster an ethos to support self-evaluation and lead and influence others to evaluate their own practice. 3.1.1* Ability to enable others to engage in regular and rigorous self-evaluation. 3.1.2* Ability to use established systems to monitor progress of team. 3.1.3* Ability to manage a team with regards to staffing and personnel. 3.2.1* Ability to establish and utilise strategies to identify team professional learning needs. 3.2.2* Ability to create collaborative and developmental opportunities for colleagues. 3.2.3* Ability to evaluate the impact of professional learning on teachers' practice. 3.2.4* Ability to support the improvement of teaching and learning. 3.3.1* Ability to work with teams to design coherent and progressive programmes to address learning needs. 3.3.2* Ability to establish and develop pedagogic practices to meet the learning and pastoral needs of all learners. 3.3.3* Ability to use collaborative processes to monitor and review pedagogic practice. 3.3.4* Ability to systematically gather and use assessment feedback and learners' progress data to evaluate and plan future learning. 3.3.5* Ability to establish and use processes for the regular review of learners in order to identify learners' needs underpinned by the principles of equality and social justice. 3.4.1* Ability to establish and enhance the opportunities for learners to contribute to the planning and enhancement of their own learning programmes. 3.4.2* Ability to build partnerships with parents and carers to support the learner's needs. 3.4.3* Ability to work collaboratively with other professions and agencies to support the learning, pastoral and emotional needs of learners. 3.4.4* Ability to identify priorities within their area and allocate resources to achieve these. 3.5.1* Ability to set expectations and ensure resources are allocated and used in fair and effective ways. 3.5.2* Ability to establish and use systems to monitor the use of resources within their areas of responsibility. 3.5.3* Ability to critically engage with literature, research and policy in relation to the above whilst developing and using knowledge from literature, research and policy sources to support the processes of collaborative working for the 	ES	A,I
		ES	A,I
		ES	A,I
		ES	A,I
		ES	A,I
		ES	A,I
		ES	A,I
		ES	A,I
		ES	A,I
		ES	A,I
		ES	A,I,E
		ES	A,I,E
		ES	A,I
		ES	A,I
		ES	A,I
		ES	A,I
		ES	A,I,P,E
		ES	A,I,P,E

	enhancement of professional practice and decision making, within their areas of responsibility. 3.5.4*	ES	A,I,P,E
	• Ability to contribute to the co-operative relationships with the local parishes.	ES	A
	• Ability to contribute to the co-operative relationships with the local parishes.	ES	A

(*Standards for Leadership and Management Sections 1 & 2 – Dec 2012)

Methods of Assessment

A – Application Form, R – Reference, I – Interview,

ES – Essential / DS - Desirable

E – Exercise, P - Presentation

This job outline provides a description of the role and associated responsibilities for the post at the date of preparation. This outline it is not intended to identify all duties/responsibilities associated with the post, but rather highlights the main requirements of the role and recognise that roles change over time, the post holder will be required to cooperate with the Head Teacher to meet the needs of the school.

Job Outline and Person Specification

Post: Principal Teacher – Curriculum, Department or Faculty

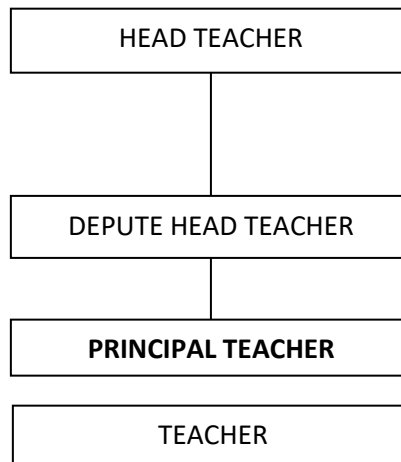
Service: Economy and Skills - Education

Section: Secondary School

Grade: SNCT Principal Teacher Scale

Job Purpose: Contribute to the effective leadership, good management and strategic direction of teaching and other related activities with a focus on the development and delivery of the curriculum, school policies and pupil assessments whilst providing advice, support and guidance to colleagues and pupils in order to assist with the promotion, delivery and integration of the key objectives in relation to those identified within the Education Plan and the Community Plan.

SECTION STRUCTURE CHART



KEY DUTIES & RESPONSIBILITIES

Principal Teachers will have assigned areas of responsibility in addition to enhanced pedagogical skills, which may include curriculum leadership, departmental or faculty leadership, supporting pupils, leadership an additional support provision, or leadership of school improvement priorities. (LM1*)

In taking their particular areas of responsibility forward, Principal Teachers will work and contribute to the delivery of the school improvement agenda, particularly in building a culture of teaching and learning to address the needs of all learners, while also contributing to the development of capability more generally. (LM2*)

The school improvement plan provides the main, but not exclusive, context within which this responsibility will be exercised.

In addition to the responsibilities of a Teacher, the Curriculum, Department or Faculty Principal Teacher has delegated management responsibility within a defined area of the school and for a specific group of pupils.

All Principal Teachers will normally have management, leadership, quality assurance and pupil support/behaviour support responsibilities and will assist the School Leadership Team in taking forward the aims and priorities East Ayrshire Council, the Education Service and those outlined within the School Improvement Plan.

Curriculum, departmental or faculty Principal Teachers will have line management responsibility for a team of staff, lead a team delivering a specific area of provision, or a team involved in development activities.

Specific responsibilities of this post will include:

- Leading, developing, managing and implementing all aspects of curriculum, department or faculty.
- Ensuring that the full range of needs of all pupils within a designated client group are met;
- Leading and working collaboratively with colleagues across the school;
- Whole school remit – to be identified by the Head Teacher to support the school development/improvement plan

The Standard for Full Registration agreed by the General Teaching Council for Scotland (GTCS) is applicable within East Ayrshire Council and is used to support the definition of the specific duties.

The following four key responsibility areas for promoted posts established by the Scottish Negotiating Committee for Teachers, apply to all Principal Teacher posts within East Ayrshire Council.

Responsibility for Leadership, Good Management & Strategic Direction

1. Promote the health and safety of employees at work and of service users through the implementation of East Ayrshire Council's policy on health, safety and welfare at work and Departmental Health and Safety arrangements in accordance with all relevant statutory requirements. (3.5.3*)
2. Monitor, evaluate and report on departmental progress on a regular basis utilising effective systems to ensure positive impact and outcomes that supports the delivery of the School Improvement Plan.(3.3.5*)
3. Support the work and professional development of all staff within the department, supporting and contributing to collegiate working and professional debate and reflection, leading and working with colleagues. (3.2.2*)
4. Work with others to identify and articulate a shared vision, values, ethos and aims in relation to teaching and learning setting clear standards of practice. In particular in relation to the principles of inclusion, sustainability, equality and social justice whilst maintaining a culture of mutual respect and accountability. (3.3.1*)
5. Manage the department's resources in an effective and efficient manner within the contexts of school policies and practices. (3.5.1/2/3*)
6. Manage and quality assures the assigned curricular areas in an effective manner to ensure the highest possible quality of learning and teaching and maximum levels of learner attainment. (3.3.3*)
7. Develop and plan curricular, cross-curricular and pastoral programmes to ensure appropriate personalisation and choice, and ensure that the principles of good curriculum design underpin all learning programmes. (3.3.2*)
8. Direct and oversee effective and efficient administration of assigned areas of work.

9. Contribute to the delivery of a quality education to pupils in matters relating to learning and teaching support for learning guidance, pastoral Care, pupil welfare and support in accordance with East Ayrshire Council's and school policies.
10. Undertake appropriate and agreed continuing professional development in line with the GTCS Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (1PC, 3.3.2*)
11. Maintain allocated budgets effectively in accordance with the Council's Financial Regulations to ensure the most cost-effective delivery of services and the effective deployment of resources. (3.5.2*)

Responsibility for Curriculum Development & Quality Assurance

12. Lead and manage the development, implementation and monitoring of allocated areas of the curriculum development and quality assurance. (3.3.2*)
13. Develop, implement, monitor and evaluate the aims and priorities within the areas of learning and teaching across the allocated areas of the curriculum. (3.1.3*)
14. Contribute to the development and implementation of Quality Improvement initiative and provide regular reports in the success of these in accordance with agreed procedures. (3.3.5*)
15. Contribute to the development and delivery of the wider School Improvement Plan with an emphasis on supporting the delivery of the agreed attainment targets. (1TR, 3.2.1*)

Responsibility for Whole School Policy and Implementation

16. Contribute to the development and implementation of the whole school policies relating to the learning and teaching support for learning. (2.2.2*)
17. Contribute to the development and implementation of the whole school policies relating to guidance, pastoral care, pupil welfare and support. (3.4.4*)
18. Contribute to the development and implementation of the whole school policies relating to behaviour management. (3.3.1*)
19. Contribute to the development and implementation of the whole school policies relating to pupil assessment and attainment. (3.4.2*)
20. Contribute to the delivery of the whole school policies relating implementation of the authority's policy on equality and inclusion. (1SJ, 3.4.1*)

Responsibility for Working with Partners

21. Work in partnership with children and young people, colleagues, parents/carers, other specialist agencies, staff in other schools and recognised bodies that supports the individual needs required by pupils.(3.4.3*)
22. Work in a collegiate way with colleagues in the same establishment in matters relating to the remit of the post. (3.2.3*)

23. Liaise and work closely with other establishments and agencies in order to provide the appropriate supports to a range of pupils, their parents or appointed carer in matters relating to the remit of the post. (3.4.4*)
24. Participate in issues related to school improvement planning and contribute to the wider needs of the school community.
25. Implement appropriate aspects of the school improvement plan in matter related to the remit of the post.
26. Undertake appropriate and agreed continuing professional development in line with the Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (1PC, 2.2.3/4*)

GENERAL RESPONSIBILITIES

27. Ensure all materials and equipment provided to assist in carrying out the duties of the post are properly secured in accordance with the Council's policies and procedures.
28. Promote the health and safety of employees at work and of service users through the implementation of the Council's policy on health, safety and welfare at work and Service Health and Safety arrangements in accordance with all relevant statutory requirements, leading by example.
29. Ensure all activities for which the post holder is responsible are delivered in accordance with Council's Equality and Diversity Policies and the statutory and general specific Equality Duties.
30. Ensure that the Council's Customer Statement is followed in all dealings with the people we serve.
31. Adhere to the Education service policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.
32. Participate in the Professional Development Review and/or East Ayrshire FACE Time process annually in accordance with the Council's procedures.
33. Represent the department at appropriate external events and meetings in accordance with the remit and status of the post.
34. Attend and where appropriate report to the Council, Cabinet, Committees, Sub-Committees and working groups etc. as appropriate.
35. To ensure that the Education services are provided within a Best Value/quality framework and that performance is regularly monitored and continuous improvement achieved.

Person Specification

Designation:	PT Curriculum
Service: Economy & Skills - Education	Section: Secondary Schools

Attributes:	Criteria	ES DS	Method of Assessment
Qualifications	<ul style="list-style-type: none"> Full registration with the General Teaching Council Scotland (GTCS) is required for all permanent teaching posts. Provisional registration with GTCS is acceptable for applications for temporary posts. Additional teaching qualification. 	ES	A
		ES	A
		DS	A
Professional Values & Personal Commitment	<ul style="list-style-type: none"> Embrace locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations. (1.1.1) Demonstrate a commitment to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation. (1.1.2) Demonstrate value and respect social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners. (1.1.3) Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future. (1.1.4) Demonstrate openness, honesty, courage and wisdom. (1.2.1) Critically examine personal and professional attitudes and beliefs and challenging assumptions and professional practice. (1.2.2) Critically examine the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice. (1.2.3) Act and behave in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community. (1.3.1) Provide and ensure a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing. (1.3.2) Demonstrate a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning. Engage with all aspects of professional practice and working collegially with all members of our educational communities with enthusiasm, adaptability and constructive criticality. (1.4.1) Commit to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice. (1.4.2) 	ES	A,I,P
		ES	A,I,P
		ES	A,I,P
		ES	A,I,P
		ES	A,I,E
		ES	A,I
		ES	A,I,P,E
		ES	A,I
		ES	A,I
		ES	A,I,P,E
Professional Knowledge & Understanding	<ul style="list-style-type: none"> Understanding and ability to steer the creation and sharing of the strategic vision, ethos and aims of the establishment, inspiring and motivating learner, staff and the wider learning community, the vision and culture they seek to develop throughout the establishment, thus encouraging others to engage in life-long learning. (2.1.1) 	ES	A,I,P,E
		ES	A,I,P,E

	enhancement of professional practice and decision making, within their areas of responsibility. 3.5.4		
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* Aligned with ‘The Standards for Registration: mandatory requirements for Registration with the General Teaching Council for Scotland’, including ‘The Standard for Provisional Registration’ (SPR) and ‘The Standard for Full Registration’ (SFR), as published on the GTCS website.

Methods of Assessment

ES – Essential / DS - Desirable

A – Application Form, R – Reference, I – Interview,

E – Exercise, P – Presentation

This job outline provides a description of the role and associated responsibilities for the post at the date of preparation. It is not intended to identify all duties/responsibilities associated with the role but rather highlights the main requirements of the role and recognise that roles change over time, the post holder will be required to cooperate with the Head Teacher to meet the needs of the school.

Job Outline and Person Specification

Post: Principal Teacher – Curriculum, Department or Faculty - Denominational

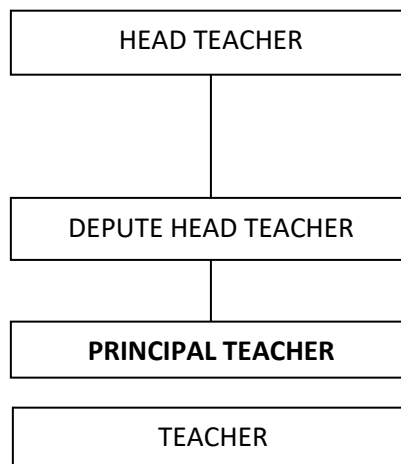
Service: Economy and Skills - Education

Section: Secondary School

Grade: SNCT Principal Teacher Scale

Job Purpose: Contribute to the effective leadership, good management and strategic direction of teaching and other related activities with a focus on the development and delivery of the curriculum, school policies and pupil assessments whilst providing advice, support and guidance to colleagues and pupils in order to assist with the promotion, delivery and integration of the key objectives in relation to those identified within the Education Plan and the Community Plan.

SECTION STRUCTURE CHART



KEY DUTIES & RESPONSIBILITIES

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Curriculum, departmental or faculty Principal Teachers will have line management responsibility for a team of staff, lead a team delivering a specific area of provision, or a team involved in development activities.

Specific responsibilities of this post will include:

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- Ensuring that the full range of needs of all pupils within a designated client group are met;
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1. Promote the health and safety of employees at work and of service users through the implementation of East Ayrshire Council's policy on health, safety and welfare at work and Departmental Health and Safety arrangements in accordance with all relevant statutory requirements. (3.5.3*)
2. Monitor, evaluate and report on departmental progress on a regular basis utilising effective systems to ensure positive impact and outcomes that supports the delivery of the School Improvement Plan.(3.3.5*)
3. Support the work and professional development of all staff within the department, supporting and contributing to collegiate working and professional debate and reflection, leading and working with colleagues. (3.2.2*)
4. Work with others to identify and articulate a shared vision, values, ethos and aims in relation to teaching and learning setting clear standards of practice. In particular in relation to the principles of inclusion, sustainability, equality and social justice whilst maintaining a culture of mutual respect and accountability. (3.3.1*)
5. Manage the department's resources in an effective and efficient manner within the contexts of school policies and practices. (3.5.1/2/3*)
6. Manage and quality assures the assigned curricular areas in an effective manner to ensure the highest possible quality of learning and teaching and maximum levels of learner attainment. (3.3.3*)
7. Develop and plan curricular, cross-curricular and pastoral programmes to ensure appropriate personalisation and choice, and ensure that the principles of good curriculum design underpin all learning programmes. (3.3.2*)
8. Direct and oversee effective and efficient administration of assigned areas of work.

9. Contribute to the delivery of a quality education to pupils in matters relating to learning and teaching support for learning guidance, pastoral Care, pupil welfare and support in accordance with East Ayrshire Council's and school policies.
10. Undertake appropriate and agreed continuing professional development in line with the GTCS Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (1PC, 3.3.2*)
11. Maintain allocated budgets effectively in accordance with the Council's Financial Regulations to ensure the most cost-effective delivery of services and the effective deployment of resources. (3.5.2*)

Responsibility for Curriculum Development & Quality Assurance

12. Lead and manage the development, implementation and monitoring of allocated areas of the curriculum development and quality assurance. (3.3.2*)
13. Develop, implement, monitor and evaluate the aims and priorities within the areas of learning and teaching across the allocated areas of the curriculum. (3.1.3*)
14. Contribute to the development and implementation of Quality Improvement initiative and provide regular reports in the success of these in accordance with agreed procedures. (3.3.5*)
15. Contribute to the development and delivery of the wider School Improvement Plan with an emphasis on supporting the delivery of the agreed attainment targets. (1TR, 3.2.1*)

Responsibility for Whole School Policy and Implementation

16. Contribute to the development and implementation of the whole school policies relating to the learning and teaching support for learning. (2.2.2*)
17. Contribute to the development and implementation of the whole school policies relating to guidance, pastoral care, pupil welfare and support. (3.4.4*)
18. Contribute to the development and implementation of the whole school policies relating to behaviour management. (3.3.1*)
19. Contribute to the development and implementation of the whole school policies relating to pupil assessment and attainment. (3.4.2*)
20. Contribute to the delivery of the whole school policies relating implementation of the authority's policy on equality and inclusion. (1SJ, 3.4.1*)

Responsibility for Working with Partners

21. Work in partnership with children and young people, colleagues, parents/carers, other specialist agencies, staff in other schools and recognised bodies that supports the individual needs required by pupils.(3.4.3*)
22. Work in a collegiate way with colleagues in the same establishment in matters relating to the remit of the post. (3.2.3*)
23. Liaise and work closely with other establishments and agencies in order to provide the appropriate supports to a range of pupils, their parents or appointed carer in matters relating to the remit of the post. (3.4.4*)

24. Participate in issues related to school improvement planning and contribute to the wider needs of the school community.
25. Implement appropriate aspects of the school improvement plan in matter related to the remit of the post.
26. Undertake appropriate and agreed continuing professional development in line with the Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (1PC, 2.2.3/4*)

GENERAL RESPONSIBILITIES

27. Ensure all materials and equipment provided to assist in carrying out the duties of the post are properly secured in accordance with the Council's policies and procedures.
28. Promote the health and safety of employees at work and of service users through the implementation of the Council's policy on health, safety and welfare at work and Service Health and Safety arrangements in accordance with all relevant statutory requirements, leading by example.
29. Ensure all activities for which the post holder is responsible are delivered in accordance with Council's Equality and Diversity Policies and the statutory and general specific Equality Duties.
30. Ensure that the Council's Customer Statement is followed in all dealings with the people we serve.
31. Adhere to the Education service policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.
32. Participate in the Professional Development Review and/or East Ayrshire FACE Time process annually in accordance with the Council's procedures.
33. Represent the department at appropriate external events and meetings in accordance with the remit and status of the post.
34. Attend and where appropriate report to the Council, Cabinet, Committees, Sub-Committees and working groups etc. as appropriate.
35. To ensure that the Education services are provided within a Best Value/quality framework and that performance is regularly monitored and continuous improvement achieved.

Person Specification

Designation:	PT Curriculum - Denominational
Service: Economy & Skills - Education	Section: Secondary Schools

Attributes:	Criteria	ES DS	Method of Assessment
Qualifications	• Full registration with the General Teaching Council Scotland (GTCS) is required for all permanent teaching posts.	ES	A
	• Provisional registration with GTCS is acceptable for applications for temporary posts.	ES	A
	• Additional teaching qualification.	DS	A
	• Approval by the Roman Catholic Church for this appointment	DS	R
	• Certificate in Religious Education	DS	A
Professional Values & Personal Commitment	• Embrace locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations. (1.1.1)	ES	A,I,P
	• Demonstrate a commitment to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation. (1.1.2)	ES	A,I,P
	• Demonstrate value and respect social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners. (1.1.3)	ES	A,I,P
	• Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future. (1.1.4)	ES	A,I,P
	• Demonstrate openness, honesty, courage and wisdom. (1.2.1)	ES	A,I,E
	• Critically examine personal and professional attitudes and beliefs and challenging assumptions and professional practice. (1.2.2)	ES	A,I
	• Critically examine the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice. (1.2.3)	ES	A,I,P,E
	• Act and behave in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community. (1.3.1)	ES	A,I
	• Provide and ensure a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing. (1.3.2)	ES	A,I
	• Demonstrate a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.	ES	A,I,P,E
	• Engage with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality. (1.4.1)	ES	A,I,P
	• Commit to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice. (1.4.2)	ES	A,I,P
	Professional Knowledge & Understanding	• Understanding and ability to steer the creation and sharing of the strategic vision, ethos and aims of the establishment, inspiring and motivating learner, staff and the wider learning community, the vision and culture they seek to develop throughout the establishment, thus encouraging others to engage in life-long learning. (2.1.1)	ES

	<ul style="list-style-type: none"> Engage critically with knowledge and understanding of research and developments in teaching and learning and work ensuring the application of developments to improve outcomes for learners. (2.2.1) Apply knowledge and critical understanding of research and developments in education policies to support school development. (2.2.2) Keep abreast of, and apply contemporary developments in society, digital technologies, the environment and global community whilst considering the implications for their leadership. (2.2.3) Continuously widen knowledge and understanding of leadership and management concepts and practices and work with others to ensure this is embodied in practice. (2.2.4) Demonstrate continuous self-awareness whilst inspiring and motivating others, cultivating trust and respect, commitment to career-long professional learning, integrity and ethical practice and developing positive relationships. (2.3.1) Ability to analyse and define solutions using evidence and information to support and inform judgements whilst engaging in debate and dialogue to achieve improvements. (2.3.2) Understanding of the role in the spiritual development of the pupils and staff. 	ES	A,I,P,E
		ES	A,I,P,E
		ES	A,I,P,E
		ES	A,I
		DS	A,I
		DS	A,I
		ES	A
Professional Skills & Abilities	<ul style="list-style-type: none"> Ability to foster an ethos to support self-evaluation and lead and influence others to evaluate their own practice. 3.1.1 Ability to enable others to engage in regular and rigorous self-evaluation. 3.1.2 Ability to use established systems to monitor progress of team. 3.1.3 Ability to work with colleagues following school and Council policies as regards the overall direction of their work Ability to establish and utilise strategies to identify team professional learning needs. 3.2.2 Ability to create collaborative and developmental opportunities for colleagues. 3.2.3 Ability to evaluate the impact of professional learning on teachers' practice. 3.2.4 Ability to support the improvement of teaching and learning. 3.3.1 Ability to work with teams to design coherent and progressive programmes to address learning needs. 3.3.2 Ability to establish and develop pedagogic practices to meet the learning and pastoral needs of all learners. 3.3.3 Ability to use collaborative processes to monitor and review pedagogic practice. 3.3.4 Ability to systematically gather and use assessment feedback and learners' progress data to evaluate and plan future learning. 3.3.5 Ability to establish and use processes for the regular review of learners in order to identify learners' needs underpinned by the principles of equality and social justice. 3.4.1 Ability to establish and enhance the opportunities for learners to contribute to the planning and enhancement of their own learning programmes. 3.4.2 Ability to build partnerships with parents and carers to support the learner's needs. 3.4.3 Ability to work collaboratively with other professions and agencies to support the learning, pastoral and emotional needs of learners. 3.4.4 Ability to identify priorities within their area and allocate resources to achieve these. 3.5.1 Ability to set expectations and ensure resources are allocated and used in fair and effective ways. 3.5.2. Ability to establish and use systems to monitor the use of resources within their areas of responsibility. 3.5.3 Ability to critically engage with literature, research and policy in relation to the above whilst developing and using knowledge from literature, research and policy sources to support the processes of collaborative working for the 	ES	A,I
		ES	A,I
		DS	A,I
		DS	A,I
		DS	A,I
		ES	A,I
		DS	A,I
		ES	A,I
		ES	A,I
		ES	A,I,E
		ES	A,I,E
		ES	A,I
		ES	A,I
		ES	A,I
		ES	A,I
		DS	A,I
		ES	A,I,P,E
		ES	A,I,P,E
		ES	A,I,P,E
		ES	A,I

	enhancement of professional practice and decision making, within their areas of responsibility. 3.5.4		
	<ul style="list-style-type: none"> Ability to contribute to the co-operative relationships with the local parishes Experience in Catholic Education 	ES ES	A A

* Aligned with ‘The Standards for Registration: mandatory requirements for Registration with the General Teaching Council for Scotland’, including ‘The Standard for Provisional Registration’ (SPR) and ‘The Standard for Full Registration’ (SFR), as published on the GTCS website.

Methods of Assessment

ES – Essential / DS - Desirable

A – Application Form, R – Reference, I – Interview,

E – Exercise, P – Presentation

This job outline provides a description of the role and associated responsibilities for the post at the date of preparation. It is not intended to identify all duties/responsibilities associated with the role but rather highlights the main requirements of the role and recognise that roles change over time, the post holder will be required to cooperate with the Head Teacher to meet the needs of the school.

Job Outline and Person Specification

Post: Principal Teacher – Pupil Support

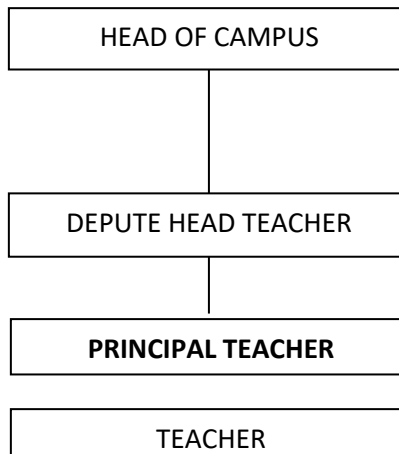
Service: Economy and Skills - Education

Section: Secondary School

Grade: SNCT Principal Teacher Scale

Job Purpose: Contribute to the effective leadership, good management and strategic direction of teaching and other related activities with a focus on the development and implementation of whole school policies dealing with pupil support whilst providing advice, support and guidance to colleagues, pupils, parents and other specialist agencies in order to assist with the promotion, delivery and integration of the key objectives in relation to those identified within the Education Plan and the Community Plan.

SECTION STRUCTURE CHART



KEY DUTIES & RESPONSIBILITIES

Principal Teachers will have assigned areas of responsibility in addition to enhanced pedagogical skills, which may include curriculum leadership, departmental or faculty leadership, supporting pupils, leadership an additional support provision, or leadership of school improvement priorities.

In taking their particular areas of responsibility forward, Principal Teachers will work and contribute to the delivery of the school improvement agenda, particularly in building a culture of teaching and learning to address the needs of all learners, while also contributing to the development of capability more generally.

The school improvement plan provides the main, but not exclusive, context within which this responsibility will be exercised.

In addition to the responsibilities of a Teacher, the Principal Teacher of Pupil Support has delegated management responsibility within a defined area of the school and for a specific group of pupils.

All Principal Teachers will normally have management, leadership, quality assurance and pupil support/behaviour support responsibilities and will assist the School Leadership Team in taking forward the aims and priorities of East Ayrshire Council, the Education Service and those outlined within the School Improvement Plan.

The Principal Teacher of Pupil Support will have no direct line management responsibilities for teaching staff.

Specific responsibilities of this post will include:

- Leading, developing, managing and implementing all aspects of pupil support for young people for across the school;
- Ensuring that the full range of needs of all pupils within a designated client group are met;
- Leading and working collaboratively with colleagues across the school;
- Whole school remit – to be identified by the Head Teacher to support the school development/improvement plan

Principal Teachers of Pupil Support have a collective responsibility for discharging the responsibilities associated with the role.

The Standard for Full Registration agreed by the General Teaching Council for Scotland (GTCS) is applicable within East Ayrshire Council and is used to support the definition of the specific duties.

The following four key responsibility areas for promoted posts established by the Scottish Negotiating Committee for Teachers, apply to all Principal Teacher posts within East Ayrshire Council.

Responsibility for Leadership, Good Management & Strategic Direction

1. Promote the health and safety of employees at work and of service users through the implementation of East Ayrshire Council's policy on health, safety and welfare at work and Departmental Health and Safety arrangements in accordance with all relevant statutory requirements. (3.5.3*)
2. Monitor, evaluate and report on departmental progress on a regular basis utilising effective systems to ensure positive impact and outcomes that supports the delivery of the School Improvement Plan.(3.3.5*)
3. Support the work and professional development of all staff within the department, supporting and contributing to collegiate working and professional debate and reflection, leading and working with colleagues. (3.2.2*)
4. Work with others to identify and articulate a shared vision, values, ethos and aims in relation to teaching and learning setting clear standards of practice. In particular in relation to the principles of inclusion, sustainability, equality and social justice whilst maintaining a culture of mutual respect and accountability. (3.3.1*)
5. Manage the department's resources in an effective and efficient manner within the contexts of school policies and practices. (3.5.1/2/3*)
6. Manage and quality assures the assigned curricular areas in an effective manner to ensure the highest possible quality of learning and teaching and maximum levels of learner attainment. (3.3.3*)

7. Develop and plan curricular, cross-curricular and pastoral programmes to ensure appropriate personalisation and choice, and ensure that the principles of good curriculum design underpin all learning programmes. (3.3.2*)
8. Direct and oversee effective and efficient administration of assigned areas of work.
9. Contribute to the delivery of a quality education to pupils in matters relating to learning and teaching support for learning guidance, pastoral Care, pupil welfare and support in accordance with East Ayrshire Council's and school policies.
10. Undertake appropriate and agreed continuing professional development in line with the GTCS Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (IPC, 3.3.2*)
11. Maintain allocated budgets effectively in accordance with the Council's Financial Regulations to ensure the most cost-effective delivery of services and the effective deployment of resources. (3.5.2*)

Responsibility for Curriculum Development & Quality Assurance

12. Lead and manage the development, implementation and monitoring of allocated areas of the curriculum development and quality assurance. (3.3.2*)
13. Develop, implement, monitor and evaluate the aims and priorities within the areas of learning and teaching across the allocated areas of the curriculum. (3.1.3*)
14. Contribute to the development and implementation of Quality Improvement initiative and provide regular reports in the success of these in accordance with agreed procedures. (3.3.5*)
15. Contribute to the development and delivery of the wider School Improvement Plan with an emphasis on supporting the delivery of the agreed attainment targets. (1TR, 3.2.1*)

Responsibility for Whole School Policy and Implementation

16. Contribute to the development and implementation of the whole school policies relating to the learning and teaching support for learning. (2.2.2*)
17. Contribute to the development and implementation of the whole school policies relating to guidance, pastoral care, pupil welfare and support. (3.4.4*)
18. Contribute to the development and implementation of the whole school policies relating to behaviour management. (3.3.1*)
19. Contribute to the development and implementation of the whole school policies relating to pupil assessment and attainment. (3.4.2*)
20. Contribute to the delivery of the whole school policies relating implementation of the authority's policy on equality and inclusion. (1SJ, 3.4.1*)

Responsibility for Working with Partners

21. Work in partnership with children and young people, colleagues, parents/carers, other specialist agencies, staff in other schools and recognised bodies that supports the individual needs required by pupils.(3.4.3*)

22. Work in a collegiate way with colleagues in the same establishment in matters relating to the remit of the post. (3.2.3*)
23. Liaise and work closely with other establishments and agencies in order to provide the appropriate supports to a range of pupils, their parents or appointed carer in matters relating to the remit of the post. (3.4.4*)
24. Participate in issues related to school improvement planning and contribute to the wider needs of the school community.
25. Implement appropriate aspects of the school improvement plan in matter related to the remit of the post.
26. Undertake appropriate and agreed continuing professional development in line with the Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (1PC, 2.2.3/4*)

GENERAL RESPONSIBILITIES

27. Ensure all materials and equipment provided to assist in carrying out the duties of the post are properly secured in accordance with the Council's policies and procedures.
28. Promote the health and safety of employees at work and of service users through the implementation of the Council's policy on health, safety and welfare at work and Service Health and Safety arrangements in accordance with all relevant statutory requirements, leading by example.
29. Ensure all activities for which the post holder is responsible are delivered in accordance with Council's Equality and Diversity Policies and the statutory and general specific Equality Duties.
30. Ensure that the Council's Customer Statement is followed in all dealings with the people we serve.
31. Adhere to the Education service policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.
32. Participate in the Professional Development Review and/or East Ayrshire FACE Time process annually in accordance with the Council's procedures.
33. Represent the department at appropriate external events and meetings in accordance with the remit and status of the post.
34. Attend and where appropriate report to the Council, Cabinet, Committees, Sub-Committees and working groups etc. as appropriate.
35. To ensure that the Education services are provided within a Best Value/quality framework and that performance is regularly monitored and continuous improvement achieved.

Person Specification

Designation:	Principal Teacher – Pupil Support
Service: Economy & Skills - Education	Section: Secondary Schools

Attributes:	Criteria	ES DS	Method of Assessment
Qualifications	<ul style="list-style-type: none"> Full registration with the General Teaching Council Scotland (GTCS) is required for all permanent teaching posts. Provisional registration with GTCS is acceptable for applications for temporary posts. Additional teaching qualification. 	ES	A
		ES	A
		DS	A
Professional Values & Personal Commitment	<ul style="list-style-type: none"> Embrace locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations. (1.1.1) Demonstrate a commitment to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation. (1.1.2) Demonstrate value and respect social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners. (1.1.3) Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future. (1.1.4) Demonstrate openness, honesty, courage and wisdom. (1.2.1) Critically examine personal and professional attitudes and beliefs and challenging assumptions and professional practice. (1.2.2) Critically examine the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice. (1.2.3) Act and behave in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community. (1.3.1) Provide and ensure a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing. (1.3.2) Demonstrate a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning. Engage with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality. (1.4.1) Commit to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice. (1.4.2) 	ES	A,I,P
		ES	A,I,P
		ES	A,I,P
		ES	A,I,P
		ES	A,I,E
		ES	A,I
		ES	A,I,P,E
		ES	A,I
		ES	A,I,P,E
		ES	A,I,P
		ES	A,I,P
Professional Knowledge & Understanding	<ul style="list-style-type: none"> Understanding and ability to steer the creation and sharing of the strategic vision, ethos and aims of the establishment, inspiring and motivating learner, staff and the wider learning community, the vision and culture they seek to develop throughout the establishment, thus encouraging others to engage in life-long learning. (2.1.1) 	ES	A,I,P,E

	<ul style="list-style-type: none"> Engage critically with knowledge and understanding of research and developments in teaching and learning and work ensuring the application of developments to improve outcomes for learners. (2.2.1) Apply knowledge and critical understanding of research and developments in education policies to support school development. (2.2.2) Keep abreast of, and apply contemporary developments in society, digital technologies, the environment and global community whilst considering the implications for their leadership. (2.2.3) Continuously widen knowledge and understanding of leadership and management concepts and practices and work with others to ensure this is embodied in practice. (2.2.4) Demonstrate continuous self-awareness whilst inspiring and motivating others, cultivating trust and respect, commitment to career-long professional learning, integrity and ethical practice and developing positive relationships. (2.3.1) Ability to analyse and define solutions using evidence and information to support and inform judgements whilst engaging in debate and dialogue to achieve improvements. (2.3.2) 	ES	A,I,P,E
		ES	A,I,P,E
		ES	A,I,P,E
		ES	A,I
		DS	A,I
		DS	A,I
Professional Skills & Abilities	<ul style="list-style-type: none"> Ability to foster an ethos to support self-evaluation and lead and influence others to evaluate their own practice. 3.1.1 Ability to enable others to engage in regular and rigorous self-evaluation. 3.1.2 Ability to use established systems to monitor progress of team. 3.1.3 Ability to work with colleagues following school and Council policies as regards the overall direction of their work Ability to establish and utilise strategies to identify team professional learning needs. 3.2.2 Ability to create collaborative and developmental opportunities for colleagues. 3.2.3 Ability to evaluate the impact of professional learning on teachers' practice. 3.2.4 Ability to support the improvement of teaching and learning. 3.3.1 Ability to work with teams to design coherent and progressive programmes to address learning needs. 3.3.2 Ability to establish and develop pedagogic practices to meet the learning and pastoral needs of all learners. 3.3.3 Ability to use collaborative processes to monitor and review pedagogic practice. 3.3.4 Ability to systematically gather and use assessment feedback and learners' progress data to evaluate and plan future learning. 3.3.5 Ability to establish and use processes for the regular review of learners in order to identify learners' needs underpinned by the principles of equality and social justice. 3.4.1 Ability to establish and enhance the opportunities for learners to contribute to the planning and enhancement of their own learning programmes. 3.4.2 Ability to build partnerships with parents and carers to support the learner's needs. 3.4.3 Ability to work collaboratively with other professions and agencies to support the learning, pastoral and emotional needs of learners. 3.4.4 Ability to identify priorities within their area and allocate resources to achieve these. 3.5.1 Ability to set expectations and ensure resources are allocated and used in fair and effective ways. 3.5.2. Ability to establish and use systems to monitor the use of resources within their areas of responsibility. 3.5.3 Ability to critically engage with literature, research and policy in relation to the above whilst developing and using knowledge from literature, research and policy sources to support the processes of collaborative working for the 	ES	A,I
		ES	A,I
		DS	A,I
		DS	A,I
		DS	A,I
		ES	A,I
		DS	A,I
		ES	A,I
		ES	A,I
		ES	A,I,E
		ES	A,I,E
		ES	A,I
		ES	A,I
		DS	A,I
		ES	A,I,P,E
		ES	A,I,P,E
		ES	A,I,P,E
		ES	A,R

	enhancement of professional practice and decision making, within their areas of responsibility. 3.5.4		
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* Aligned with ‘The Standards for Registration: mandatory requirements for Registration with the General Teaching Council for Scotland’, including ‘The Standard for Provisional Registration’ (SPR) and ‘The Standard for Full Registration’ (SFR), as published on the GTCS website.

Methods of Assessment

ES – Essential / DS - Desirable

A – Application Form, R – Reference, I – Interview,

E – Exercise, P – Presentation

This job outline provides a description of the role and associated responsibilities for the post at the date of preparation. It is not intended to identify all duties/responsibilities associated with the role but rather highlights the main requirements of the role and recognise that roles change over time, the post holder will be required to cooperate with the Head Teacher to meet the needs of the school.

Job Outline and Person Specification

Post: Principal Teacher – Pupil Support - Denominational

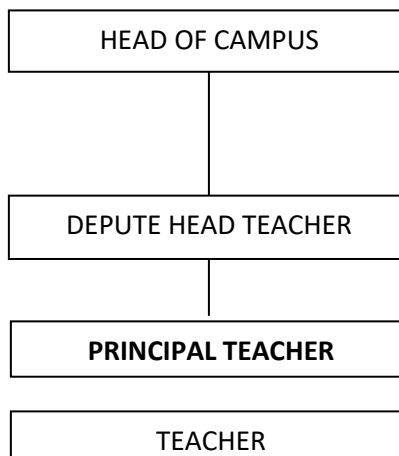
Service: Economy and Skills - Education

Section: Secondary School

Grade: SNCT Principal Teacher Scale

Job Purpose: Contribute to the effective leadership, good management and strategic direction of teaching and other related activities with a focus on the development and implementation of whole school policies dealing with pupil support whilst providing advice, support and guidance to colleagues, pupils, parents and other specialist agencies in order to assist with the promotion, delivery and integration of the key objectives in relation to those identified within the Education Plan and the Community Plan.

SECTION STRUCTURE CHART



KEY DUTIES & RESPONSIBILITIES

Principal Teachers will have assigned areas of responsibility in addition to enhanced pedagogical skills, which may include curriculum leadership, departmental or faculty leadership, supporting pupils, leadership an additional support provision, or leadership of school improvement priorities.

In taking their particular areas of responsibility forward, Principal Teachers will work and contribute to the delivery of the school improvement agenda, particularly in building a culture of teaching and learning to address the needs of all learners, while also contributing to the development of capability more generally.

The school improvement plan provides the main, but not exclusive, context within which this responsibility will be exercised.

In addition to the responsibilities of a Teacher, the Principal Teacher of Pupil Support has delegated management responsibility within a defined area of the school and for a specific group of pupils.

All Principal Teachers will normally have management, leadership, quality assurance and pupil support/behaviour support responsibilities and will assist the School Leadership Team in taking forward the aims and priorities of East Ayrshire Council, the Education Service and those outlined within the School Improvement Plan.

The Principal Teacher of Pupil Support will have no direct line management responsibilities for teaching staff.

Specific responsibilities of this post will include:

- Leading, developing, managing and implementing all aspects of pupil support for young people for across the school;
- Ensuring that the full range of needs of all pupils within a designated client group are met;
- Leading and working collaboratively with colleagues across the school;
- Whole school remit – to be identified by the Head Teacher to support the school development/improvement plan

Principal Teachers of Pupil Support have a collective responsibility for discharging the responsibilities associated with the role.

The Standard for Full Registration agreed by the General Teaching Council for Scotland (GTCS) is applicable within East Ayrshire Council and is used to support the definition of the specific duties.

The following four key responsibility areas for promoted posts established by the Scottish Negotiating Committee for Teachers, apply to all Principal Teacher posts within East Ayrshire Council.

Responsibility for Leadership, Good Management & Strategic Direction

1. Promote the health and safety of employees at work and of service users through the implementation of East Ayrshire Council's policy on health, safety and welfare at work and Departmental Health and Safety arrangements in accordance with all relevant statutory requirements. (3.5.3*)
2. Monitor, evaluate and report on departmental progress on a regular basis utilising effective systems to ensure positive impact and outcomes that supports the delivery of the School Improvement Plan.(3.3.5*)
3. Support the work and professional development of all staff within the department, supporting and contributing to collegiate working and professional debate and reflection, leading and working with colleagues. (3.2.2*)
4. Work with others to identify and articulate a shared vision, values, ethos and aims in relation to teaching and learning setting clear standards of practice. In particular in relation to the principles of inclusion, sustainability, equality and social justice whilst maintaining a culture of mutual respect and accountability. (3.3.1*)
5. Manage the department's resources in an effective and efficient manner within the contexts of school policies and practices. (3.5.1/2/3*)
6. Manage and quality assures the assigned curricular areas in an effective manner to ensure the highest possible quality of learning and teaching and maximum levels of learner attainment. (3.3.3*)

7. Develop and plan curricular, cross-curricular and pastoral programmes to ensure appropriate personalisation and choice, and ensure that the principles of good curriculum design underpin all learning programmes. (3.3.2*)
8. Direct and oversee effective and efficient administration of assigned areas of work.
9. Contribute to the delivery of a quality education to pupils in matters relating to learning and teaching support for learning guidance, pastoral Care, pupil welfare and support in accordance with East Ayrshire Council's and school policies.
10. Undertake appropriate and agreed continuing professional development in line with the GTCS Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (IPC, 3.3.2*)
11. Maintain allocated budgets effectively in accordance with the Council's Financial Regulations to ensure the most cost-effective delivery of services and the effective deployment of resources. (3.5.2*)

Responsibility for Curriculum Development & Quality Assurance

12. Lead and manage the development, implementation and monitoring of allocated areas of the curriculum development and quality assurance. (3.3.2*)
13. Develop, implement, monitor and evaluate the aims and priorities within the areas of learning and teaching across the allocated areas of the curriculum. (3.1.3*)
14. Contribute to the development and implementation of Quality Improvement initiative and provide regular reports in the success of these in accordance with agreed procedures. (3.3.5*)
15. Contribute to the development and delivery of the wider School Improvement Plan with an emphasis on supporting the delivery of the agreed attainment targets. (1TR, 3.2.1*)

Responsibility for Whole School Policy and Implementation

16. Contribute to the development and implementation of the whole school policies relating to the learning and teaching support for learning. (2.2.2*)
17. Contribute to the development and implementation of the whole school policies relating to guidance, pastoral care, pupil welfare and support. (3.4.4*)
18. Contribute to the development and implementation of the whole school policies relating to behaviour management. (3.3.1*)
19. Contribute to the development and implementation of the whole school policies relating to pupil assessment and attainment. (3.4.2*)
20. Contribute to the delivery of the whole school policies relating implementation of the authority's policy on equality and inclusion. (1SJ, 3.4.1*)

Responsibility for Working with Partners

21. Work in partnership with children and young people, colleagues, parents/carers, other specialist agencies, staff in other schools and recognised bodies that supports the individual needs required by pupils.(3.4.3*)

22. Work in a collegiate way with colleagues in the same establishment in matters relating to the remit of the post. (3.2.3*)
23. Liaise and work closely with other establishments and agencies in order to provide the appropriate supports to a range of pupils, their parents or appointed carer in matters relating to the remit of the post. (3.4.4*)
24. Participate in issues related to school improvement planning and contribute to the wider needs of the school community.
25. Implement appropriate aspects of the school improvement plan in matter related to the remit of the post.
26. Undertake appropriate and agreed continuing professional development in line with the Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (1PC, 2.2.3/4*)

GENERAL RESPONSIBILITIES

27. Ensure all materials and equipment provided to assist in carrying out the duties of the post are properly secured in accordance with the Council's policies and procedures.
28. Promote the health and safety of employees at work and of service users through the implementation of the Council's policy on health, safety and welfare at work and Service Health and Safety arrangements in accordance with all relevant statutory requirements, leading by example.
29. Ensure all activities for which the post holder is responsible are delivered in accordance with Council's Equality and Diversity Policies and the statutory and general specific Equality Duties.
30. Ensure that the Council's Customer Statement is followed in all dealings with the people we serve.
31. Adhere to the Education service policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.
32. Participate in the Professional Development Review and/or East Ayrshire FACE Time process annually in accordance with the Council's procedures.
33. Represent the department at appropriate external events and meetings in accordance with the remit and status of the post.
34. Attend and where appropriate report to the Council, Cabinet, Committees, Sub-Committees and working groups etc. as appropriate.
35. To ensure that the Education services are provided within a Best Value/quality framework and that performance is regularly monitored and continuous improvement achieved.

Person Specification

Designation:	Principal Teacher – Pupil Support -Denominational
Service: Economy & Skills - Education	Section: Secondary Schools

Attributes:	Criteria	ES DS	Method of Assessment
Qualifications	<ul style="list-style-type: none"> Full registration with the General Teaching Council Scotland (GTCS) is required for all permanent teaching posts. Provisional registration with GTCS is acceptable for applications for temporary posts. Additional teaching qualification. Approval by the Roman Catholic Church for this appointment Certificate in Religious Education 	ES ES DS ES DS	A A A R A
Professional Values & Personal Commitment	<ul style="list-style-type: none"> Embrace locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations. (1.1.1) Demonstrate a commitment to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation. (1.1.2) Demonstrate value and respect social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners. (1.1.3) Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future. (1.1.4) Demonstrate openness, honesty, courage and wisdom. (1.2.1) Critically examine personal and professional attitudes and beliefs and challenging assumptions and professional practice. (1.2.2) Critically examine the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice. (1.2.3) Act and behave in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community. (1.3.1) Provide and ensure a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing. (1.3.2) Demonstrate a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning. Engage with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality. (1.4.1) Commit to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice. (1.4.2) 	ES ES ES ES ES ES ES ES ES ES ES ES ES ES	A,I,P A,I,P A,I,P A,I,P A,I,E A,I A,I,P,E A,I A,I A,I,P,E A,I,P A,I,P
Professional Knowledge & Understanding	<ul style="list-style-type: none"> Understanding and ability to steer the creation and sharing of the strategic vision, ethos and aims of the establishment, inspiring and motivating learner, staff and the wider learning community, the vision and culture they seek to develop throughout the establishment, thus encouraging others to engage in life-long learning. (2.1.1) 	ES	A,I,P,E

	<ul style="list-style-type: none"> Engage critically with knowledge and understanding of research and developments in teaching and learning and work ensuring the application of developments to improve outcomes for learners. (2.2.1) Apply knowledge and critical understanding of research and developments in education policies to support school development. (2.2.2) Keep abreast of, and apply contemporary developments in society, digital technologies, the environment and global community whilst considering the implications for their leadership. (2.2.3) Continuously widen knowledge and understanding of leadership and management concepts and practices and work with others to ensure this is embodied in practice. (2.2.4) Demonstrate continuous self-awareness whilst inspiring and motivating others, cultivating trust and respect, commitment to career-long professional learning, integrity and ethical practice and developing positive relationships. (2.3.1) Ability to analyse and define solutions using evidence and information to support and inform judgements whilst engaging in debate and dialogue to achieve improvements. (2.3.2) Understanding of the role in the spiritual development of the pupils and staff. 	ES ES ES ES DS DS ES	A,I,P,E A,I,P,E A,I,P,E A,I A,I A,I A
Professional Skills & Abilities	<ul style="list-style-type: none"> Ability to foster an ethos to support self-evaluation and lead and influence others to evaluate their own practice. 3.1.1 Ability to enable others to engage in regular and rigorous self-evaluation. 3.1.2 Ability to use established systems to monitor progress of team. 3.1.3 Ability to work with colleagues following school and Council policies as regards the overall direction of their work Ability to establish and utilise strategies to identify team professional learning needs. 3.2.2 Ability to create collaborative and developmental opportunities for colleagues. 3.2.3 Ability to evaluate the impact of professional learning on teachers' practice. 3.2.4 Ability to support the improvement of teaching and learning. 3.3.1 Ability to work with teams to design coherent and progressive programmes to address learning needs. 3.3.2 Ability to establish and develop pedagogic practices to meet the learning and pastoral needs of all learners. 3.3.3 Ability to use collaborative processes to monitor and review pedagogic practice. 3.3.4 Ability to systematically gather and use assessment feedback and learners' progress data to evaluate and plan future learning. 3.3.5 Ability to establish and use processes for the regular review of learners in order to identify learners' needs underpinned by the principles of equality and social justice. 3.4.1 Ability to establish and enhance the opportunities for learners to contribute to the planning and enhancement of their own learning programmes. 3.4.2 Ability to build partnerships with parents and carers to support the learner's needs. 3.4.3 Ability to work collaboratively with other professions and agencies to support the learning, pastoral and emotional needs of learners. 3.4.4 Ability to identify priorities within their area and allocate resources to achieve these. 3.5.1 Ability to set expectations and ensure resources are allocated and used in fair and effective ways. 3.5.2. Ability to establish and use systems to monitor the use of resources within their areas of responsibility. 3.5.3 Ability to critically engage with literature, research and policy in relation to the above whilst developing and using knowledge from literature, research and policy sources to support the processes of collaborative working for the 	ES ES DS DS DS ES DS ES ES ES ES ES ES ES DS ES ES ES ES ES	A,I A,I A,I A,I A,I A,I A,I A,I A,I,E A,I,E A,I A,I A,I A,I A,I A,I A,I,P,E A,I,P,E A,I,P,E A,R

	enhancement of professional practice and decision making, within their areas of responsibility. 3.5.4 <ul style="list-style-type: none"> • Ability to contribute to the co-operative relationships with the local parishes • Experience in Catholic Education 	ES ES	A A
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* Aligned with ‘The Standards for Registration: mandatory requirements for Registration with the General Teaching Council for Scotland’, including ‘The Standard for Provisional Registration’ (SPR) and ‘The Standard for Full Registration’ (SFR), as published on the GTCS website.

Methods of Assessment

ES – Essential / DS - Desirable

A – Application Form, R – Reference, I – Interview,

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This job outline provides a description of the role and associated responsibilities for the post at the date of preparation. It is not intended to identify all duties/responsibilities associated with the role but rather highlights the main requirements of the role and recognise that roles change over time, the post holder will be required to cooperate with the Head Teacher to meet the needs of the school.

Job Outline and Person Specification

Post: Principal Teacher – Support for Learning

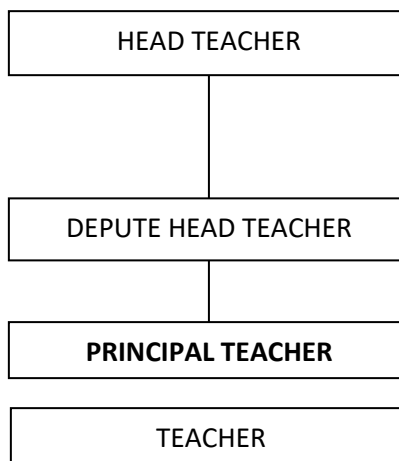
Service: Economy and Skills - Education

Section: Secondary School

Grade: SNCT Principal Teacher Scale

Job Purpose: Contribute to the effective leadership, good management and strategic direction of teaching and other related activities with a focus on the development and delivery of the Support for Learning, school policies and pupil assessments whilst providing advice, support and guidance to colleagues and pupils in order to assist with the promotion, delivery and integration of the key objectives in relation to those identified within the Education Plan and the Community Plan.

SECTION STRUCTURE CHART



KEY DUTIES & RESPONSIBILITIES

Principal Teachers will have assigned areas of responsibility in addition to enhanced pedagogical skills, which may include curriculum leadership, departmental or faculty leadership, supporting pupils, leadership an additional support provision, or leadership of school improvement priorities.

In taking their particular areas of responsibility forward, Principal Teachers will work and contribute to the delivery of the school improvement agenda, particularly in building a culture of teaching and learning to address the needs of all learners, while also contributing to the development of capability more generally.

The school improvement plan provides the main, but not exclusive, context within which this responsibility will be exercised.

In addition to the responsibilities of a Teacher, the Principal Teacher - Support for Learning has delegated management responsibility within a defined area of the school and for a specific group of pupils.

All Principal Teachers will normally have management, leadership, quality assurance and pupil support/behaviour support responsibilities and will assist the School Leadership Team in taking forward the aims and priorities East Ayrshire Council, the Education Service and those outlined within the School Improvement Plan.

Principal Teacher - Support for Learning will have line management responsibility for a team of staff, lead a team delivering a specific area of provision, or a team involved in development activities.

Specific responsibilities of this post will include:

- Leading, developing, managing and implementing all aspects of the provision of support for learning for young people across the school;
- Ensuring that the full range of needs of all pupils within a designated client group are met;
- Leading and working collaboratively with colleagues across the school;
- Whole school remit – to be identified by the Head Teacher to support the school development/improvement plan

The Standard for Full Registration agreed by the General Teaching Council for Scotland (GTCS) is applicable within East Ayrshire Council and is used to support the definition of the specific duties.

The following four key responsibility areas for promoted posts established by the Scottish Negotiating Committee for Teachers, apply to all Principal Teacher posts within East Ayrshire Council.

Responsibility for Leadership, Good Management & Strategic Direction

1. Promote the health and safety of employees at work and of service users through the implementation of East Ayrshire Council's policy on health, safety and welfare at work and Departmental Health and Safety arrangements in accordance with all relevant statutory requirements. (3.5.3*)
2. Monitor, evaluate and report on departmental progress on a regular basis utilising effective systems to ensure positive impact and outcomes that supports the delivery of the School Improvement Plan.(3.3.5*)
3. Support the work and professional development of all staff within the department, supporting and contributing to collegiate working and professional debate and reflection, leading and working with colleagues. (3.2.2*)
4. Work with others to identify and articulate a shared vision, values, ethos and aims in relation to teaching and learning setting clear standards of practice. In particular in relation to the principles of inclusion, sustainability, equality and social justice whilst maintaining a culture of mutual respect and accountability. (3.3.1*)
5. Manage the department's resources in an effective and efficient manner within the contexts of school policies and practices. (3.5.1/2/3*)
6. Manage and quality assures the assigned curricular areas in an effective manner to ensure the highest possible quality of learning and teaching and maximum levels of learner attainment. (3.3.3*)
7. Develop and plan curricular, cross-curricular and pastoral programmes to ensure appropriate personalisation and choice, and ensure that the principles of good curriculum design underpin all learning programmes. (3.3.2*)

8. Direct and oversee effective and efficient administration of assigned areas of work.
9. Contribute to the delivery of a quality education to pupils in matters relating to learning and teaching support for learning guidance, pastoral Care, pupil welfare and support in accordance with East Ayrshire Council's and school policies.
10. Undertake appropriate and agreed continuing professional development in line with the GTCS Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (1PC, 3.3.2*)
11. Maintain allocated budgets effectively in accordance with the Council's Financial Regulations to ensure the most cost-effective delivery of services and the effective deployment of resources. (3.5.2*)

Responsibility for Curriculum Development & Quality Assurance

12. Lead and manage the development, implementation and monitoring of allocated areas of the curriculum development and quality assurance. (3.3.2*)
13. Develop, implement, monitor and evaluate the aims and priorities within the areas of learning and teaching across the allocated areas of the curriculum. (3.1.3*)
14. Contribute to the development and implementation of Quality Improvement initiative and provide regular reports in the success of these in accordance with agreed procedures. (3.3.5*)
15. Contribute to the development and delivery of the wider School Improvement Plan with an emphasis on supporting the delivery of the agreed attainment targets. (1TR, 3.2.1*)

Responsibility for Whole School Policy and Implementation

16. Contribute to the development and implementation of the whole school policies relating to the learning and teaching support for learning. (2.2.2*)
17. Contribute to the development and implementation of the whole school policies relating to guidance, pastoral care, pupil welfare and support. (3.4.4*)
18. Contribute to the development and implementation of the whole school policies relating to behaviour management. (3.3.1*)
19. Contribute to the development and implementation of the whole school policies relating to pupil assessment and attainment. (3.4.2*)
20. Contribute to the delivery of the whole school policies relating implementation of the authority's policy on equality and inclusion. (1SJ, 3.4.1*)

Responsibility for Working with Partners

21. Work in partnership with children and young people, colleagues, parents/carers, other specialist agencies, staff in other schools and recognised bodies that supports the individual needs required by pupils.(3.4.3*)

22. Work in a collegiate way with colleagues in the same establishment in matters relating to the remit of the post. (3.2.3*)
23. Liaise and work closely with other establishments and agencies in order to provide the appropriate supports to a range of pupils, their parents or appointed carer in matters relating to the remit of the post. (3.4.4*)
24. Participate in issues related to school improvement planning and contribute to the wider needs of the school community.
25. Implement appropriate aspects of the school improvement plan in matter related to the remit of the post.
26. Undertake appropriate and agreed continuing professional development in line with the Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (1PC, 2.2.3/4*)

GENERAL RESPONSIBILITIES

27. Ensure all materials and equipment provided to assist in carrying out the duties of the post are properly secured in accordance with the Council's policies and procedures.
28. Promote the health and safety of employees at work and of service users through the implementation of the Council's policy on health, safety and welfare at work and Service Health and Safety arrangements in accordance with all relevant statutory requirements, leading by example.
29. Ensure all activities for which the post holder is responsible are delivered in accordance with Council's Equality and Diversity Policies and the statutory and general specific Equality Duties.
30. Ensure that the Council's Customer Statement is followed in all dealings with the people we serve.
31. Adhere to the Education service policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.
32. Participate in the Professional Development Review and/or East Ayrshire FACE Time process annually in accordance with the Council's procedures.
33. Represent the department at appropriate external events and meetings in accordance with the remit and status of the post.
34. Attend and where appropriate report to the Council, Cabinet, Committees, Sub-Committees and working groups etc. as appropriate.
35. To ensure that the Education services are provided within a Best Value/quality framework and that performance is regularly monitored and continuous improvement achieved.

Person Specification

Designation:	Principal Teacher – Support for Learning
Service: Economy & Skills - Education	Section: Secondary

Attributes:	Criteria	ES DS	Method of Assessment
Qualifications	<ul style="list-style-type: none"> Full registration with the General Teaching Council Scotland (GTCS) is required for all permanent teaching posts. Provisional registration with GTCS is acceptable for applications for temporary posts. Additional teaching qualification. 	ES	A
		ES	A
		DS	A
Professional Values & Personal Commitment	<ul style="list-style-type: none"> Embrace locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations. (1.1.1) Demonstrate a commitment to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation. (1.1.2) Demonstrate value and respect social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners. (1.1.3) Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future. (1.1.4) Demonstrate openness, honesty, courage and wisdom. (1.2.1) Critically examine personal and professional attitudes and beliefs and challenging assumptions and professional practice. (1.2.2) Critically examine the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice. (1.2.3) Act and behave in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community. (1.3.1) Provide and ensure a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing. (1.3.2) Demonstrate a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning. Engage with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality. (1.4.1) Commit to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice. (1.4.2) 	ES	A,I,P
		ES	A,I,P
		ES	A,I,P
		ES	A,I,P
		ES	A,I,E
		ES	A,I
		ES	A,I,P,E
		ES	A,I
		ES	A,I
		ES	A,I,P,E
Professional Knowledge & Understanding	<ul style="list-style-type: none"> Understanding and ability to steer the creation and sharing of the strategic vision, ethos and aims of the establishment, inspiring and motivating learner, staff and the wider learning community, the vision and culture they seek to develop throughout the establishment, thus encouraging others to engage in life-long learning. (2.1.1) Engage critically with knowledge and understanding of research and developments in teaching and learning and work ensuring the application of developments to improve outcomes for learners. (2.2.1) 	ES	A,I,P,E
		ES	A,I,P,E

	<ul style="list-style-type: none"> • Apply knowledge and critical understanding of research and developments in education policies to support school development. (2.2.2) • Keep abreast of, and apply contemporary developments in society, digital technologies, the environment and global community whilst considering the implications for their leadership. (2.2.3) • Continuously widen knowledge and understanding of leadership and management concepts and practices and work with others to ensure this is embodied in practice. (2.2.4) • Demonstrate continuous self-awareness whilst inspiring and motivating others, cultivating trust and respect, commitment to career-long professional learning, integrity and ethical practice and developing positive relationships. (2.3.1) • Ability to analyse and define solutions using evidence and information to support and inform judgements whilst engaging in debate and dialogue to achieve improvements. (2.3.2) 	ES	A,I,P,E
		ES	A,I,P,E
		ES	A,I
		DS	A,I
		DS	A,I
Professional Skills & Abilities	<ul style="list-style-type: none"> • Ability to foster an ethos to support self-evaluation and lead and influence others to evaluate their own practice. 3.1.1 • Ability to enable others to engage in regular and rigorous self-evaluation. 3.1.2 • Ability to use established systems to monitor progress of team. 3.1.3 • Ability to work with colleagues following school and Council policies as regards the overall direction of their work • Ability to establish and utilise strategies to identify team professional learning needs. 3.2.2 • Ability to create collaborative and developmental opportunities for colleagues. 3.2.3 • Ability to evaluate the impact of professional learning on teachers' practice. 3.2.4 • Ability to support the improvement of teaching and learning. 3.3.1 • Ability to work with teams to design coherent and progressive programmes to address learning needs. 3.3.2 • Ability to establish and develop pedagogic practices to meet the learning and pastoral needs of all learners. 3.3.3 • Ability to use collaborative processes to monitor and review pedagogic practice. 3.3.4 • Ability to systematically gather and use assessment feedback and learners' progress data to evaluate and plan future learning. 3.3.5 • Ability to establish and use processes for the regular review of learners in order to identify learners' needs underpinned by the principles of equality and social justice. 3.4.1 • Ability to establish and enhance the opportunities for learners to contribute to the planning and enhancement of their own learning programmes. 3.4.2 • Ability to build partnerships with parents and carers to support the learner's needs. 3.4.3 • Ability to work collaboratively with other professions and agencies to support the learning, pastoral and emotional needs of learners. 3.4.4 • Ability to identify priorities within their area and allocate resources to achieve these. 3.5.1 • Ability to set expectations and ensure resources are allocated and used in fair and effective ways. 3.5.2. • Ability to establish and use systems to monitor the use of resources within their areas of responsibility. 3.5.3 • Ability to critically engage with literature, research and policy in relation to the above whilst developing and using knowledge from literature, research and policy sources to support the processes of collaborative working for the enhancement of professional practice and decision making, within their areas of responsibility. 3.5.4 	ES	A,I
		ES	A,I
		DS	A,I
		DS	A,I
		DS	A,I
		ES	A,I
		DS	A,I
		ES	A,I
		ES	A,I
		ES	A,I,E
		ES	A,I,E
		ES	A,I
		ES	A,I
		ES	A,I
		DS	A,I
		ES	A,I,P,E
		ES	A,I,P,E
		ES	A,I,P,E
		ES	A

* Aligned with ‘The Standards for Registration: mandatory requirements for Registration with the General Teaching Council for Scotland’, including ‘The Standard for Provisional Registration’ (SPR) and ‘The Standard for Full Registration’ (SFR), as published on the GTCS website.

Methods of Assessment

ES – Essential / DS - Desirable

A – Application Form, R – Reference, I – Interview,

E – Exercise, P – Presentation

This job outline provides a description of the role and associated responsibilities for the post at the date of preparation. It is not intended to identify all duties/responsibilities associated with the role but rather highlights the main requirements of the role and recognise that roles change over time, the post holder will be required to cooperate with the Head Teacher to meet the needs of the school.

Job Outline and Person Specification

Post: Principal Teacher – Support for Learning - Denominational

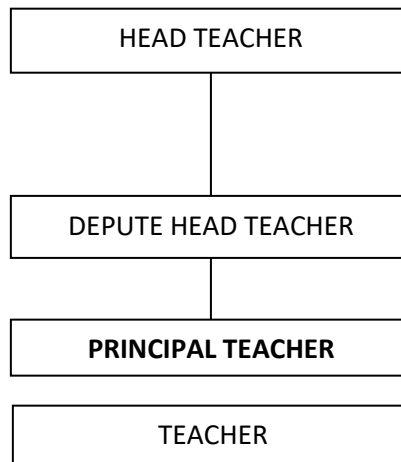
Service: Economy and Skills - Education

Section: Secondary School

Grade: SNCT Principal Teacher Scale

Job Purpose: Contribute to the effective leadership, good management and strategic direction of teaching and other related activities with a focus on the development and delivery of the Support for Learning, school policies and pupil assessments whilst providing advice, support and guidance to colleagues and pupils in order to assist with the promotion, delivery and integration of the key objectives in relation to those identified within the Education Plan and the Community Plan.

SECTION STRUCTURE CHART



KEY DUTIES & RESPONSIBILITIES

Principal Teachers will have assigned areas of responsibility in addition to enhanced pedagogical skills, which may include curriculum leadership, departmental or faculty leadership, supporting pupils, leadership an additional support provision, or leadership of school improvement priorities. In taking their particular areas of responsibility forward, Principal Teachers will work and contribute to the delivery of the school improvement agenda, particularly in building a culture of teaching and learning to address the needs of all learners, while also contributing to the development of capability more generally.

The school improvement plan provides the main, but not exclusive, context within which this responsibility will be exercised.

In addition to the responsibilities of a Teacher, the Principal Teacher - Support for Learning has delegated management responsibility within a defined area of the school and for a specific group of pupils.

All Principal Teachers will normally have management, leadership, quality assurance and pupil support/behaviour support responsibilities and will assist the School Leadership Team in taking forward the aims and priorities East Ayrshire Council, the Education Service and those outlined within the School Improvement Plan.

Principal Teacher - Support for Learning will have line management responsibility for a team of staff, lead a team delivering a specific area of provision, or a team involved in development activities.

Specific responsibilities of this post will include:

- Leading, developing, managing and implementing all aspects of the provision of support for learning for young people across the school;
- Ensuring that the full range of needs of all pupils within a designated client group are met;
- Leading and working collaboratively with colleagues across the school;
- Whole school remit – to be identified by the Head Teacher to support the school development/improvement plan

The Standard for Full Registration agreed by the General Teaching Council for Scotland (GTCS) is applicable within East Ayrshire Council and is used to support the definition of the specific duties.

The following four key responsibility areas for promoted posts established by the Scottish Negotiating Committee for Teachers, apply to all Principal Teacher posts within East Ayrshire Council.

Responsibility for Leadership, Good Management & Strategic Direction

1. Promote the health and safety of employees at work and of service users through the implementation of East Ayrshire Council's policy on health, safety and welfare at work and Departmental Health and Safety arrangements in accordance with all relevant statutory requirements. (3.5.3*)
2. Monitor, evaluate and report on departmental progress on a regular basis utilising effective systems to ensure positive impact and outcomes that supports the delivery of the School Improvement Plan.(3.3.5*)
3. Support the work and professional development of all staff within the department, supporting and contributing to collegiate working and professional debate and reflection, leading and working with colleagues. (3.2.2*)
4. Work with others to identify and articulate a shared vision, values, ethos and aims in relation to teaching and learning setting clear standards of practice. In particular in relation to the principles of inclusion, sustainability, equality and social justice whilst maintaining a culture of mutual respect and accountability. (3.3.1*)
5. Manage the department's resources in an effective and efficient manner within the contexts of school policies and practices. (3.5.1/2/3*)
6. Manage and quality assures the assigned curricular areas in an effective manner to ensure the highest possible quality of learning and teaching and maximum levels of learner attainment. (3.3.3*)
7. Develop and plan curricular, cross-curricular and pastoral programmes to ensure appropriate personalisation and choice, and ensure that the principles of good curriculum design underpin all learning programmes. (3.3.2*)
8. Direct and oversee effective and efficient administration of assigned areas of work.

9. Contribute to the delivery of a quality education to pupils in matters relating to learning and teaching support for learning guidance, pastoral Care, pupil welfare and support in accordance with East Ayrshire Council's and school policies.
10. Undertake appropriate and agreed continuing professional development in line with the GTCS Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (1PC, 3.3.2*)
11. Maintain allocated budgets effectively in accordance with the Council's Financial Regulations to ensure the most cost-effective delivery of services and the effective deployment of resources. (3.5.2*)

Responsibility for Curriculum Development & Quality Assurance

12. Lead and manage the development, implementation and monitoring of allocated areas of the curriculum development and quality assurance. (3.3.2*)
13. Develop, implement, monitor and evaluate the aims and priorities within the areas of learning and teaching across the allocated areas of the curriculum. (3.1.3*)
14. Contribute to the development and implementation of Quality Improvement initiative and provide regular reports in the success of these in accordance with agreed procedures. (3.3.5*)
15. Contribute to the development and delivery of the wider School Improvement Plan with an emphasis on supporting the delivery of the agreed attainment targets. (1TR, 3.2.1*)

Responsibility for Whole School Policy and Implementation

16. Contribute to the development and implementation of the whole school policies relating to the learning and teaching support for learning. (2.2.2*)
17. Contribute to the development and implementation of the whole school policies relating to guidance, pastoral care, pupil welfare and support. (3.4.4*)
18. Contribute to the development and implementation of the whole school policies relating to behaviour management. (3.3.1*)
19. Contribute to the development and implementation of the whole school policies relating to pupil assessment and attainment. (3.4.2*)
20. Contribute to the delivery of the whole school policies relating implementation of the authority's policy on equality and inclusion. (1SJ, 3.4.1*)

Responsibility for Working with Partners

21. Work in partnership with children and young people, colleagues, parents/carers, other specialist agencies, staff in other schools and recognised bodies that supports the individual needs required by pupils.(3.4.3*)
22. Work in a collegiate way with colleagues in the same establishment in matters relating to the remit of the post. (3.2.3*)
23. Liaise and work closely with other establishments and agencies in order to provide the appropriate supports to a range of pupils, their parents or appointed carer in matters relating to the remit of the post. (3.4.4*)

24. Participate in issues related to school improvement planning and contribute to the wider needs of the school community.
25. Implement appropriate aspects of the school improvement plan in matter related to the remit of the post.
26. Undertake appropriate and agreed continuing professional development in line with the Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (1PC, 2.2.3/4*)

GENERAL RESPONSIBILITIES

27. Ensure all materials and equipment provided to assist in carrying out the duties of the post are properly secured in accordance with the Council's policies and procedures.
28. Promote the health and safety of employees at work and of service users through the implementation of the Council's policy on health, safety and welfare at work and Service Health and Safety arrangements in accordance with all relevant statutory requirements, leading by example.
29. Ensure all activities for which the post holder is responsible are delivered in accordance with Council's Equality and Diversity Policies and the statutory and general specific Equality Duties.
30. Ensure that the Council's Customer Statement is followed in all dealings with the people we serve.
31. Adhere to the Education service policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.
32. Participate in the Professional Development Review and/or East Ayrshire FACE Time process annually in accordance with the Council's procedures.
33. Represent the department at appropriate external events and meetings in accordance with the remit and status of the post.
34. Attend and where appropriate report to the Council, Cabinet, Committees, Sub-Committees and working groups etc. as appropriate.
35. To ensure that the Education services are provided within a Best Value/quality framework and that performance is regularly monitored and continuous improvement achieved.

	<ul style="list-style-type: none"> Engage critically with knowledge and understanding of research and developments in teaching and learning and work ensuring the application of developments to improve outcomes for learners. (2.2.1) Apply knowledge and critical understanding of research and developments in education policies to support school development. (2.2.2) Keep abreast of, and apply contemporary developments in society, digital technologies, the environment and global community whilst considering the implications for their leadership. (2.2.3) Continuously widen knowledge and understanding of leadership and management concepts and practices and work with others to ensure this is embodied in practice. (2.2.4) Demonstrate continuous self-awareness whilst inspiring and motivating others, cultivating trust and respect, commitment to career-long professional learning, integrity and ethical practice and developing positive relationships. (2.3.1) Ability to analyse and define solutions using evidence and information to support and inform judgements whilst engaging in debate and dialogue to achieve improvements. (2.3.2) Understanding of the role in the spiritual development of the pupils and staff. 	ES ES ES ES DS DS ES	A,I,P,E A,I,P,E A,I,P,E A,I A,I A,I A
Professional Skills & Abilities	<ul style="list-style-type: none"> Ability to foster an ethos to support self-evaluation and lead and influence others to evaluate their own practice. 3.1.1 Ability to enable others to engage in regular and rigorous self-evaluation. 3.1.2 Ability to use established systems to monitor progress of team. 3.1.3 Ability to work with colleagues following school and Council policies as regards the overall direction of their work Ability to establish and utilise strategies to identify team professional learning needs. 3.2.2 Ability to create collaborative and developmental opportunities for colleagues. 3.2.3 Ability to evaluate the impact of professional learning on teachers' practice. 3.2.4 Ability to support the improvement of teaching and learning. 3.3.1 Ability to work with teams to design coherent and progressive programmes to address learning needs. 3.3.2 Ability to establish and develop pedagogic practices to meet the learning and pastoral needs of all learners. 3.3.3 Ability to use collaborative processes to monitor and review pedagogic practice. 3.3.4 Ability to systematically gather and use assessment feedback and learners' progress data to evaluate and plan future learning. 3.3.5 Ability to establish and use processes for the regular review of learners in order to identify learners' needs underpinned by the principles of equality and social justice. 3.4.1 Ability to establish and enhance the opportunities for learners to contribute to the planning and enhancement of their own learning programmes. 3.4.2 Ability to build partnerships with parents and carers to support the learner's needs. 3.4.3 Ability to work collaboratively with other professions and agencies to support the learning, pastoral and emotional needs of learners. 3.4.4 Ability to identify priorities within their area and allocate resources to achieve these. 3.5.1 Ability to set expectations and ensure resources are allocated and used in fair and effective ways. 3.5.2. Ability to establish and use systems to monitor the use of resources within their areas of responsibility. 3.5.3 Ability to critically engage with literature, research and policy in relation to the above whilst developing and using knowledge from literature, research 	ES ES DS DS DS ES DS ES ES ES ES ES ES ES ES ES ES ES ES ES ES ES ES ES	A,I A

	<p>and policy sources to support the processes of collaborative working for the enhancement of professional practice and decision making, within their areas of responsibility. 3.5.4</p> <ul style="list-style-type: none"> • Ability to contribute to the co-operative relationships with the local parishes • Experience in Catholic Education 	<p>ES ES</p>	<p>A A</p>
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* Aligned with ‘The Standards for Registration: mandatory requirements for Registration with the General Teaching Council for Scotland’, including ‘The Standard for Provisional Registration’ (SPR) and ‘The Standard for Full Registration’ (SFR), as published on the GTCS website.

Methods of Assessment

ES – Essential / DS - Desirable

A – Application Form, R – Reference, I – Interview,

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This job outline provides a description of the role and associated responsibilities for the post at the date of preparation. It is not intended to identify all duties/responsibilities associated with the role but rather highlights the main requirements of the role and recognise that roles change over time, the post holder will be required to cooperate with the Head Teacher to meet the needs of the school.

Job Outline and Person Specification

Post: Principal Teacher

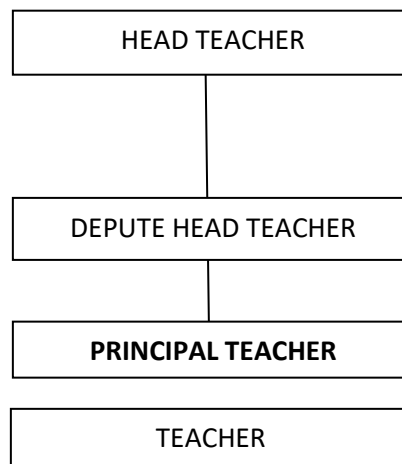
Service: Economy and Skills - Education

Section: Primary School

Grade: SNCT Principal Teacher Scale

Job Purpose: Contribute to the effective leadership, good management and strategic direction of teaching and other related activities with a focus on the development and delivery of the curriculum, school policies and pupil assessments whilst providing advice, support and guidance to colleagues and pupils in order to assist with the promotion, delivery and integration of the key objectives in relation to those identified within the Education Plan and the Community Plan.

A. SECTION STRUCTURE CHART



B. KEY DUTIES & RESPONSIBILITIES

Principal Teachers will have assigned areas of responsibility in addition to enhanced pedagogical skills, which may include curriculum leadership, departmental or faculty leadership, supporting pupils, leadership an additional support provision, or leadership of school improvement priorities. (LM1*)

In taking their particular areas of responsibility forward, Principal Teachers will work and contribute to the delivery of the school improvement agenda, particularly in building a culture of teaching and learning to address the needs of all learners, while also contributing to the development of capability more generally. (LM2*)

The school improvement plan provides the main, but not exclusive, context within which this responsibility will be exercised.

In addition to the responsibilities of a Teacher, the Principal Teacher may have management responsibility within a defined area of the school and for a specific group of pupils.

All Principal Teachers will normally have management, leadership, quality assurance and pupil support/behaviour support responsibilities and will assist the School Leadership Team in taking forward the aims and priorities East Ayrshire Council, the Education Service and those outlined within the School Improvement Plan.

Principal Teachers may have line management responsibility for a team of staff, lead a team delivering a specific area of provision, or a team involved in development activities.

Specific responsibilities of this post will include:

- Leading, developing, managing and implementing all aspects of curriculum, departmental or faculty for young people for assigned year groups;
- Ensuring that the full range of needs of all pupils within a designated client group are met;
- Leading and working collaboratively with colleagues across the school;
- Whole school remit – to be identified by the Head Teacher to support the school development/improvement plan

The Standard for Full Registration agreed by the General Teaching Council for Scotland (GTCS) is applicable within East Ayrshire Council and is used to support the definition of the specific duties.

The following four key responsibility areas for promoted posts established by the Scottish Negotiating Committee for Teachers, apply to all Principal Teacher posts within East Ayrshire Council.

Responsibility for Leadership, Good Management & Strategic Direction

1. Promote the health and safety of employees at work and of service users through the implementation of East Ayrshire Council's policy on health, safety and welfare at work and Departmental Health and Safety arrangements in accordance with all relevant statutory requirements. (3.5.3*)
2. Monitor, evaluate and report on departmental progress in relation to devolved remits on a regular basis utilising effective systems to ensure positive impact and outcomes that supports the delivery of the School Improvement Plan.(3.3.5*)
3. Support the work and professional development of all staff in relation to devolved remits, supporting and contributing to collegiate working and professional debate and reflection, leading and working with colleagues. (3.2.2*)
4. Work with others to identify and articulate a shared vision, values, ethos and aims in relation to teaching and learning setting clear standards of practice. In particular in relation to the principles of inclusion, sustainability, equality and social justice whilst maintaining a culture of mutual respect and accountability. (3.3.1*)
5. Manage, in relation to devolved remits, resources in an effective and efficient manner within the contexts of school policies and practices. (3.5.1/2/3*)
6. Manage and quality assures the assigned curricular areas in an effective manner to ensure the highest possible quality of learning and teaching and maximum levels of learner attainment. (3.3.3*)
7. Develop and plan curricular, cross-curricular and pastoral programmes to ensure appropriate personalisation and choice, and ensure that the principles of good curriculum design underpin all learning programmes. (3.3.2*)

8. Direct and oversee effective and efficient administration of assigned areas of work.
9. Contribute to the delivery of a quality education to pupils in matters relating to learning and teaching support for learning guidance, pastoral Care, pupil welfare and support in accordance with East Ayrshire Council's and school policies.
10. Undertake appropriate and agreed continuing professional development in line with the GTCS Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (1PC, 3.3.2*)
11. Maintain allocated budgets effectively in accordance with the Council's Financial Regulations to ensure the most cost-effective delivery of services and the effective deployment of resources. (3.5.2*)

Responsibility for Curriculum Development & Quality Assurance

12. Lead and manage the development, implementation and monitoring of allocated areas of the curriculum development and quality assurance. (3.3.2*)
13. Develop, implement, monitor and evaluate the aims and priorities within the areas of learning and teaching across the allocated areas of the curriculum. (3.1.3*)
14. Contribute to the development and implementation of Quality Improvement initiative and provide regular reports in the success of these in accordance with agreed procedures. (3.3.5*)
15. Contribute to the development and delivery of the wider School Improvement Plan with an emphasis on supporting the delivery of the agreed attainment targets. (1TR, 3.2.1*)

Responsibility for Whole School Policy and Implementation

16. Contribute to the development and implementation of the whole school policies relating to the learning and teaching support for learning. (2.2.2*)
17. Contribute to the development and implementation of the whole school policies relating to guidance, pastoral care, pupil welfare and support. (3.4.4*)
18. Contribute to the development and implementation of the whole school policies relating to behaviour management. (3.3.1*)
19. Contribute to the development and implementation of the whole school policies relating to pupil assessment and attainment. (3.4.2*)
20. Contribute to the delivery of the whole school policies relating implementation of the authority's policy on equality and inclusion. (1SJ, 3.4.1*)

Responsibility for Working with Partners

21. Work in partnership with children and young people, colleagues, parents/carers, other specialist agencies, staff in other schools and recognised bodies that supports the individual needs required by pupils.(3.4.3*)
22. Work in a collegiate way with colleagues in the same establishment in matters relating to the remit of the post. (3.2.3*)

23. Liaise and work closely with other establishments and agencies in order to provide the appropriate supports to a range of pupils, their parents or appointed carer in matters relating to the remit of the post. (3.4.4*)
24. Participate in issues related to school improvement planning and contribute to the wider needs of the school community.
25. Implement appropriate aspects of the school improvement plan in matter related to the remit of the post.
26. Undertake appropriate and agreed continuing professional development in line with the Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (1PC, 2.2.3/4*)

GENERAL RESPONSIBILITIES

27. Ensure all materials and equipment provided to assist in carrying out the duties of the post are properly secured in accordance with the Council's policies and procedures.
28. Promote the health and safety of employees at work and of service users through the implementation of the Council's policy on health, safety and welfare at work and Service Health and Safety arrangements in accordance with all relevant statutory requirements, leading by example.
29. Ensure all activities for which the post holder is responsible are delivered in accordance with Council's Equality and Diversity Policies and the statutory and general specific Equality Duties.
30. Ensure that the Council's Customer Service Commitment is followed in all dealings with the people we serve.
31. Adhere to the Education service policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.
32. Participate in the East Ayrshire FACE Time process annually in accordance with the Council's procedures.
33. Represent the department at appropriate external events and meetings in accordance with the remit and status of the post.
34. Attend and where appropriate report to the Council, Cabinet, Committees, Sub-Committees and working groups etc. as appropriate.
35. To ensure that the services are provided within a Best Value/quality framework and that performance is regularly monitored and continuous improvement achieved.

Person Specification

Designation:	Principal Teacher
Service: Economy & Skills - Education	Section: Primary

Attributes:	Criteria	ES DS	Method of Assessment
Qualifications	<ul style="list-style-type: none"> Full registration with the General Teaching Council Scotland (GTCS) is required for all permanent teaching posts. Provisional registration with GTCS is acceptable for applications for temporary posts. Additional teaching qualification. 	ES ES DS	A A A
Professional Values & Personal Commitment	<ul style="list-style-type: none"> Embrace locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations. (1.1.1) Demonstrate a commitment to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation. (1.1.2) Demonstrate value and respect social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners. (1.1.3) Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future. (1.1.4) Demonstrate openness, honesty, courage and wisdom. (1.2.1) Critically examine personal and professional attitudes and beliefs and challenging assumptions and professional practice. (1.2.2) Critically examine the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice. (1.2.3) Act and behave in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community. (1.3.1) Provide and ensure a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing. (1.3.2) Demonstrate a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning. Engage with all aspects of professional practice and working collegially with all members of our educational communities with enthusiasm, adaptability and constructive criticality. (1.4.1) Commit to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice. (1.4.2) 	ES ES ES ES ES ES ES ES ES ES	A,I,P A,I,P A,I,P A,I,P A,I,E A,I A,I,P,E A,I A,I A,I,P,E A,I,P A,I,P
Professional Knowledge & Understanding	<ul style="list-style-type: none"> Understanding and ability to steer the creation and sharing of the strategic vision, ethos and aims of the establishment, inspiring and motivating learner, staff and the wider learning community, the vision and culture they seek to develop throughout the establishment, thus encouraging others to engage in life-long learning. (2.1.1) Engage critically with knowledge and understanding of research and developments in teaching and learning and work ensuring the application of developments to improve outcomes for learners. (2.2.1) 	ES ES	A,I,P,E A,I,P,E

	<ul style="list-style-type: none"> Apply knowledge and critical understanding of research and developments in education policies to support school development. (2.2.2) Keep abreast of, and apply contemporary developments in society, digital technologies, the environment and global community whilst considering the implications for their leadership. (2.2.3) Continuously widen knowledge and understanding of leadership and management concepts and practices and work with others to ensure this is embodied in practice. (2.2.4) Demonstrate continuous self-awareness whilst inspiring and motivating others, cultivating trust and respect, commitment to career-long professional learning, integrity and ethical practice and developing positive relationships. (2.3.1) Ability to analyse and define solutions using evidence and information to support and inform judgements whilst engaging in debate and dialogue to achieve improvements. (2.3.2) 	ES	A,I,P,E
		ES	A,I,P,E
		ES	A,I
		DS	A,I
		DS	A,I
Professional Skills & Abilities	<ul style="list-style-type: none"> Ability to foster an ethos to support self-evaluation and lead and influence others to evaluate their own practice. 3.1.1 Ability to enable others to engage in regular and rigorous self-evaluation. 3.1.2 Ability to use established systems to monitor progress of team. 3.1.3 Ability to manage a team with regards to staffing and personnel. 3.2.1 Ability to establish and utilise strategies to identify team professional learning needs. 3.2.2 Ability to create collaborative and developmental opportunities for colleagues. 3.2.3 Ability to evaluate the impact of professional learning on teachers' practice. 3.2.4 Ability to support the improvement of teaching and learning. 3.3.1 Ability to work with teams to design coherent and progressive programmes to address learning needs. 3.3.2 Ability to establish and develop pedagogic practices to meet the learning and pastoral needs of all learners. 3.3.3 Ability to use collaborative processes to monitor and review pedagogic practice. 3.3.4 Ability to systematically gather and use assessment feedback and learners' progress data to evaluate and plan future learning. 3.3.5 Ability to establish and use processes for the regular review of learners in order to identify learners' needs underpinned by the principles of equality and social justice. 3.4.1 Ability to establish and enhance the opportunities for learners to contribute to the planning and enhancement of their own learning programmes. 3.4.2 Ability to build partnerships with parents and carers to support the learner's needs. 3.4.3 Ability to work collaboratively with other professions and agencies to support the learning, pastoral and emotional needs of learners. 3.4.4 Ability to identify priorities within their area and allocate resources to achieve these. 3.5.1 Ability to set expectations and ensure resources are allocated and used in fair and effective ways. 3.5.2. Ability to establish and use systems to monitor the use of resources within their areas of responsibility. 3.5.3 Ability to critically engage with literature, research and policy in relation to the above whilst developing and using knowledge from literature, research and policy sources to support the processes of collaborative working for the enhancement of professional practice and decision making, within their areas of responsibility. 3.5.4 	ES	A,I
		ES	A,I
		DS	A,I
		DS	A,I
		DS	A,I
		ES	A,I
		DS	A,I
		ES	A,I
		ES	A,I,E
		ES	A,I,E
		ES	A,I
		ES	A,I
		ES	A,I
		ES	A,I,P,E
		ES	A,I,P,E
		ES	A,I,P,E
		ES	A,I,P,E

Methods of Assessment

ES – Essential / DS - Desirable

A – Application Form, R – Reference, I – Interview,

E – Exercise, P – Presentation

This job outline provides a description of the role and associated responsibilities for the post at the date of preparation. It is not intended to identify all duties/responsibilities associated with the role, but rather highlights the main requirements of the role and recognise that roles change over time, the post holder will be required to cooperate with the Head Teacher to meet the needs of the school.

Job Outline and Person Specification

Post: Principal Teacher – Denominational

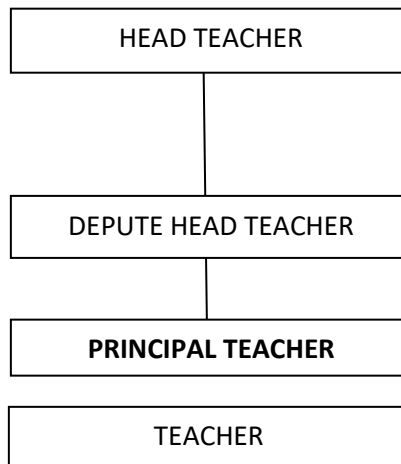
Service: Economy and Skills - Education

Section: Primary School

Grade: SNCT Principal Teacher Scale

Job Purpose: Contribute to the effective leadership, good management and strategic direction of teaching and other related activities with a focus on the development and delivery of the curriculum, school policies and pupil assessments whilst providing advice, support and guidance to colleagues and pupils in order to assist with the promotion, delivery and integration of the key objectives in relation to those identified within the Education Plan and the Community Plan.

SECTION STRUCTURE CHART



KEY DUTIES & RESPONSIBILITIES

Principal Teachers will have assigned areas of responsibility in addition to enhanced pedagogical skills, which may include curriculum leadership, departmental or faculty leadership, supporting pupils, leadership an additional support provision, or leadership of school improvement priorities. (LM1*)

In taking their particular areas of responsibility forward, Principal Teachers will work and contribute to the delivery of the school improvement agenda, particularly in building a culture of teaching and learning to address the needs of all learners, while also contributing to the development of capability more generally. (LM2*)

The school improvement plan provides the main, but not exclusive, context within which this responsibility will be exercised.

In addition to the responsibilities of a Teacher, the Principal Teacher may have management responsibility within a defined area of the school and for a specific group of pupils.

All Principal Teachers will normally have management, leadership, quality assurance and pupil support/behaviour support responsibilities and will assist the School Leadership Team in taking forward the aims and priorities East Ayrshire Council, the Education Service and those outlined within the School Improvement Plan.

Principal Teachers may have line management responsibility for a team of staff, lead a team delivering a specific area of provision, or a team involved in development activities.

Specific responsibilities of this post will include:

- Leading, developing, managing and implementing all aspects of curriculum, departmental or faculty for young people for assigned year groups;
- Ensuring that the full range of needs of all pupils within a designated client group are met;
- Leading and working collaboratively with colleagues across the school;
- Whole school remit – to be identified by the Head Teacher to support the school development/improvement plan

The Standard for Full Registration agreed by the General Teaching Council for Scotland (GTCS) is applicable within East Ayrshire Council and is used to support the definition of the specific duties.

The following four key responsibility areas for promoted posts established by the Scottish Negotiating Committee for Teachers, apply to all Principal Teacher posts within East Ayrshire Council.

Responsibility for Leadership, Good Management & Strategic Direction

1. Promote the health and safety of employees at work and of service users through the implementation of East Ayrshire Council's policy on health, safety and welfare at work and Departmental Health and Safety arrangements in accordance with all relevant statutory requirements. (3.5.3*)
2. Monitor, evaluate and report on departmental progress in relation to devolved remits on a regular basis utilising effective systems to ensure positive impact and outcomes that supports the delivery of the School Improvement Plan.(3.3.5*)
3. Support the work and professional development of all staff in relation to devolved remits, supporting and contributing to collegiate working and professional debate and reflection, leading and working with colleagues. (3.2.2*)
4. Work with others to identify and articulate a shared vision, values, ethos and aims in relation to teaching and learning setting clear standards of practice. In particular in relation to the principles of inclusion, sustainability, equality and social justice whilst maintaining a culture of mutual respect and accountability. (3.3.1*)
5. Manage, in relation to devolved remits, resources in an effective and efficient manner within the contexts of school policies and practices. (3.5.1/2/3*)
6. Manage and quality assures the assigned curricular areas in an effective manner to ensure the highest possible quality of learning and teaching and maximum levels of learner attainment. (3.3.3*)
7. Develop and plan curricular, cross-curricular and pastoral programmes to ensure appropriate personalisation and choice, and ensure that the principles of good curriculum design underpin all learning programmes. (3.3.2*)

8. Direct and oversee effective and efficient administration of assigned areas of work.
9. Contribute to the delivery of a quality education to pupils in matters relating to learning and teaching support for learning guidance, pastoral Care, pupil welfare and support in accordance with East Ayrshire Council's and school policies.
10. Undertake appropriate and agreed continuing professional development in line with the GTCS Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (1PC, 3.3.2*)
11. Maintain allocated budgets effectively in accordance with the Council's Financial Regulations to ensure the most cost-effective delivery of services and the effective deployment of resources. (3.5.2*)

Responsibility for Curriculum Development & Quality Assurance

12. Lead and manage the development, implementation and monitoring of allocated areas of the curriculum development and quality assurance. (3.3.2*)
13. Develop, implement, monitor and evaluate the aims and priorities within the areas of learning and teaching across the allocated areas of the curriculum. (3.1.3*)
14. Contribute to the development and implementation of Quality Improvement initiative and provide regular reports in the success of these in accordance with agreed procedures. (3.3.5*)
15. Contribute to the development and delivery of the wider School Improvement Plan with an emphasis on supporting the delivery of the agreed attainment targets. (1TR, 3.2.1*)

Responsibility for Whole School Policy and Implementation

16. Contribute to the development and implementation of the whole school policies relating to the learning and teaching support for learning. (2.2.2*)
17. Contribute to the development and implementation of the whole school policies relating to guidance, pastoral care, pupil welfare and support. (3.4.4*)
18. Contribute to the development and implementation of the whole school policies relating to behaviour management. (3.3.1*)
19. Contribute to the development and implementation of the whole school policies relating to pupil assessment and attainment. (3.4.2*)
20. Contribute to the delivery of the whole school policies relating implementation of the authority's policy on equality and inclusion. (1SJ, 3.4.1*)

Responsibility for Working with Partners

21. Work in partnership with children and young people, colleagues, parents/carers, other specialist agencies, staff in other schools and recognised bodies that supports the individual needs required by pupils.(3.4.3*)
22. Work in a collegiate way with colleagues in the same establishment in matters relating to the remit of the post. (3.2.3*)

23. Liaise and work closely with other establishments and agencies in order to provide the appropriate supports to a range of pupils, their parents or appointed carer in matters relating to the remit of the post. (3.4.4*)
24. Participate in issues related to school improvement planning and contribute to the wider needs of the school community.
25. Implement appropriate aspects of the school improvement plan in matter related to the remit of the post.
26. Undertake appropriate and agreed continuing professional development in line with the Standards for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities. (1PC, 2.2.3/4*)

GENERAL RESPONSIBILITIES

27. Ensure all materials and equipment provided to assist in carrying out the duties of the post are properly secured in accordance with the Council's policies and procedures.
28. Promote the health and safety of employees at work and of service users through the implementation of the Council's policy on health, safety and welfare at work and Service Health and Safety arrangements in accordance with all relevant statutory requirements, leading by example.
29. Ensure all activities for which the post holder is responsible are delivered in accordance with Council's Equality and Diversity Policies and the statutory and general specific Equality Duties.
30. Ensure that the Council's Customer Service Commitment is followed in all dealings with the people we serve.
31. Adhere to the Education service policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.
32. Participate in the East Ayrshire FACE Time process annually in accordance with the Council's procedures.
33. Represent the department at appropriate external events and meetings in accordance with the remit and status of the post.
34. Attend and where appropriate report to the Council, Cabinet, Committees, Sub-Committees and working groups etc. as appropriate.
35. To ensure that the services are provided within a Best Value/quality framework and that performance is regularly monitored and continuous improvement achieved.

	<ul style="list-style-type: none"> Engage critically with knowledge and understanding of research and developments in teaching and learning and work ensuring the application of developments to improve outcomes for learners. (2.2.1) Apply knowledge and critical understanding of research and developments in education policies to support school development. (2.2.2) Keep abreast of, and apply contemporary developments in society, digital technologies, the environment and global community whilst considering the implications for their leadership. (2.2.3) Continuously widen knowledge and understanding of leadership and management concepts and practices and work with others to ensure this is embodied in practice. (2.2.4) Demonstrate continuous self-awareness whilst inspiring and motivating others, cultivating trust and respect, commitment to career-long professional learning, integrity and ethical practice and developing positive relationships. (2.3.1) Ability to analyse and define solutions using evidence and information to support and inform judgements whilst engaging in debate and dialogue to achieve improvements. (2.3.2) Understanding of the role in the spiritual development of the pupils and staff. 	ES	A,I,P,E
		ES	A,I,P,E
		ES	A,I,P,E
		ES	A,I
		DS	A,I
		DS	A,I
		ES	A
Professional Skills & Abilities	<ul style="list-style-type: none"> Ability to foster an ethos to support self-evaluation and lead and influence others to evaluate their own practice. 3.1.1 Ability to enable others to engage in regular and rigorous self-evaluation. 3.1.2 Ability to use established systems to monitor progress of team. 3.1.3 Ability to manage a team with regards to staffing and personnel. 3.2.1 Ability to establish and utilise strategies to identify team professional learning needs. 3.2.2 Ability to create collaborative and developmental opportunities for colleagues. 3.2.3 Ability to evaluate the impact of professional learning on teachers' practice. 3.2.4 Ability to support the improvement of teaching and learning. 3.3.1 Ability to work with teams to design coherent and progressive programmes to address learning needs. 3.3.2 Ability to establish and develop pedagogic practices to meet the learning and pastoral needs of all learners. 3.3.3 Ability to use collaborative processes to monitor and review pedagogic practice. 3.3.4 Ability to systematically gather and use assessment feedback and learners' progress data to evaluate and plan future learning. 3.3.5 Ability to establish and use processes for the regular review of learners in order to identify learners' needs underpinned by the principles of equality and social justice. 3.4.1 Ability to establish and enhance the opportunities for learners to contribute to the planning and enhancement of their own learning programmes. 3.4.2 Ability to build partnerships with parents and carers to support the learner's needs. 3.4.3 Ability to work collaboratively with other professions and agencies to support the learning, pastoral and emotional needs of learners. 3.4.4 Ability to identify priorities within their area and allocate resources to achieve these. 3.5.1 Ability to set expectations and ensure resources are allocated and used in fair and effective ways. 3.5.2. Ability to establish and use systems to monitor the use of resources within their areas of responsibility. 3.5.3 	ES	A,I
		ES	A,I
		DS	A,I
		DS	A,I
		DS	A,I
		ES	A,I
		DS	A,I
		ES	A,I
		ES	A,I
		ES	A,I,E
		ES	A,I,E
		ES	A,I
		ES	A,I
		ES	A,I
		ES	A,I
		ES	A,I,P,E
		ES	A,I,P,E
		ES	A,I,P,E

	<ul style="list-style-type: none"> • Ability to critically engage with literature, research and policy in relation to the above whilst developing and using knowledge from literature, research and policy sources to support the processes of collaborative working for the enhancement of professional practice and decision making, within their areas of responsibility. 3.5.4 • Ability to contribute to the co-operative relationships with the local parishes 	ES ES	A,I,P,E A
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Methods of Assessment

ES – Essential / DS - Desirable

A – Application Form, R – Reference, I – Interview,

E – Exercise, P – Presentation

This job outline provides a description of the role and associated responsibilities for the post at the date of preparation. It is not intended to identify all duties/responsibilities associated with the role, but rather highlights the main requirements of the role and recognise that roles change over time, the post holder will be required to cooperate with the Head Teacher to meet the needs of the school.

Job Outline and Person Specification

Post: Teacher

Service: Economy and Skills - Education

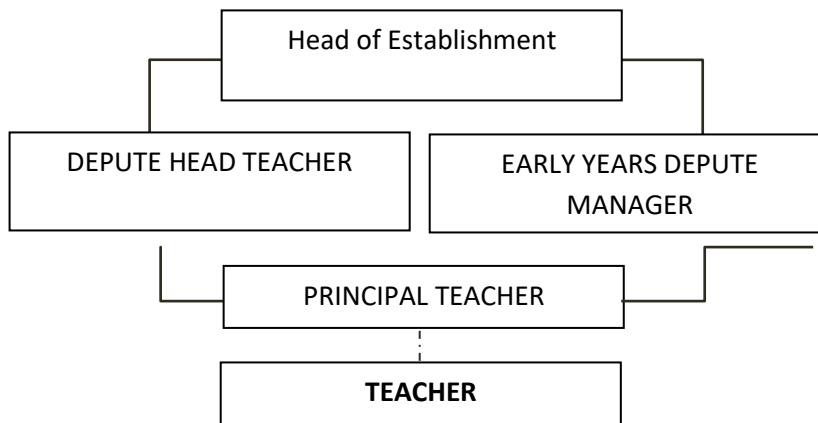
Section: Secondary / Primary / Special / Early Years

Grade: SNCT - Main Grade Teacher (0-5)

Job Purpose: Challenge, support and inspire all learners to achieve the best possible outcomes through the development and delivery of an innovative and creative curriculum in order to assist with the promotion, delivery and integration of the key objectives in relation to those identified within the Education Plan and the Community Plan.

SECTION STRUCTURE CHART

This is a typical example of teacher designations in most East Ayrshire schools and Early Learning Childcare Centres



Subject to the policies of the school and the education authority, the duties of teachers, promoted and un-promoted, 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 and delivering the curriculum.
- c. Assessing, recording and reporting the work of learners.
- d. Preparing learners for summative assessment, including examinations and assisting with their administration.
- e. Providing advice and guidance to learners on issues related to their education.
- f. Promoting and safeguarding the health, welfare and safety of learners.
- g. Working in partnership with parents, support staff and other professionals.
- h. Undertaking appropriate and agreed continuing professional learning.
- i. Participating in issues related to improvement planning, raising achievement *and individual review*.
- j. Contributing towards good order and the wider needs of the school/centre

All teachers have a responsibility to carry out the list of duties contained in SNCT Handbook.

KEY DUTIES & RESPONSIBILITIES

Teaching and Learning

1. Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work. (3.1.1*)
2. Communicate effectively and interact productively with learners, individually and collectively model appropriate levels of literacy and numeracy using a range of communication, demonstrating effective questioning strategies methods to stimulate learner participation, promote and develop positive relationships to motivate and sustain the interest and participation of all learners. (3.1.2*)
3. Employ a range of teaching strategies and resources to meet the needs and abilities of learners selecting creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes whilst utilising a wide variety of innovative resources and teaching approaches whilst consistently evaluating professional practice and create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views. (3.1.3*)
4. Have high expectations of all learners ensuring learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge whilst identifying effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required and raising learners' expectations of themselves and others and their level of care for themselves, for others and for the natural world. (3.1.4*)
5. Work effectively in partnership with all staff, parents and partner agencies to support learning and wellbeing establishing a culture where learners meaningfully participate in decisions related to their learning and their school creating and sustaining appropriate working relationships, taking a lead role when appropriate. (3.1.5*)

Classroom Organisation and Management

6. Create a safe, caring and purposeful learning environment enabling learners to make full use of well-chosen stimulating resources through effective use of planning and organisational skills to facilitate whole-class lessons including group and individual work and promote independent learning ensuring the classroom or work area is safe, well-organised and well-managed. (3.2.1*)
7. Develop positive relationships and positive behaviour strategies demonstrating care and commitment to working with all learners, a secure knowledge and understanding of the wellbeing indicators using a variety of strategies to build relationships with learners, celebrates success and promotes positive behaviour implementing consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner whilst recognising when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action. (3.2.2*)

Pupil Assessment

8. Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning to systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners enabling all learners to engage in self-evaluation and peer assessment, recording data in a systematic and

meaningful way in order to enhance teaching and learning, identify development needs as a basis for dialogue with learners, parents and other agencies about the group or individual's progress and targets to fulfilling the requirements of the curriculum and awarding bodies. (3.3.1*)

Professional Reflection and Communication

9. Read, analyse and critically evaluate a range of appropriate educational and research literature to challenge and inform professional practice. (3.4.1*)
10. Engage in reflective practice to develop and advance career-long professional learning and expertise through the use of self-evaluation of the approach to professional adapting classroom practice taking account of feedback to enhance teaching and learning, working collaboratively with others to constructively participate and engage in curriculum development whilst maintaining effective records and portfolio of professional learning and development, development action plan, including analysis of impact on learners and on own professional practices. (3.4.2*)

GENERAL RESPONSIBILITIES

11. Ensure all materials and equipment provided to assist in carrying out the duties of the post are properly secured in accordance with the Council's policies and procedures.
12. Promote the health and safety of employees at work and of service users through the implementation of the Council's policy on health, safety and welfare at work and Service Health and Safety arrangements in accordance with all relevant statutory requirements, leading by example.
13. Ensure all activities for which the post holder is responsible are delivered in accordance with Council's Equality and Diversity Policies and the statutory and general specific Equality Duties.
14. Ensure that the Council's Customer Statement is followed in all dealings with the people we serve.
15. Adhere to the Education service policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.
16. Participate in the Professional Development Review and/or East Ayrshire FACE Time process annually in accordance with the Council's procedures.

Person Specification

Designation: Teacher	Post No:
Service: Economy & Skills – Education	School: Secondary, Primary & Special Schools

Attributes:	Criteria	ES DS	Method of Assessment
Qualifications	<ul style="list-style-type: none"> Full registration with the General Teaching Council Scotland (GTCS) is required for all permanent teaching posts. 	ES	A
	<ul style="list-style-type: none"> Provisional registration with GTCS is acceptable for applications for temporary posts. 	ES	A
	<ul style="list-style-type: none"> Additional teaching qualification. 	DS	A
Work History	<ul style="list-style-type: none"> Appropriate experience of teaching classes across the age range and ability range. 	ES	A,I
	<ul style="list-style-type: none"> Ability to use technology to enhance teaching and learning. 	ES	A,I
Communication Skills	<ul style="list-style-type: none"> Effective written and spoken communication. 	ES	A,I
	<ul style="list-style-type: none"> Correct use of English grammar, punctuation and spelling. 	ES	A,I
	<ul style="list-style-type: none"> Limited use of acronyms. When used a full explanation should be provided. 	DS	A
	<ul style="list-style-type: none"> Application form free from jargon. 	DS	A
Professional Values & Personal Commitment*	<ul style="list-style-type: none"> Embrace locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations. (1.1.1) 	ES	A,I
	<ul style="list-style-type: none"> Demonstrate a commitment to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation. (1.1.2) 	ES	A,I
	<ul style="list-style-type: none"> Demonstrate value and respect social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners. (1.1.3) 	ES	A,I
	<ul style="list-style-type: none"> Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future. (1.1.4) 	ES	A,I
	<ul style="list-style-type: none"> Demonstrate openness, honesty, courage and wisdom. (1.2.1) 	ES	A,I,E
	<ul style="list-style-type: none"> Critically examine personal and professional attitudes and beliefs and challenging assumptions and professional practice. (1.2.2) 	ES	A,I
	<ul style="list-style-type: none"> Critically examine the connections between personal and professional attitudes and beliefs, values and practices to 	ES	A,I,E

	<p>effect improvement and, when appropriate, bring about transformative change in practice. (1.2.3)</p> <ul style="list-style-type: none"> • Act and behave in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community. (1.3.1) • Provide and ensure a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing. (1.3.2) • Demonstrate a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning. • Engage with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality. (1.4.1) • Commit to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice. (1.4.2) 	ES	A,I
		ES	A,I
		ES	A,I,E
		ES	A,I
		ES	A,I
Professional Knowledge & Understanding*	<ul style="list-style-type: none"> • Knowledge and understanding of the nature of the curriculum and its development. (2.1.1) • Knowledge and understanding of the relevant area(s) of early years, primary or secondary curriculum. (2.1.2) • Knowledge and understanding of planning coherent and progressive teaching programmes. (2.1.3) • Knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning. (2.1.4) • Knowledge and understanding of the principles of assessment, recording and reporting. (2.1.5) • Knowledge and understanding of the principal features of the education system, educational policy and practice. (2.2.1) • Knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them. (2.2.2) • Knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices. (2.3.1) • Knowledge and understanding of the importance of research and engagement in professional enquiry. (2.3.2) 	ES	A,I,E
		ES	A,I,E
		ES	A,I,E
		ES	A,I,E
		ES	A,I
		DS	A,I
		DS	A,I
		ES	A,I,E
		DS	A,I
Professional Skills & Abilities*	<ul style="list-style-type: none"> • Ability to plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities. (3.1.1) • Ability to communicate effectively and interact productively with learners, individually and collectively. (3.1.2) • Ability to employ a range of teaching strategies and resources to meet the needs and abilities of learners'. (3.1.3) 	ES	A,I
		ES	A,I,E
		ES	A,I,E

	<ul style="list-style-type: none"> • Ability to vary learning tasks that builds confidence and promotes progress of all learners. (3.1.4) • Ability to work effectively in partnership in order to promote learning and wellbeing. (3.1.5) • Ability to create a safe, caring and purposeful learning environment. (3.2.1) • Ability to develop positive relationships and positive behaviour strategies. (3.2.2) • Used assessment, recording and reporting as an integral part of the teaching process to support and enhance learning. (3.3.1) • Ability to engage in reflective practice to develop and advance career-long professional learning and expertise. (3.4.2) 	ES	A,I
		ES	A,I
		ES	A,I
		ES	A,I,E
		ES	A,I,E
		ES	A,I

* Aligned with ‘The Standards for Registration: mandatory requirements for Registration with the General Teaching Council for Scotland’, including ‘The Standard for Provisional Registration’ (SPR) and ‘The Standard for Full Registration’ (SFR), as published on the GTCS website.

Methods of Assessment

ES – Essential / DS - Desirable

A – Application Form, R – Reference, I – Interview,

E – Exercise,

This job outline provides a description of the role and associated responsibilities for the post at the date of preparation. It is not intended to identify all duties/responsibilities associated with the role of a post, but rather highlights the main requirements of the role and recognise that roles change over time, the post holder will be required to cooperate with the Head Teacher to meet the needs of the school.

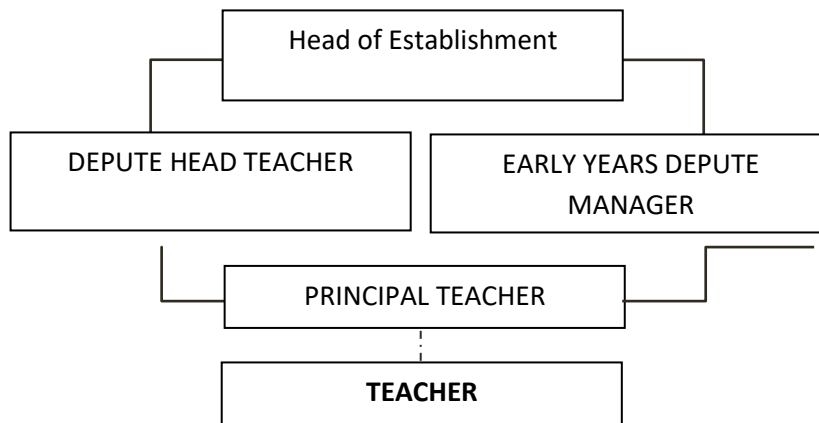
Job Outline and Person Specification

Post: Teacher - Denominational
Service: Economy and Skills - Education
Section: Secondary / Primary
Grade: SNCT - Main Grade Teacher (0-5)

Job Purpose: Challenge, support and inspire all learners to achieve the best possible outcomes through the development and delivery of an innovative and creative curriculum in order to assist with the promotion, delivery and integration of the key objectives in relation to those identified within the Education Plan and the Community Plan.

C. SECTION STRUCTURE CHART

This is a typical example of teacher designations in most East Ayrshire schools and Early Learning Childcare Centres



Subject to the policies of the school and the education authority, the duties of teachers, promoted and un-promoted, are to perform such tasks as the Head Teacher shall direct having reasonable regard to overall workload related to the following categories:-

- k. Teaching assigned classes together with associated preparation and correction.
- l. Developing and delivering the curriculum.
- m. Assessing, recording and reporting the work of learners.
- n. Preparing learners for summative assessment, including examinations and assisting with their administration.
- o. Providing advice and guidance to learners on issues related to their education.
- p. Promoting and safeguarding the health, welfare and safety of learners.
- q. Working in partnership with parents, support staff and other professionals.
- r. Undertaking appropriate and agreed continuing professional learning.
- s. Participating in issues related to improvement planning, raising achievement *and individual review*.
- t. Contributing towards good order and the wider needs of the school/centre

All teachers have a responsibility to carry out the list of duties contained in SNCT Handbook.

KEY DUTIES & RESPONSIBILITIES

Teaching and Learning

1. Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work. (3.1.1*)
2. Communicate effectively and interact productively with learners, individually and collectively model appropriate levels of literacy and numeracy using a range of communication, demonstrating effective questioning strategies methods to stimulate learner participation, promote and develop positive relationships to motivate and sustain the interest and participation of all learners. (3.1.2*)
3. Employ a range of teaching strategies and resources to meet the needs and abilities of learners selecting creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes whilst utilising a wide variety of innovative resources and teaching approaches whilst consistently evaluating professional practice and create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views. (3.1.3*)
4. Have high expectations of all learners ensuring learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge whilst identifying effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required and raising learners' expectations of themselves and others and their level of care for themselves, for others and for the natural world. (3.1.4*)
5. Work effectively in partnership with all staff, parents and partner agencies to support learning and wellbeing establishing a culture where learners meaningfully participate in decisions related to their learning and their school creating and sustaining appropriate working relationships, taking a lead role when appropriate. (3.1.5*)

Classroom Organisation and Management

6. Create a safe, caring and purposeful learning environment enabling learners to make full use of well-chosen stimulating resources through effective use of planning and organisational skills to facilitate whole-class lessons including group and individual work and promote independent learning ensuring the classroom or work area is safe, well-organised and well-managed. (3.2.1*)
7. Develop positive relationships and positive behaviour strategies demonstrating care and commitment to working with all learners, a secure knowledge and understanding of the wellbeing indicators using a variety of strategies to build relationships with learners, celebrates success and promotes positive behaviour implementing consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner whilst recognising when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action. (3.2.2*)

Pupil Assessment

8. Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning to systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners enabling all learners to engage in self-evaluation and peer assessment, recording data in a systematic and meaningful way in order to enhance teaching and learning, identify development needs

as a basis for dialogue with learners, parents and other agencies about the group or individual's progress and targets to fulfilling the requirements of the curriculum and awarding bodies. (3.3.1*)

Professional Reflection and Communication

9. Read, analyse and critically evaluate a range of appropriate educational and research literature to challenge and inform professional practice. (3.4.1*)
10. Engage in reflective practice to develop and advance career-long professional learning and expertise through the use of self-evaluation of the approach to professional adapting classroom practice taking account of feedback to enhance teaching and learning, working collaboratively with others to constructively participate and engage in curriculum development whilst maintaining effective records and portfolio of professional learning and development, development action plan, including analysis of impact on learners and on own professional practices. (3.4.2*)

GENERAL RESPONSIBILITIES

11. Ensure all materials and equipment provided to assist in carrying out the duties of the post are properly secured in accordance with the Council's policies and procedures.
12. Promote the health and safety of employees at work and of service users through the implementation of the Council's policy on health, safety and welfare at work and Service Health and Safety arrangements in accordance with all relevant statutory requirements, leading by example.
13. Ensure all activities for which the post holder is responsible are delivered in accordance with Council's Equality and Diversity Policies and the statutory and general specific Equality Duties.
14. Ensure that the Council's Customer Statement is followed in all dealings with the people we serve.
15. Adhere to the Education service policies and procedures for good records management across the Services, ensuring that the correct information is created, maintained, stored and retrieved in accordance with business need and statutory and legislative requirements.
16. Participate in the Professional Development Review and/or East Ayrshire FACE Time process annually in accordance with the Council's procedures.

Person Specification

Designation:	Teacher - Denominational
Service: Economy & Skills – Education	School: Secondary, Primary

Attributes:	Criteria	ES DS	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • Full registration with the General Teaching Council Scotland (GTCS) is required for all permanent teaching posts. 	ES	A
	<ul style="list-style-type: none"> • Provisional registration with GTCS is acceptable for applications for temporary posts. 	ES	A
	<ul style="list-style-type: none"> • Additional teaching qualification. 	DS	A
	<ul style="list-style-type: none"> • Approval by the Roman Catholic Church for this appointment 	ES	R
	<ul style="list-style-type: none"> • Certificate in Religious Education 	DS	A
Work History	<ul style="list-style-type: none"> • Appropriate experience of teaching classes across the age range and ability range. 	ES	A,I
	<ul style="list-style-type: none"> • Ability to use technology to enhance teaching and learning. 	ES	A,I
Communication Skills	<ul style="list-style-type: none"> • Effective written and spoken communication. 	ES	A,I
	<ul style="list-style-type: none"> • Correct use of English grammar, punctuation and spelling. 	ES	A,I
	<ul style="list-style-type: none"> • Limited use of acronyms. When used a full explanation should be provided. 	DS	A
	<ul style="list-style-type: none"> • Application form free from jargon. 	DS	A
Professional Values & Personal Commitment*	<ul style="list-style-type: none"> • Embrace locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations. (1.1.1) 	ES	A,I
	<ul style="list-style-type: none"> • Demonstrate a commitment to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation. (1.1.2) 	ES	A,I
	<ul style="list-style-type: none"> • Demonstrate value and respect social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners. (1.1.3) 	ES	A,I
	<ul style="list-style-type: none"> • Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future. (1.1.4) 	ES	A,I
	<ul style="list-style-type: none"> • Demonstrate openness, honesty, courage and wisdom. (1.2.1) 	ES	A,I,E
	<ul style="list-style-type: none"> • Critically examine personal and professional attitudes and beliefs and challenging assumptions and professional practice. (1.2.2) 	ES	A,I

	<ul style="list-style-type: none"> • Critically examine the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice. (1.2.3) • Act and behave in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community. (1.3.1) • Provide and ensure a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing. (1.3.2) • Demonstrate a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning. • Engage with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality. (1.4.1) • Commit to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice. (1.4.2) 	ES ES ES ES ES ES	A,I,E A,I A,I A,I,E A,I A,I
Professional Knowledge & Understanding*	<ul style="list-style-type: none"> • Knowledge and understanding of the nature of the curriculum and its development. (2.1.1) • Knowledge and understanding of the relevant area(s) of early years, primary or secondary curriculum. (2.1.2) • Knowledge and understanding of planning coherent and progressive teaching programmes. (2.1.3) • Knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning. (2.1.4) • Knowledge and understanding of the principles of assessment, recording and reporting. (2.1.5) • Knowledge and understanding of the principal features of the education system, educational policy and practice. (2.2.1) • Knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them. (2.2.2) • Knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices. (2.3.1) • Knowledge and understanding of the importance of research and engagement in professional enquiry. (2.3.2) • Understanding of the role in the spiritual development of the pupils and staff • Experience in contributing to acts of worship in the school 	ES ES ES ES ES DS DS ES DS DS DS	A,I,E A,I,E A,I,E A,I,E A,I A,I A,I A,I,E A,I A,I A
Professional Skills & Abilities*	<ul style="list-style-type: none"> • Ability to plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities. (3.1.1) 	ES	A,I

	<ul style="list-style-type: none"> • Ability to communicate effectively and interact productively with learners, individually and collectively. (3.1.2) 	ES	A,I,E
	<ul style="list-style-type: none"> • Ability to employ a range of teaching strategies and resources to meet the needs and abilities of learners'. (3.1.3) 	ES	A,I,E
	<ul style="list-style-type: none"> • Ability to vary learning tasks that builds confidence and promotes progress of all learners. (3.1.4) 	ES	A,I
	<ul style="list-style-type: none"> • Ability to work effectively in partnership in order to promote learning and wellbeing. (3.1.5) 	ES	A,I
	<ul style="list-style-type: none"> • Ability to create a safe, caring and purposeful learning environment. (3.2.1) 	ES	A,I
	<ul style="list-style-type: none"> • Ability to develop positive relationships and positive behaviour strategies. (3.2.2) 	ES	A,I,E
	<ul style="list-style-type: none"> • Used assessment, recording and reporting as an integral part of the teaching process to support and enhance learning. (3.3.1) 	ES	A,I,E
	<ul style="list-style-type: none"> • Ability to engage in reflective practice to develop and advance career-long professional learning and expertise. (3.4.2) 	ES	A,I
	<ul style="list-style-type: none"> • Ability to contribute to the co-operative relationships with the local parishes 	ES	A,I

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Methods of Assessment

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