

**PERTH AND KINROSS COUNCIL
JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF
LOCAL AGREEMENT**

Principal Teacher of Support (Secondary)

Principal Teacher of the Intensive Support Provision (ISP)

In terms of the Local Recognition and Procedure Agreement, it is accepted by all signatories acting on behalf of Perth and Kinross Council and the recognised trade unions that this agreement is a binding local agreement effective from 03 May 2022 .

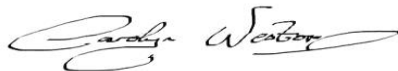
This supersedes relevant provisions within the National Agreement and constitutes a formal amendment to the terms and conditions of employment for teaching employees within Perth and Kinross Council.

Sheena Devlin, Executive Director (Education and Children's Services), on behalf of Perth and Kinross Council:



.....

Carolyn Weston, Perth and Kinross EIS Local Secretary on behalf of the Teachers' Trade Unions



.....

Perth & Kinross Council

Job Profile

Job Title	Principal Teacher of Support (Secondary)
Service	Education & Children's Services
Grade	Principal Teacher
Location	Secondary Schools
Reports to	Depute Headteacher of Support

Job Purpose

The Principal Teacher of Support will have a whole school leadership responsibility to ensure the delivery of universal and additional support, as appropriate across the school. The successful candidate will be an active member of the school leadership team and will be responsible for the development, implementation and monitoring of effective support for learning processes.

The Principal Teacher of Support will ensure there is a whole school knowledge and understanding which supports excellent inclusive practice and adherence to the legal and policy framework.

There will be a need to keep up to date with current theories and practice related to effective and inclusive practice.

The Principal Teacher of Support will work closely with the Principal Teacher of the Intensive Support Provision (ISP) and colleagues in the support faculty (Principal Teachers of Guidance). The Principal Teacher of Support will lead a team of support teachers and support assistants in mainstream.

Main Accountabilities as Principal Teacher of Support

- Working closely with the senior management team, be responsible for the leadership, good management and strategic direction of the department and provide guidance to colleagues in relation to ASN
- provide day to day management of Support Teachers and Support for Learning Assistants
- Identify individual and team professional learning needs and contribute to Professional Review and Development of all staff within the department
- work in partnership with parents/carers, support staff and other professionals
- lead and contribute to the implementation of accessible curriculum and assessment and provide quality assurance to ensure the highest possible quality of learning and teaching and maximise the attainment of all pupils with additional support needs.
- Lead and work collaboratively to enhance and develop teaching which leads to high quality learning experiences for all young people with ASN, including promoting active learning, multi-sensory learning and differentiated child-centred approaches

- lead and participate in assessment and planning for young people, ensuring the views of young people are heard
- track and evaluate children's and young peoples' progress using feedback to plan future learning
- promote and safeguard the care, welfare, personal, social and emotional development and behaviour management of pupils with additional support needs
- Build and sustain partnership working with relevant agencies to meet the identified needs of all learners
- ensure compliance with statutory duties including appropriate levels of planning and review with all stakeholders
- Provide strategic direction and guidance which contributes to school improvement and policy development, including lead and contribute to self-evaluation
- be responsible and accountable for Health and Safety in conjunction with senior leadership team.
- work collaboratively with Primary schools and post-school providers to contribute and advise on transition planning for young people with ASN at key stages (Primary to Secondary and Secondary to post school).
- co-ordinate all alternative assessment arrangements for SQA qualifications and internal assessments
- Assume whole school responsibility for inclusive practice, as directed by the senior management team.
- contribute to the life of the school and the development of the school in the wider community
- provide support for colleagues in mainstream classes

Job Specific Requirements

There is an expectation that shortlisted applicants will meet the requirements below

Knowledge & Experience
<p>You must:-</p> <ul style="list-style-type: none">• Have or be eligible for full GTC Scotland registration.• Be able to demonstrate the competencies against the Standards for Leadership and Management: Professional Actions of Middle Leaders.• Be able to lead, manage and provide strategic direction to staff.• Have experience of curriculum development and quality assurance.• Have experience of meeting the needs of all learners through use of a variety of teaching strategies adapted to the needs and interests of the pupil• Be able to audit and evaluate educational provision.• Have relevant secondary teaching experience and be an effective classroom practitioner, including extensive experience of working with children and young people with a range of additional support needs• Be able to demonstrate knowledge of relevant current curriculum and assessment processes and developments including a Curriculum for Excellence (CfE) and Assessment is for Learning (AIFL) and their bearing on classroom practice• Have knowledge and experience of supporting children and young people who require support to regulate their emotions and experiences• Have experience of developing and implementing whole school approaches, including behaviour management.• Be able to demonstrate involvement in a leadership role.• Have an understanding of inclusive practice.• Have experience in working with a range of stakeholders both internal and external• Have experience of working closely with parents / carers• Have the ability to lead and manage change and improvement effectively.• Have experience of the use of information and communication technology (ICT) in the classroom and for management.• Have an awareness of managing developments.• Have an understanding of national and local priorities. <p>Ideally you will:</p> <ul style="list-style-type: none">• Have a Post Graduate Qualification in Additional Support Needs or Autism• Have training and experience in Child Protection• Be CALM trained or willing to undertake CALM training• Have experience of dealing with children with social, emotional and behavioural difficulties
Customer Care
<p>You must:-</p> <ul style="list-style-type: none">• You must be able to develop and sustain a positive rapport and relationships with pupils and their families• Have a solution focused approach to managing sensitive and/or challenging situations.• Be able to demonstrate the ability to motivate children and young people and relate positively to them

Health & Safety
<p>You must:-</p> <ul style="list-style-type: none"> • Be able to cope with the demands of the job and attend on a regular basis. • Have an awareness of Health and Safety Issues as they affect you and others and comply with all relevant Health and Safety legislation
Equality & Dignity at Work
<p>You must:-</p> <ul style="list-style-type: none"> • Be able to treat pupils, colleagues, parents and the community in accordance with the Council's policies on equalities and dignity at work. • Be able to demonstrate commitment to the policy and practice of Inclusion. • Be able to promote and develop a positive ethos. • Promote and encourage the involvement of the children and young people in any decision making at all levels
Communications
<p>You must:-</p> <ul style="list-style-type: none"> • Be able to communicate and liaise effectively and sensitively with staff, parents, pupils, other agencies and the wider community • Have effective oral, written and communication skills
Flexibility
<ul style="list-style-type: none"> • Have a willingness to build links with the wider community.
Achievement of Results
<p>You must:-</p> <ul style="list-style-type: none"> • Be able to track and analyse data of individual children, young people and class groups • Be able to plan for and implement strategies to raise attainment levels of all pupils.
Quality
<p>You must:-</p> <ul style="list-style-type: none"> • Be able to contribute to self-evaluation, planning and development. • Have evidence of a strong commitment to promoting effective learning and teaching. • Be able to promote and implement creative problem-solving to support pupils effectively.
Team Working
<p>You must:-</p> <ul style="list-style-type: none"> • Be able to model and demonstrate effective learning and teaching • Be able to motivate colleagues and promote successful teamwork. • Have experience of working successfully as part of a team. • Have evidence of working with parents, community and other agencies.

Decision Making & Problem Solving

- You must be able to establish effective decision making processes as appropriate.

Any Additional Requirements

- Have a commitment to continuing professional development

Perth & Kinross Council

Job Profile

Job Title: Principal Teacher of the Intensive Support Provision (ISP)

Service: Education & Children's Services

Grade : Principal Teacher

Location Secondary Schools

Reports to Depute Headteacher of Support

Job Purpose

The Principal Teacher will have a focus of responsibility for the progress and achievement of young people accessing the Intensive Support Provision (ISP) within the school. In doing so will have responsibility for the development, review and monitoring of accessible curriculum design and pathways through BGE and senior phase.

The Principal Teacher of the ISP will work closely with colleagues in the support faculty (Principal Teacher of Pupil Support and Principal Teachers of Guidance). The Principal Teacher of the ISP will lead a team of staff comprising support teachers and support assistants. The Principal Teacher of the ISP will have a teaching commitment within the provision.

ISPs are attached to a mainstream school for children and young people who are adversely impacted by their additional support needs to the extent that the mainstream setting is or is predicted to be significantly impairing to their wellbeing and educational progress despite extensive adaptations to the environment (social and physical) and alterations to teaching strategies being applied.

Main Accountabilities as Principal Teacher of the Intensive Support Provision (ISP)

- Working closely with the senior management team, be responsible for the leadership, good management and strategic direction of the intensive support provision of the school
- provide day to day management and professional development of all staff within the ISP.
- Identify individual and team professional learning needs, contributing to Professional Review and Development of Intensive Support Teachers and Support for Learning Assistants in the ISP and creating learning opportunities to support the school's improvement agenda.
- Lead and contribute to the implementation of accessible curriculum and assessment and provide quality assurance to ensure the highest possible quality of learning and teaching and maximise the attainment of young people
- with complex additional support needs.
- promote active learning, multi-sensory learning and differentiated child-centred approaches in the ISP

- Lead and work collaboratively to enhance and develop teaching which leads to high quality learning experiences for all young people placed in the ISP.
- track and evaluate the progress of young people placed in the ISP
- lead and participate in assessment and planning for young people placed in the ISP, ensuring the views of young people are heard and statutory duties including appropriate levels of planning are adhered to.
- work in partnership with parents/carers of young people placed in the ISP
- co-ordinate Child Protection procedures and practices in relation to specialist provisions
- promote and safeguard the care, welfare, personal, social and emotional development and behaviour management of pupils with additional support needs
- Build and sustain partnership working with relevant agencies to meet the identified needs of young people placed in the ISP.
- Provide strategic direction and guidance which contributes to school improvement and policy development, including leading and contributing to self-evaluation .
- be accountable for the effective development of resources within the ISP
- be responsible and accountable for Health and Safety in conjunction with the senior leadership team.
- work collaboratively with Primary schools and post-school providers to oversee and direct ISP enhance transition for children and young people at key stages (Primary to Secondary and Secondary to post school).
- contribute to the life of the school and the development of the school in the wider community
- provide support for colleagues in mainstream classes

Main Teaching Accountabilities

- support learning across all classes in the intensive support provision
- assess, monitor, track and report on the progress of children and young people
- promote and safeguard the health, welfare and safety of children and young people
- work in partnership with parents/carers, support staff and other professionals
- undertake appropriate and agreed continuing professional development
- lead and participate assessment and planning for children and young people in the provision
- contribute towards the promotion of excellent inclusive practice in the school

Job Specific Requirements

There is an expectation that shortlisted applicants will meet the requirements below

Knowledge & Experience
<p>You must:-</p> <ul style="list-style-type: none"> • Have or be eligible for full GTC Scotland registration. • Be able to demonstrate the competencies against the Standards for Leadership and Management: Professional Actions of Middle Leaders. • Be able to lead, manage and provide strategic direction to staff. • Have experience of curriculum development and quality assurance. • Have experience of meeting the needs of learners with complex needs through use of a variety of teaching strategies adapted to the needs and interests of the pupil • Be able to audit and evaluate educational provision. • Have relevant secondary teaching experience and be an effective classroom practitioner, including extensive experience of working with children and young people with a range of complex additional support needs

- Be able to demonstrate knowledge of relevant current curriculum and assessment processes and developments including a Curriculum for Excellence (CfE) and Assessment is for Learning (AIFL) and their bearing on classroom practice
- Have knowledge and experience of supporting children and young people who require support to regulate their emotions and experiences
- Be able to demonstrate involvement in a leadership role.
- Have an understanding of inclusive practice.
- Have experience in working with a range of external agencies
- Have experience of working closely with parents / carers
- Have the ability to lead and manage change and improvement effectively.
- Have experience of the use of information and communication technology (ICT) in the classroom and for management.
- Have an awareness of managing developments.
- Have an understanding of national and local priorities.

Ideally you will:

- Have a Post Graduate Qualification in Additional Support Needs or Autism
- Have training and experience in Child Protection
- Be CALM trained or willing to undertake CALM training
- Have experience of dealing with children with social, emotional and behavioural difficulties

Customer Care

You must:-

- You must be able to develop and sustain a positive rapport and relationships with pupils and their families
- Have a solution focused approach to managing sensitive and/or challenging situations.
- Be able to demonstrate the ability to motivate children and young people and relate positively to them

Health & Safety

You must:-

- Be able to cope with the demands of the job and attend on a regular basis.
- Have an awareness of Health and Safety Issues as they affect you and others and comply with all relevant Health and Safety legislation

Equality & Dignity at Work

You must:-

- Be able to treat pupils, colleagues, parents and the community in accordance with the Council's policies on equalities and dignity at work.
- Be able to demonstrate commitment to the policy and practice of Inclusion.
- Be able to promote and develop a positive ethos.
- Promote and encourage the involvement of the children and young people in any decision making at all levels

Communications

You must:-

- Be able to communicate and liaise effectively and sensitively with staff, parents, pupils, other agencies and the wider community
- Have effective oral, written and communication skills

Flexibility

- Have a willingness to build links with the wider community.

Achievement of Results

You must:-

- Be able to track and analyse the progress of the individual children, young people and class groups
- Be able to plan for and implement strategies to raise attainment levels of pupils in the ISP.

Quality

You must:-

- Be able to contribute to self-evaluation, planning and development.
- Have evidence of a strong commitment to promoting effective learning and teaching.
- Be able to promote and implement creative problem-solving to support pupils effectively.

Team Working

You must:-

- Be able to model and demonstrate effective learning and teaching
- Be able to motivate colleagues and promote successful teamwork.
- Have experience of working successfully as part of a team.
- Have evidence of working with parents, community and other agencies.

Decision Making & Problem Solving

- You must be able to establish effective decision making processes as appropriate.

Any Additional Requirements

- Have a commitment to continuing professional development