

JOB SIZING QUESTIONNAIRE

Please refer to the 'Job Sizing Guidance 2026' when completing this questionnaire.

SECTION 1: WHOLE SCHOOL INFORMATION

Questions 1.1 to 1.7 should be completed for all posts.

1.1 Name of Council

1.2 Names of Job Sizing
Co-ordinators

	(Management)
	(Teacher Union)

1.3 Name(s) of
School(s)/Service

1.4 Type of Post

- Please tick the box which applies.

Headteacher (HT)	
Depute Headteacher (DHT)	
Principal Teacher (PT)	

- Please tick any box which applies and provide information where requested.

The responsibilities of the post relate to more than one school	
Enter the number of schools (<i>a school is a unique entity with its own SEED code</i>)	

The post is a part time post	
Enter the number of contracted hours worked per week (35 hours equals full time)	

- **Please tick any box which applies and provide information where requested.**

The post is an established part of the Senior Leadership Team (SLT) (Not applicable for a PT post)	<input type="checkbox"/>
The post is the only post with responsibility for formal deputising for the HT (ie sole DHT)	<input type="checkbox"/>
The post is part of a SLT that does not include a formal depute	<input type="checkbox"/>
If the SLT does not include a formal depute, enter the number of established SLT posts in the school (excluding the HT)	<input type="text"/>

1.5 Title of Post

1.6 Name of postholder
(Resizing applications only)

1.7 Gender of postholder
(Resizing applications only)

Male

Female

Questions 1.8 to 1.14, pages 3 to 5, must be completed by the job sizing Co-ordinators. Postholders must not complete these questions.

1.8 Payroll Reference/Post Number (If required)

1.9 Type of Establishment

- Please tick to indicate the type of establishment in which the post is located. If other is ticked, give details.

Primary	<input type="checkbox"/>
Secondary	<input type="checkbox"/>
Special	<input type="checkbox"/>
EEC	<input type="checkbox"/>
Other (give details)	<input type="checkbox"/>

- Please tick to indicate if the school includes either/both of the following.

Early Education and Childcare unit or classes (except in an Early Education and Childcare Establishment)	<input type="checkbox"/>
Additional Support for Learning (ASL) unit or classes (except in an ASL School/Establishment)	<input type="checkbox"/>

1.10 School Roll (taken from the most recently published Scottish Government data)

- Please tick to indicate the school roll.

Up to 50	<input type="checkbox"/>
51 to 100	<input type="checkbox"/>
101 to 250	<input type="checkbox"/>
251 to 500	<input type="checkbox"/>
501 to 750	<input type="checkbox"/>
751 to 1,000	<input type="checkbox"/>
1,001 to 1,250	<input type="checkbox"/>
1,251 to 1,500	<input type="checkbox"/>
Over 1,500	<input type="checkbox"/>

- Enter actual school roll

1.11 Numbers of staff

- Please state the authorised (CORE) Full Time Equivalent of staff in each category. (*Temporarily funded staff should be excluded*)

Promoted teaching staff	
Other teaching staff	
Other staff	

1.12 Percentage of children registered for School Clothing Grant.

- Please tick to indicate the percentage of children registered.

0% to 10%	
11% to 25%	
26% to 50%	
51% to 75%	
76% to 100%	

- Enter actual percentage %

1.13 Size of school budget

Please state the size of the total budget for the school	£ <input type="text"/>
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- Please tick to indicate the actual budget for which the HT is responsible, excluding permanent staff costs, amounts related to property management, and any budget that is temporary in nature. This claim will align with the budget allocated in accordance with the provisions of the Council's published DSM document.

None	
Up to £100,000	
£100,001 to £250,000	
£250,001 to £500,000	
£500,001 to £750,000	
Over £750,000	

- Enter actual amount £

1.14 Physical nature of the school

- Please tick to indicate the number of pupils for whom dedicated transport is provided for which the school has responsibility.

Up to 100	<input type="checkbox"/>
101 – 200	<input type="checkbox"/>
201 – 300	<input type="checkbox"/>
301 – 400	<input type="checkbox"/>
401 – 500	<input type="checkbox"/>
Over 500	<input type="checkbox"/>

- Enter actual number of pupils

- Please tick this box if the school is a multi-site school (Multi-site means different building in different geographical locations. Not building on the same campus)

SECTION 2: RESPONSIBILITY FOR THE LEADERSHIP, GOOD MANAGEMENT AND STRATEGIC DIRECTION OF COLLEAGUES

Questions 2.1 to 2.3 should be completed for DHT and PT posts only.

2.1 Direct line management responsibility for CORE teaching staff.

Staff that are funded from an external funding source are to be excluded due to the temporary nature of the funding (eg PEF, Section 23 etc.)

- Tick the relevant box in the left column below for the total number of teaching staff for whom the post has line management responsibility.
- Enter the FTE in the relevant box in the right column for the total FTE of staff to reflect any part time staff or those staff who are line managed by the post on a pro rata basis.

	Total Number of Teaching Staff	FTE
None	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>
2 to 5	<input type="checkbox"/>	<input type="checkbox"/>
6 to 10	<input type="checkbox"/>	<input type="checkbox"/>
11 to 25	<input type="checkbox"/>	<input type="checkbox"/>
26 to 50	<input type="checkbox"/>	<input type="checkbox"/>
Over 50	<input type="checkbox"/>	<input type="checkbox"/>

- Enter number of staff

DETAILS: (Including name of postholders and designation. This information is necessary to avoid the possibility of double counting)

2.2 Direct line management responsibility for other CORE staff

Staff that are funded from an external funding source are to be excluded due to the temporary nature of the funding (eg PEF, section 23 etc.)

- Tick the relevant box in the left column below for the total number of support staff for whom the post has line management responsibility.
- Enter the FTE in the relevant box in the right column for the total FTE to reflect any part time staff or those staff who are line managed on a pro rata basis.

	Total Number of Staff	FTE
None	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>
2 to 10	<input type="checkbox"/>	<input type="checkbox"/>
11 to 25	<input type="checkbox"/>	<input type="checkbox"/>
Over 25	<input type="checkbox"/>	<input type="checkbox"/>

- Enter number of staff

DETAILS: (Including name of postholders and designation. This information is necessary to avoid the possibility of double counting)

2.3 Responsibility for budgets

- Tick the relevant box for the amount of regular annual budget for which the post is accountable.

None

Up to £1,000

£1,001 to £5,000

£5,001 to £10,000

£10,001 to £25,000

Over £25,000

- Enter actual budget

2.4 Responsibility for health and safety, and health and wellbeing

This question applies to all posts. HTs may tick the 4th box but only where the HT post has responsibility as the school's Health and Safety Officer.

- Tick the relevant box below for the curricular area or category for which the post has overall health and safety responsibility (reference should be made to the guidance notes):

Direct curricular responsibility for Craft, Design and Technology;
Physical Education (including outdoor activities); Chemistry; Physics;
Biology; Home Economics, Art and Design or Music/Music Technology

Other direct curricular responsibilities (Specify responsibilities below)

Year groups and / specialist sections of the school or whole school
responsibility for health & wellbeing (Specify responsibilities below)

The whole school (ie school's Health and Safety Officer or equivalent)

DETAILS: (All postholders have a responsibility for health & safety. What is being captured is the role specific responsibilities and not merely the implementation of Council/School health & safety procedures)

SECTION 3: RESPONSIBILITY FOR CURRICULUM DEVELOPMENT AND QUALITY ASSURANCE

3.1 To review the Career Long Professional Learning (CLPL) needs, career development and performance of colleagues

A score is automatically awarded for this responsibility based on the entries made in questions 2.1 and 2.2. There is no need to enter any further data.

3.2 To produce and implement the school improvement plan and responsibility for whole school policies

This question should be completed for DHT and PT posts only.

- Please tick to indicate the specific responsibilities of this post and add details in the text box below.

Responsible for producing and leading some or all of a curricular, departmental, subject or faculty improvement plan each year	
Responsible for producing and leading some or all of an improvement plan relating to pupil guidance, pupil support or pupil welfare each year	
Responsible for producing and leading some or all of an improvement plan relating to specified stages, year groups, other specified groups of pupils, or other specific responsibilities each year	
Responsible for producing and leading the whole-school improvement plan, and/or sole responsibility for specified whole school policies each year, whether or not under review in the improvement plan	
<p>DETAILS: (An explanation is required to support the claim in this section. For example, if a claim relates to the School Improvement Plan, then this should be clearly referenced to allow the Co-ordinators to validate)</p>	

3.3 To develop the curriculum and monitor learning and teaching

This question applies to all posts.

No details of curricular areas or national qualifications are required for Early Education and Childcare and Primary sectors. Note: The total number of classes entered across all promoted postholders in a school must not exceed the agreed classification in the school.

Reference should be made to the guidance notes prior to completing this section.

- Please enter number of classes:

Stage or Year Group	Number of Timetabled Classes
EEC	
P1	
P2	
P3	
P4	
P5	
P6	
P7	

- Please enter numbers and text below as required:

Note: In relation to National Qualifications, only national courses (collections of units), national certificates and national qualifications count in this column. Individual units do not. Each level should be counted only once and placed against the year group with the biggest presentation. Reference should be made to the guidance notes prior to completing this section.

	Names of timetabled Subjects	Number of Subjects	Level of National Qualification (NQ)	Number of NQs	Number of Timetabled Classes
S1			BGE		
S2					
S3					
S4					
S5					
S6					

3.4 Other formal management responsibilities

This question should be completed for DHT and PT posts only.

- **Please tick to indicate the specific responsibilities of this post and add details in the text box below.**

Responsible for the whole school timetable in a secondary school	
Responsible for whole school digital learning and innovation to enhance learning & teaching	
Responsible for Early Education and Childcare classes in a Primary school	
Responsible for learning support or relationship/behavioural support	
Responsible for an ASL unit, hub, class or group for which no other promoted postholder is responsible	
Responsible for a guidance caseload and shared whole school responsibility associated with being a PT Guidance/Pupil Support	
Head of a discrete section of a combined school	
DETAILS:	

3.5 Timetabled teaching time

This question applies to all posts.

- **Please enter, to the nearest hour, the weekly timetabled class teaching commitment which is undertaken as a requirement of the post. The Co-ordinators will look to validate any claim. Please see guidance notes**

Teaching time	Hours
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SECTION 4: RESPONSIBILITY FOR WHOLE SCHOOL POLICY AND IMPLEMENTATION

Questions in this section may be completed for DHT and PT posts only. For a PT post with curricular responsibility only complete question 4.3 but do not complete questions 4.1 and 4.2.

4.1 To develop, manage and implement a policy on pupil behaviour management / promoting positive relationships

- Please tick to indicate the specific responsibilities of this post and add details in the text box below.

Responsibilities for leadership and management of behaviour / positive relationships policies and approaches relating to specified stages or year group(s) or specialist section(s)	
Responsibilities for behaviour management/relationship policy relating to the whole school	
DETAILS:	

4.2 To develop, manage and implement a policy on guidance, pupil support, pastoral care and pupil welfare

- Please tick to indicate the specific responsibilities of this post and add details in the text box below.

Formal guidance, pupil support, pastoral care responsibilities with an identified caseload (Secondary schools only)	
Responsibilities relating to the guidance, pupil support, pastoral care and pupil welfare of a year group and/or a specialist section(s) of the school	
Responsibility for specified whole school policies on guidance, pupil support, pastoral care and pupil welfare	
DETAILS:	

SECTION 5: RESPONSIBILITY FOR WORKING WITH PARTNERS

Questions in this section may be completed for DHT and PT posts only, where they have additional responsibilities assigned as part of their duties.

5.1 To work with parents

- **Please tick to indicate the specific responsibilities of this post and add details in the text box below.** (Points are awarded in the base score for routine contact/feedback to parents/carers. For example, parents' evenings and occasional meetings/feedback to parents/carers.)

Responsible for remits that involve working with parents/carers on behalf of specified groups of pupils, for example stages, year groups and other identifiable groupings of pupils	
Responsible for remits that involve working with parents/carers on behalf of pupils across the whole school	
DETAILS:	

5.2 To lead or work with colleagues in the same establishment

- **Please tick to indicate the specific responsibilities of this post and add details in the text box below.**

Responsible for remits that involve leading or working with colleagues in the same establishment on behalf of specified groups of pupils, for example stages, year groups and other identifiable groupings of pupils	
Responsible for remits that involve leading or working with colleagues in the same establishment on behalf of pupils across the whole school	
DETAILS:	

5.3 To work with other establishments and agencies

- **Please tick to indicate the specific responsibilities of this post and add details in the text box below.**

Responsible for remits that involve working with other establishments and agencies on behalf of specified groups of pupils, for example stages, year groups and other identifiable groupings of pupils	
Responsible for remits that involve working with other establishments and agencies on behalf of pupils across the whole school	
Responsible for remits that require applying promoted responsibilities in other establishments or agencies	
DETAILS:	

SIGNATURES

Postholder (Resizing Applications Only)

Signature: _____ Date: _____

HT/Council Manager

Signature: _____ Date: _____

Job Sizing Co-ordinators

Signature: _____ Date: _____
(Management)

Signature: _____ Date: _____
(Teacher Union)