

ANGUS JOINT NEGOTIATING COMMITTEE FOR TEACHERS

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12 November 2004

CMH/CB

Dear Colleague

AJNCT/17 JOB DESCRIPTIONS – PRIMARY SCHOOLS

The nationally agreed package of pay and conditions of service for Scottish teachers “A Teaching Profession for the 21st Century” included provision for specific duties and job remits to be a devolved matter. Accordingly, the Angus Joint Negotiating Committee for Teachers has considered Job Descriptions for the following primary school posts:-

- Depute Head Teacher
- Principal Teacher (Primary)
- Principal Teacher (Additional Support Needs)
- Principal Teacher (Additional Support Needs – Language and Development Delay)
- Principal Teacher (Additional Support Needs – Pre School)
- Principal Teacher (Additional Support Needs – Social and Communication Difficulties/Autistic Spectrum)
- Principal Teacher (Additional Support Needs – Social, Emotional and Behavioural Difficulties)

Following discussions, local agreement has been reached on the terms of the Job Descriptions and these are attached as **Appendices** to this Circular.

This Agreement was approved by the Sub-Committee of the Angus Joint Negotiating Committee for Teachers at its meeting on 5 November and subsequently ratified by the Staffing Sub-Committee on 11 November 2004.

Yours sincerely

CATHERINE A COULL
PHILIP JACKSON
Joint Secretaries

Enc.

cc Chief Executive
Director of Education
Director of Finance
Personnel Services Manager

DEPUTE HEAD TEACHER (PRIMARY) – JOB OUTLINE

(NB – This Job Outline is intended to be customised to meet the requirements of each individual school)

1 GENERAL

- a) The Depute Head Teacher is responsible to the Head Teacher and is expected to assist the Head Teacher, and – when necessary – deputise for the Head Teacher in managing and leading the school.
- b) The DHT will be expected to work as part of the whole school team, and as part of the school's management team comprising HT, DHT (and any Principal Teachers in the school).
- c) The precise areas of responsibility for a DHT should be subject to regular discussion and agreement with the Head Teacher, and should be incorporated within the DHT's Personal Action Plan, on an annual basis.
- d) The DHT will be expected to take some responsibility within each of 8 or 9 (2.1.1 may be omitted) of the sub-headings noted below, but the specific responsibility(/ies) within each sub-heading will vary from school to school.
- e) These responsibilities derive directly from the duties outlined in Annex B of "A Teaching Profession for the 21st Century".

2 AREAS OF RESPONSIBILITY

2.1 Leading Staff (*"Responsibility for the Leadership, good management and strategic direction of colleagues"*)

2.1.1 Recruitment and Selection of Staff (optional: may be omitted)

2.1.2 Development of Teams and Individuals to Enhance Performance

- offer support and challenge to all colleagues in the school as part of the school's approach to Quality Improvement
- *(to be made more specific by each individual school) – specify individuals and/or broad groups of staff (teaching staff and/or non-teaching staff) with whom the DHT will be expected to liaise on a daily/weekly basis (eg in terms of forward planning and monitoring of learning and teaching) and for whose PRD the DHT will be responsible, including regular review and regular monitoring of CPD needs (ie for whom the DHT will have "line management" responsibility)*
- as part of the school management team, ensure that systems are in place to monitor, evaluate and improve the continuing professional development of individuals and working groups

2.1.3 Creation, Maintenance and Enhancement of Effective Working Relationships

- contribute to the development of effective and mutually trusting relationships with colleagues and managers
- take a role in identifying and dealing effectively with interpersonal conflict

2.2 **Leading Policy and Planning (“Responsibility for Whole School Policy and Implementation”)**

2.2.1 Development and Communication of School Values, Aims, Policies and Plans

- *(to be omitted or made more specific by individual schools) contribute to the management team’s development of information-gathering systems within and outwith the school*
- contribute to the review, development and maintenance of structures which support a consultative approach to decision-making
- promote and implement whole-school aims, policies and plans *(individual schools to exemplify specific areas – eg pastoral care, pupil assessment, etc)*
- take a proactive role in the school’s Development Planning processes
- monitor and evaluate the effectiveness of school values, aims, policies and plans, and contribute to the management team’s commitment to improve these

2.2.2 Development and Maintenance of Partnerships (“Responsibility for Working with Partners”)

- *(to be made more specific by individual schools) – may include parental liaison (with some parents, or with certain categories of parents, eg P4 – P7), community liaison, partnerships with other agencies, and cluster group arrangements*
- contribute to the evaluation, review and improvement of all partnerships

2.3 **Leading Learning and Teaching (“Responsibility for Curriculum Development and Quality Assurance”)**

2.3.1 Systems for the Management and Evaluation of Effective Learning and Teaching

- undertake a leadership/collegiate role in developing, implementing and monitoring whole-school policies on Effective Learning and Teaching *(individual schools to specify specific areas – eg Early Years or Mathematics or Support for Learning, etc)*
- contribute to the planning and maintenance of systems which ensure effective implementation of programmes of study and assessment procedures, so that the learning needs of all pupils are met
- as part of the school management team, agree, develop and implement systems designed to monitor, evaluate and improve learning and teaching programmes

2.3.2 Establishment of Processes to Create and Maintain the Conditions for Effective Learning and Teaching

- undertake a leadership/collegiate role to ensure that systems are in place to identify and address the pastoral needs of individuals and groups of learners
- promote high expectations for achievement amongst all learners and staff
- undertake a leadership/collegiate role in monitoring, evaluating and improving support for learning (including pastoral care for all pupils)

2.4 **Managing Resources and Finance**

2.4.1 The Management of Available Resources and the Allocation of these Resources to Support Effective Learning and Teaching

- *(to be made more specific by individual schools) – resources for certain stages and/or for certain earmarked areas:- the identification of resources needed to implement school policies and the maximisation of the use of available resources to create, maintain and monitor an appropriate physical environment for effective learning and teaching, taking due account of health and safety requirements*

2.4.2 The Monitoring and Control of the Use of Resources

- contribute to the monitoring and evaluation of the allocation and use of resources to support the implementation of school policies, and to secure value for money *(individual schools to indicate the size of any budget managed by DHT – in broad terms)*
- as part of the school management team, maintain and monitor budgeting systems

3 **CLASS TEACHING**

- the DHT may have some weekly class teaching commitments – either as the main teacher of a particular class, or as part of a weekly timetabled commitment to teach the class(es) of one or more colleagues.

(NB Angus Council is also committed to ensuring that all DHTs should have some dedicated “management time” available to them on a weekly basis.)

- from time to time, any DHT who is not the main teacher of a class may have to undertake to teach the class of an absent colleague for a short period
- the DHT is also expected to be a role model for other Teachers in the school in terms of pedagogic skills and abilities

4 OTHER DUTIES

- the DHT may, from time to time, be expected by the Head Teacher to carry out other reasonable duties consistent with Annex B of the national Agreement “A Teaching Profession for the 21st Century”

PRINCIPAL TEACHER (PRIMARY) – JOB OUTLINE

1 GENERAL

- a) The Principal Teacher is responsible to the Head Teacher and is expected to assist the Head Teacher in managing and leading the school. The PT will be expected to work as part of the whole school team, and as part of the school's management team comprising HT, DHT and PTs.
- b) The precise areas of responsibility for a PT should be subject to regular discussion and agreement with the Head Teacher.
- c) The PT may have some weekly class teaching commitments – either as the main teacher of a class, or as part of a weekly timetabled commitment to teach the class(es) of one or more colleagues.
- d) The duties of a Principal Teacher are outlined in Annex B of the national Agreement. More detailed duties are listed below; all PTs will be expected to take some responsibility within each of the sub-headings below.

2 KEY AREAS OF RESPONSIBILITY

2.1 Leading Staff (“Leadership, Good Management and Strategic Direction of Colleagues”)

- take line management responsibilities for **specified** staff (teaching staff and/or support staff), including:
 - Professional Review and Development of those specified (teaching) staff members, and appraisal of those specified (support) staff members
 - contribute to the co-ordination of CPD activities for these specified colleagues
 - provide advice to these specified colleagues on matters relating to learning and teaching, and to pastoral care
 - provide appropriate induction opportunities for new colleagues for whom line management responsibility is allocated
 - participate in the selection/recruitment of these new colleagues as appropriate
 - contribute to the development of effective and mutually trusting relationships between colleagues.

2.2 Leading Learning and Teaching (“Curriculum Development and Quality Assurance”)

- act as a model of good classroom practice
- take lead responsibility for the development, implementation and monitoring of **specified** curriculum areas
- monitor learning and teaching (in accordance with the Council’s QI Guidelines), and contribute to school evaluations of aspects of the curriculum

2.3 Leading Policy and Planning (“Whole School Policy and Implementation”, including “Pastoral Care” and “Behaviour Management”)

- contribute to the Development Planning process, and in the implementation of agreed Priority Objectives within the School Development Plan
- contribute to the pastoral care of pupils, in behaviour management and in the development of pupil involvement and responsibility within the school

2.4 Working with Partners

- liaise, as required, with parents and partner agencies regarding pupil progress and welfare
- (optional – to be made more specific by individual schools, if appropriate – may include parental liaison with certain groups of parents, eg P4 – P7, or specific liaison with one or more partner agencies, or cluster group liaison).

2.5 Managing Resources and Finance

- *(to be made more specific by individual schools) – resources for certain stages and/or for certain earmarked areas – the identification of resources needed to implement school policies and the maximisation of the use of available resources to create, maintain and monitor an appropriate physical environment for effective learning and teaching, taking due account of health and safety requirements (NB annual budget to be specified – to the nearest £100)*
- contribute to the management of school resources
- provide advice to colleagues regarding the location, availability and appropriateness of school resources
- contribute to the monitoring and evaluation of the allocation and use of resources to support the implementation of school policies and to secure value for money

3 OTHER DUTIES

- the PT may, from time to time, be expected by the Head Teacher to carry out other reasonable duties consistent with Annex B of the national Agreement “A Teaching Profession for the 21st Century”

PRINCIPAL TEACHER - ADDITIONAL SUPPORT NEEDS (PRIMARY)

JOB OUTLINE

1 GENERAL

- a) The Principal Teacher (Additional Support Needs) is responsible to the Principal Officer (Support for Learning). The PT (ASN) is expected to assist Head Teachers to manage the support provision in their designated cluster groups.
- b) The PT (ASN) will be expected to contribute to the work of the management team in her/his base school and to contribute to the work of other management teams within her/his designated cluster groups as appropriate.
- c) The precise areas of responsibility and time commitments for a PT (ASN) should be subject to regular discussion and agreement with the Principal Officer (Support for Learning).
- d) The PT (ASN) will have weekly teaching commitments – either within her/his base school or in other schools in her/his designated cluster groups.
- e) The duties of a Principal Teacher are outlined in Annex B of the National Agreement. More detailed duties are listed below; all PTs (ASN) will be expected to take some responsibility within each of the sub-headings below.

2 KEY AREAS OF RESPONSIBILITY

2.1 Leading Staff (“Leadership, Good Management and Strategic Direction of Colleagues”)

- take line management responsibilities for specified staff (teaching staff and/or support staff in their base school) including:
 - Professional Review and Development of specified teaching staff members and Appraisal of the specified support staff members
 - contribute to the identification, provision and co-ordination of appropriate CPD activities within their designated school cluster groups and across the authority in consultation with the Principal Officer (Support for Learning)
 - provide advice to colleagues on matters relating to support for pupils
 - act as a mentor for all staff working with pupils who have additional support needs
 - provide appropriate induction opportunities for new colleagues and participate in the selection/recruitment of new colleagues as appropriate

- contribute to the development of effective and mutually trusting relationships between colleagues

2.2 Leading Learning and Teaching (“Curriculum Development and Quality Assurance”)

- **act as a model of good classroom practice**
- **take lead responsibility for the development, implementation and the monitoring of specified curriculum areas**
- **contribute to the monitoring and evaluation of learning and teaching in accordance with the Council’s QI Guidelines**

2.3 Leading Policy and Planning (“Whole School Policy and Implementation”, including “Pastoral Care” and “Behaviour Management”)

- contribute to the process of planning for improvement
- contribute to the pastoral care of pupils, in behaviour management and in the development of pupil involvement and responsibility within the designated school cluster groups

2.4 Working with Partners

- liaise, as required, with Head Teachers and teachers within their designated school cluster groups
- liaise, as required, with parents/carers and internal and external services regarding pupil progress and pastoral care

2.5 Managing Resources and Finance

- provide advice to colleagues regarding the identification, location, availability and appropriateness of resources
- contribute to the identification, allocation, management and distribution of resources within the designated school cluster groups
- contribute to the monitoring and evaluation of the allocation and use of resources to support the implementation of school policies and to secure value for money

3 OTHER DUTIES

- the PT (ASN) may, from time to time, be expected by the Principal Officer (SfL) to carry out other reasonable duties consistent with Annex B of the National Agreement “A Teaching Profession for the 21st Century”

**PRINCIPAL TEACHER (PRIMARY - ADDITIONAL SUPPORT NEEDS)
LANGUAGE & DEVELOPMENTAL DELAY**

JOB OUTLINE

1. GENERAL

- a) The Principal Teacher (Language & Developmental Delay) is responsible to the Principal Officer (Support for Learning). The PT is expected to assist all Head Teachers and staff in managing support provision for pupils with language & developmental delay.
- b) The PT will be expected to contribute to the work of the management team in her/his base school and to contribute to the work of other management teams across the Authority as appropriate.
- c) The precise areas of responsibility and time commitments of the PT should be subject to regular discussion and agreement with the Principal Officer (SfL).
- d) The PT Language & Developmental Delay will have weekly teaching commitments – either within her/his base school or other schools.
- e) The duties of a Principal Teacher are outlined in Annex B of the National Agreement. More detailed duties are listed below; all PTs will be expected to take some responsibility within each of the sub-headings below.

2. KEY AREAS OF RESPONSIBILITY

2.1 Leading Staff (“Leadership, Good Management and Strategic Direction of Colleagues”)

- take line management responsibilities for specified staff (teaching staff and/or support staff in their base school) including:
 - Professional Review and Development of specified teaching staff members and Appraisal of the specified support staff members
 - contribute to the identification, provision and co-ordination of appropriate CPD activities across the authority in consultation with the Principal Officer (Support for Learning)
 - provide advice to colleagues on matters relating to support for pupils with language & developmental delay
 - act as a mentor for all staff working with pupils who have language & developmental delay
 - provide appropriate induction opportunities for new colleagues and participate in the selection/recruitment of new colleagues as appropriate

- contribute to the development of effective and mutually trusting relationships between colleagues

2.2 Leading Learning and Teaching (“Curriculum Development and Quality Assurance”)

- act as a model of good classroom practice
- take lead responsibility for the development, implementation and the monitoring of specified curriculum areas
- contribute to the monitoring and evaluation of learning and teaching in accordance with the Council’s QI Guidelines

2.3 Leading Policy and Planning (“Whole School Policy and Implementation”, including “Pastoral Care” and “Behaviour Management”)

- contribute to the process of planning for improvement
- contribute to the pastoral care of pupils, in behaviour management and in the development of pupil involvement

2.4 Working with Partners

- liaise, as required, with Head Teachers and teachers across the Authority
- liaise, as required, with parents/carers and internal and external services regarding pupil progress and pastoral care

2.5 Managing Resources and Finance

- provide advice to colleagues regarding the identification, location, availability and appropriateness of resources
- contribute to the identification, allocation, management and distribution of resources across the Authority
- contribute to the monitoring and evaluation of the allocation and use of resources to support the implementation of school policies and to secure value for money

3. OTHER DUTIES

- the PT may, from time to time, be expected by the Principal Officer (SfL) to carry out other reasonable duties consistent with Annex B of the National Agreement “A Teaching Profession for the 21st Century”

PRINCIPAL TEACHER - ADDITIONAL SUPPORT NEEDS (PRE-SCHOOL)

JOB OUTLINE

1. GENERAL

- a) The Principal Teacher (Pre-school) is responsible to the Principal Officer (Support for Learning). The PT is expected to assist Head Teachers and staff to manage the support provision for pre-school children with Additional Support Needs (ASN).
- b) The PT will be expected to contribute to the work of the management team in her/his base school and to contribute to the work of other management teams across the Authority as appropriate.
- c) The precise areas of responsibility and time commitments of a PT should be subject to regular discussion and agreement with the Principal Officer (SfL).
- d) The PT Pre-school will have weekly teaching commitments – either within her/his base school or other schools.
- e) The duties of a Principal Teacher are outlined in Annex B of the National Agreement. More detailed duties are listed below; all PTs will be expected to take some responsibility within each of the sub-headings below.

2. KEY AREAS OF RESPONSIBILITY

2.1 Leading Staff (“Leadership, Good Management and Strategic Direction of Colleagues”)

- take line management responsibilities for specified staff (teaching staff and/or support staff in their base school) including:
 - Professional Review and Development of specified teaching staff members and Appraisal of the specified support staff members
 - contribute to the identification, provision and co-ordination of appropriate CPD activities across the authority in consultation with the Principal Officer (Support for Learning)
 - provide advice to colleagues on matters relating to support for pre-school pupils with additional support needs
 - act as a mentor for all staff working with pre-school pupils who have additional support needs
 - provide appropriate induction opportunities for new colleagues and participate in the selection/recruitment of new colleagues as appropriate

- contribute to the development of effective and mutually trusting relationships between colleagues

2.2 Leading Learning and Teaching (“Curriculum Development and Quality Assurance”)

- act as a model of good classroom practice
- take lead responsibility for the development, implementation and the monitoring of specified curriculum areas
- contribute to the monitoring and evaluation of learning and teaching in accordance with the Council’s QI Guidelines

2.3 Leading Policy and Planning (“Whole School Policy and Implementation”, including “Pastoral Care” and “Behaviour Management”)

- contribute to the process of planning for improvement
- contribute to the pastoral care of pupils, in behaviour management and in the development of pupil involvement

2.4 Working with Partners

- liaise, as required, with Head Teachers and teachers across the Authority
- liaise, as required, with parents/carers and internal and external services regarding pupil progress and pastoral care

2.5 Managing Resources and Finance

- provide advice to colleagues regarding the identification, location, availability and appropriateness of resources
- contribute to the identification, allocation, management and distribution of resources across the Authority
- contribute to the monitoring and evaluation of the allocation and use of resources to support the implementation of school policies and to secure value for money

3. OTHER DUTIES

- the PT may, from time to time, be expected by the Principal Officer (SfL) to carry out other reasonable duties consistent with Annex B of the National Agreement “A Teaching Profession for the 21st Century”

**PRINCIPAL TEACHER (PRIMARY - ADDITIONAL SUPPORT NEEDS)
SOCIAL AND COMMUNICATION DIFFICULTIES/AUTISTIC SPECTRUM**

JOB OUTLINE

1. GENERAL

- a) The Principal Teacher (Social and Communication Difficulties) is responsible to the Principal Officer (Support for Learning). The PT is expected to assist Head Teachers to manage support provision for children with social and communication difficulties.
- b) The PT will be expected to contribute to the work of the management team in her/his base school and to contribute to the work of other management teams across the Authority as appropriate.
- c) The precise areas of responsibility and time commitments of a PT should be subject to regular discussion and agreement with the Principal Officer (SfL)
- d) The PT Social and Communication Difficulties will have weekly teaching commitments – either within her/his base school or other schools.
- e) The duties of a Principal Teacher are outlined in Annex B of the National Agreement. More detailed duties are listed below; all PTs will be expected to take some responsibility within each of the sub-headings below.

2. KEY AREAS OF RESPONSIBILITY

2.1 Leading Staff (“Leadership, Good Management and Strategic Direction of Colleagues”)

- take line management responsibilities for specified staff (teaching staff and/or support staff in their base school) including:
 - Professional Review and Development of specified teaching staff members and Appraisal of the specified support staff members
 - contribute to the identification, provision and co-ordination of appropriate CPD activities across the authority in consultation with the Principal Officer (Support for Learning)
 - provide advice to colleagues on matters relating to support for pupils with social and communication difficulties
 - act as a mentor for all staff working with pupils who have social and communication difficulties
 - provide appropriate induction opportunities for new colleagues and participate in the selection/recruitment of new colleagues as appropriate

- contribute to the development of effective and mutually trusting relationships between colleagues

2.2 Leading Learning and Teaching (“Curriculum Development and Quality Assurance”)

- act as a model of good classroom practice
- take lead responsibility for the development, implementation and the monitoring of specified curriculum areas
- contribute to the monitoring and evaluation of learning and teaching in accordance with the Council’s QI Guidelines

2.3 Leading Policy and Planning (“Whole School Policy and Implementation”, including “Pastoral Care” and “Behaviour Management”)

- contribute to the process of planning for improvement
- contribute to the pastoral care of pupils, in behaviour management and in the development of pupil involvement

2.4 Working with Partners

- liaise, as required, with Head Teachers and teachers across the Authority
- liaise, as required, with parents/carers and internal and external services regarding pupil progress and pastoral care

2.5 Managing Resources and Finance

- provide advice to colleagues regarding the identification, location, availability and appropriateness of resources
- contribute to the identification, allocation, management and distribution of resources across the Authority
- contribute to the monitoring and evaluation of the allocation and use of resources to support the implementation of school policies and to secure value for money

3. OTHER DUTIES

- the PT may, from time to time, be expected by the Principal Officer (SfL) to carry out other reasonable duties consistent with Annex B of the National Agreement “A Teaching Profession for the 21st Century”

**PRINCIPAL TEACHER (PRIMARY - ADDITIONAL SUPPORT NEEDS)
SOCIAL, EMOTIONAL & BEHAVIOURAL DIFFICULTIES**

JOB OUTLINE

1. GENERAL

- a) The Principal Teacher (Social, Emotional and Behavioural Difficulties) is responsible to the Principal Officer (Support for Learning). The PT is expected to assist Head Teachers and staff to manage support provision for pupils with social, emotional and behavioural difficulties.
- b) The PT will be expected to contribute to the work of the management team in her/his base school and to contribute to the work of other management teams across the Authority as appropriate.
- c) The precise areas of responsibility and time commitments of the PT should be subject to regular discussion and agreement with the Principal Officer (SfL).
- d) The PT Social, Emotional and Behavioural Difficulties will have weekly teaching commitments – either within her/his base school or other schools.
- e) The duties of a Principal Teacher are outlined in Annex B of the National Agreement. More detailed duties are listed below; all PTs will be expected to take some responsibility within each of the sub-headings below.

2. KEY AREAS OF RESPONSIBILITY

2.1 Leading Staff (“Leadership, Good Management and Strategic Direction of Colleagues”)

- take line management responsibilities for specified staff (teaching staff and/or support staff in their base school) including:
 - Professional Review and Development of specified teaching staff members and Appraisal of the specified support staff members
 - contribute to the identification, provision and co-ordination of appropriate CPD activities across the authority in consultation with the Principal Officer (Support for Learning)
 - provide advice to colleagues on matters relating to support for pupils with social, emotional and behavioural difficulties
 - provide appropriate induction opportunities for new colleagues and participate in the selection/recruitment of new colleagues as appropriate
 - contribute to the development of effective and mutually trusting relationships between colleagues

2.2 Leading Learning and Teaching (“Curriculum Development and Quality Assurance”)

- act as a model of good classroom practice
- take lead responsibility for the development, implementation and the monitoring of specified curriculum areas
- contribute to the monitoring and evaluation of learning and teaching in accordance with the Council’s QI Guidelines

2.3 Leading Policy and Planning (“Whole School Policy and Implementation”, including “Pastoral Care” and “Behaviour Management”)

- contribute to the process of planning for improvement
- contribute to the pastoral care of pupils, in behaviour management and in the development of pupil involvement

2.4 Working with Partners

- liaise, as required, with Head Teachers and teachers across the Authority
- liaise, as required, with parents/carers and internal and external services regarding pupil progress and pastoral care

2.5 Managing Resources and Finance

- provide advice to colleagues regarding the identification, location, availability and appropriateness of resources
- contribute to the identification, allocation, management and distribution of resources across the Authority
- contribute to the monitoring and evaluation of the allocation and use of resources to support the implementation of school policies and to secure value for money

3. OTHER DUTIES

- the PT may, from time to time, be expected by the Principal Officer (SfL) to carry out other reasonable duties consistent with Annex B of the National Agreement “A Teaching Profession for the 21st Century”