



Recruitment Pack- Head Teacher Tarbert Academy 2-18

Local Authority Overview, School Profile, Job Description and Person Specification, Attainment Data

Job Title

Head Teacher- Tarbert Academy 2-18

Level

Head Teacher & Depute Head Teacher Spine

Service

Education

Job Purpose

To conduct the affairs of the school to the benefit of the pupil and the community it serves, through pursuing objectives and implementing policies set by Scottish Government under the overall direction of the Executive Director with responsibility for Education Services



About Argyll and Bute

Argyll and Bute, the second largest Local Authority by area, covers approximately 9% of the total land area of Scotland. Argyll and Bute has the third sparsest population density (0.12 persons per hectare). The population of around 86,000 is distributed across an area of just under 2,700 square miles. More than half of Argyll and Bute's population live in rural areas, as classified by the Scottish Government's Urban-Rural Classification (2016). A further 35% live in communities with populations between 3,000 and 10,000 people, designated as small towns. Less than a fifth of the population live in an urban area with a population of over 10,000 people. Argyll and Bute is an area of outstanding natural beauty with mountains, sea lochs, and 23 inhabited islands. In session 2023/24 we had approximately 5267 pupils in our primary schools, 4603 pupils in our secondary schools and 45 in our complex additional support needs school.

Community Services: Education

The vision for education in Scotland is excellence and equity - excellence through raising attainment and improving outcomes and equity ensuring every child and young person has the same opportunity to succeed. Argyll and Bute's vision and strategy for Education, *Our Children, Their Future*, echoes this with the vision of making Argyll and Bute the best place to grow up. Our vision is that together we will realise ambition, excellence and equality for all. Our vision sends a signal about the importance we attach to education, is simple in message and is recognised by everyone. The Education vision is underpinned by our values: respect, openness and fairness. This vision is being delivered for all our children through the following 6 key objectives:

We will:

- Raise educational attainment and achievement for all.
- Use performance information to secure improvement for children and young people.
- Ensure children have the best start in life and are ready to succeed.
- Equip young people to secure and sustain positive destinations and achieve success in life.
- Ensure high quality partnership working and community engagement;
- Strengthen leadership at all levels.

Following extensive stakeholder consultation, our Education Service Vision and Strategy will be refreshed by March 2025.

The Education Service is currently responsible for:

- Sixty-five primary schools
- Five 2-18 schools
- Five secondary schools
- One school for pupils with complex additional needs
- Early Learning and Childcare spaces are currently available in 4 Council Nursery Centres, 49 ELC settings, 5 ELC Gaelic medium units, 22 partner provider ELC establishments, 4 outdoor nurseries (three partnership and one Local Authority) and 29 funded partner childminders.

School Information

Tarbert Academy is a 2-18 school located in the village of Tarbert comprising three stages of schooling. The Pre-5 unit serves the village and near environs of Tarbert. The Primary serves the village and the surrounding community; and the Secondary serves the communities of South Knapdale and North Kintyre. In addition to its own Primary, the school's associated Primary is Clachan Primary School. Pupils in Rhunahaorine Primary School and Gigha Primary School can decide between Tarbert Academy and Campbeltown Grammar School - as both are funded for transport - with almost all choosing Tarbert Academy for secondary education. The school roll in May 2024 was 254 pupils with 29 in Pre-5, 108 in Primary and 117 in Secondary. 22% of the Secondary roll and 17.5% of Primary are placing requests. SIMD distribution is between decile 3 and 7 with no clear attainment gap (Lower SIMD pupils often outperform higher SIMD pupils). £15490 PEF has been allocated each year until 2025/2026.

Effective management and leadership of staff across the school is an essential element of the role and contributes significantly to achieving the school vision and aims. Staffing currently comprises 25 teachers with 7 in Primary and 18 in Secondary, some of whom work part time. In addition, learning and teaching is supported by Pre-5 staff, technicians and classroom assistants. The school also has an allocation of Additional Support Needs staff from the Authority (15 ASN assistants and 2 Pupil Support teachers – some of whom work part time). Promoted posts consist of Head Teacher, Depute Head (Primary), Depute Head (Secondary), PT Support for Learning (2-18), 1 Primary PT, 4 Secondary Faculty PTs, PT Guidance and PT Enterprise. In our school office we are currently staffed by a senior clerical assistant and three clerical assistants.

The original school building was constructed in 1896 and is still used today. New accommodation was phased in during the mid-1990s and is used to house the Primary, Assembly Hall, Office and School Kitchen. In the year 2000, the school also became home to our Pre-5 unit and in 2014 an Early Level classroom with its own toilet block, kitchen and outdoor play area was built in the Primary Department. Further improvements were made to the Pre 5 unit in 2019 to allow 1140 hours entitlement for 3 and 4 year olds to be met. From August 2021 we have been able to accommodate 2 year olds.

Following consultation with staff, pupils, parents and agencies, the current Vision, Values and Aims was launched in August 2019:

The vision is for Tarbert Academy to be part of a learning community that actively promotes and supports the school values and provides the opportunity for every learner to develop the skills, knowledge and attitudes they need to become a successful learner, confident individual, responsible citizen and effective contributor to society.

We value:

- Respect for ourselves and others
- Unity, with every member of the 2-18 learning community working together to turn our vision into reality
- Achievement, with every learner having the opportunity to reach their full potential
- Nurture, ensuring every learner has the best start in life and a safe place to grow up
- Kindness, with every member of the learning community looking out for each other

We aim to ensure that every learner develops the skills they need to allow them to live a fulfilled, active and adventurous life and to deal with adversity when it occurs

Partnership with Parents and Carers

The Parent Council has a close relationship with the Headteacher and SLT and are actively involved in policy development. The Parent Council raises and distributes significant funds to the school. Recently, the Parent Council have funded swimming lessons, school trips, playground equipment and textbooks.

Head Teacher Responsibilities:

The role of the Head Teacher is to promote high quality learning and teaching to secure improved educational outcomes for the benefit of learners and the community. Head Teachers have a corporate responsibility to contribute to an agenda of ongoing improvement in their school and across their Local Authority.

The Head Teacher shall be accountable to the education authority for the following list of duties and for such other duties as can reasonably be attached to the post:

- a) responsibility for the leadership, effective management and strategic direction of the school;
- b) responsibility for the school's policy on behaviour management and positive relationships;
- c) the management of all staff, and the provision of professional advice and guidance to colleagues;
- d) the management and development of the school curriculum;
- e) to act as adviser to the Parent Council and to participate in the selection and appointment of the staff of the school;
- f) to promote the Career Long Professional Learning (CLPL) of all staff and to ensure that all staff have an annual review of their development needs;
- g) working in partnership with parents, other professionals, agencies and schools;
- h) to manage the health, safety and wellbeing of all within the school premises;
- i) to manage school resources in line with Devolved School Management

All teachers must understand and follow the GTCS Standards for Full Registration; all school leaders must understand and follow the Standard for Leadership and Management; and all Permanent Head Teachers are required to have attained Standard for Headship (prior to or within 30 months of taking up post). All documents are available on the GTCS website.

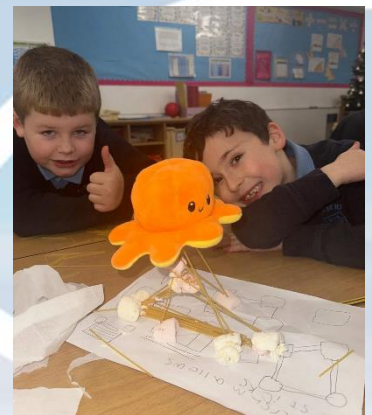


Person Specification

Category	Essential	Desirable
Qualification and Registration	• Full GTCS Registration • Standard for Headship – achieved or working towards • Required to join the PVG scheme for this type of regulated work	• Evidence of Master Level Qualification • Evidence of Professional Learning • Other relevant qualifications • Experience in a senior leadership role
Professional Knowledge and Understanding	• Fully understand how to develop and demonstrate a strategic vision • Have an enhanced and critically informed understanding of the Scottish Curriculum • Have knowledge and understanding of Leadership and Management • Fully understand and demonstrate self-awareness and the ability to inspire and motivate others • Demonstrate the ability to Communicate effectively	• Have knowledge and understanding of political, economic, sociological, technological, legal and environmental trends and developments • Fully understand and demonstrate Political Insight • Judge wisely and decide appropriately • Demonstrate commitment to GIRFEC and ability to lead related principles and policy successfully



Professional Skills and Abilities	• Co-create and lead a culture which promotes and sustains career-long professional learning across the school and learning community • Ensure, enable and sustain approaches and systems which support engagement with critically reflective practice as an integral part of career-long professional learning and the professional learning culture of the school and learning community • Establish, enable, and sustain a range of inclusive, resilient, and adaptive relationships, processes and practices, based on evidence, which engender an ethos and culture of self- evaluation at every level in the school and learning community	• Work within the structure of employment legislation, national and local agreements and policies governing employment • Experience of establishing, supporting and sustaining positive relationships with parents/carers, professional colleagues and the wider community • Experience of working across primary and secondary sectors • Demonstrate and evidence commitment to UNCRC
	• Ensure best strategic and operational use of available resources ensuring and maintaining a clear focus on the interests of learners	
Additional Job-Related Requirements	• The jobholder will be expected to travel efficiently and effectively between various work locations within Argyll and Bute and beyond to meet the operational requirement of the Service.	



Attainment

Achievement of Curriculum for Excellence Levels (ACEL)

Primary (% of children achieving expected levels P1/4/7 combined)

	Reading	Writing	Talking and Listening	Numeracy
2017/18	88	80	93	83
2018/19	55	52	57	55
2020/21	72	61	87	59
2021/22	46	35	43	37
2022/23	57	49	87	62
2023/24	86	83	95	88

Secondary (% of S3 pupils achieving level 3 or better)

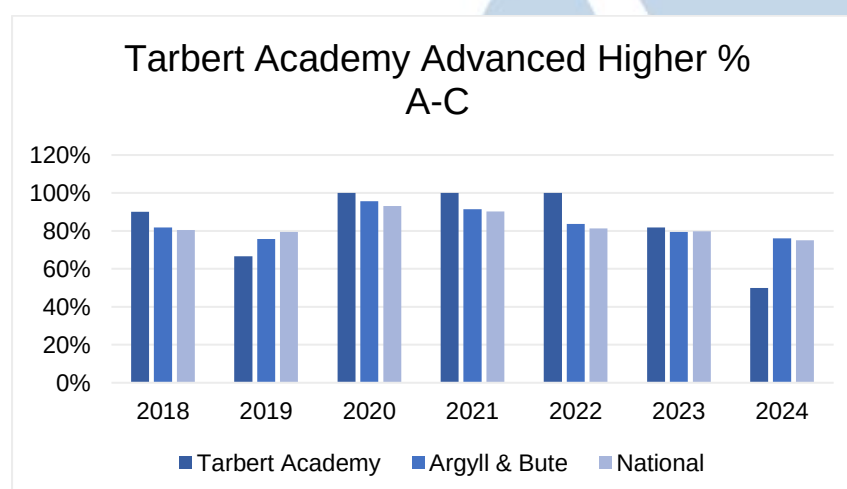
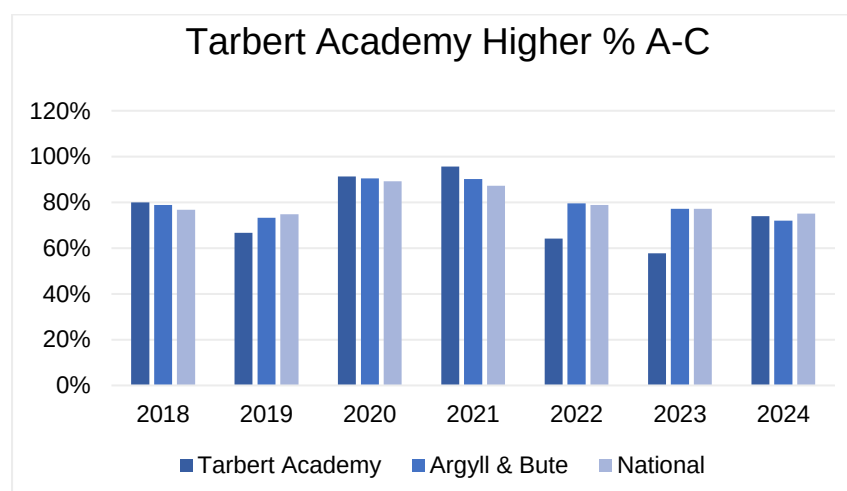
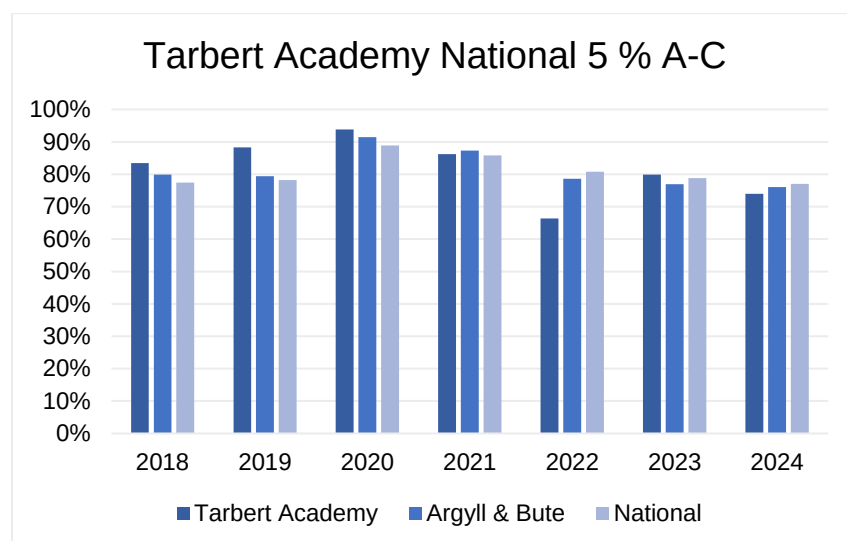
	Reading	Writing	Talking and Listening	Numeracy
2017/18	100	100	100	100
2018/19	100	94	94	88
2021/22	95	89	95	89
2022/23	94	82	82	82
2023/24	88	84	92	80

Secondary (% of S3 pupils achieving level 4)

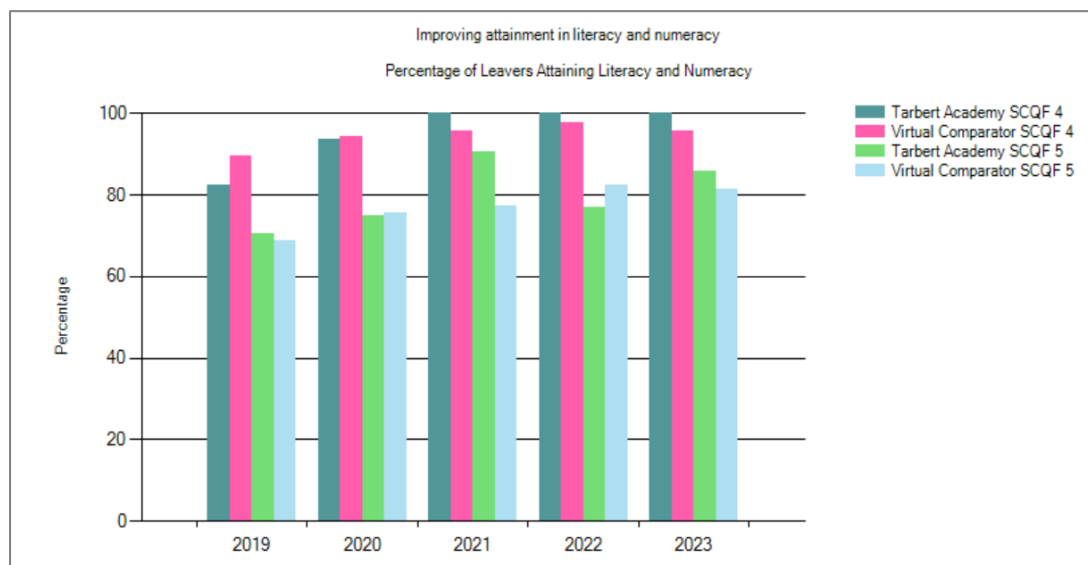
	Reading	Writing	Talking and Listening	Numeracy
2017/18	61	56	50	67
2018/19	81	75	63	31
2021/22	58	58	58	63
2022/23	29	29	29	53
2023/24	56	52	52	52



Senior Phase SQA Attainment



Percentage of Leavers Attaining Literacy and Numeracy



Percentage of Leavers in a Positive Destination (initial)

