Education Services

Recruitment Pack – EAY11193

Head Teacher

Hillside School & Supported Learning Centre

Barony Campus,

Auchinleck Road

Cumnock,

KA18 1FQ

Interview Date: 19 June 2025



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Message from Councillor Douglas Reid, Leader of the Council and Eddie Fraser, Chief Executive

Dear Applicant

Thank you for your interest in this post within the East Ayrshire Council Education Service.

East Ayrshire Council has a strong track record of delivering significant strategic change and our underlying ambition will always be to deliver better outcomes for local people, including of course our young people, within the resources that we have available to us. We already have a culture of partnership and excellence and our workforce and communities are rich with talent, abilities and ideas. We have been at the forefront of delivering reform and continuous improvement including investment in our school estate and as we progress our ambitions we will continue to deliver reform to improve the lives of the communities we serve, within a context of changing demography and resources

We are looking to make an appointment to the post of Head Teacher of Hillside School & Supported Learning Centre and we are seeking exceptional candidates who have the drive and ambition to secure long and lasting positive change for our young people and local communities. You will be an enthusiastic and influential leader who will inspire your team to deliver best value and continuous improvement and to fulfil the aspirations of our children and young people, their parents and carers and our wider community. You will have a track record of delivering results and will be committed to making a difference.

We offer a stimulating work environment where you will be supported by a team of enthusiastic colleagues fully engaged in the strategic and corporate development of the Council.

This is an exciting time to join us as we continue to change the way we deliver and operate services for the communities we serve. The successful candidate will play a major part along with senior colleagues and Elected Members in taking forward the priorities set out in our Community Plan.

You will be expected to work with a range of partners in the public, private and voluntary sectors and to build on the excellent working relationships which exist locally, to take forward the Council's priorities. Strong communication and influencing skills will be essential.

This is an exceptional opportunity and applications are encouraged from individuals who believe they can successfully apply their leadership ability to the challenges we face in meeting the objectives of excellent service delivery.

If you feel you have the leadership skills, qualities and experience to respond to these challenges we would be delighted to hear from you and look forward to receiving your application.

Councillor Douglas Reid
Leader of the Council

Eddie Fraser
Chief Executive

Message from the Chief Education Officer and Head of Education

Dear Applicant

Thank you for your interest in this post within the East Ayrshire Education Service as part of the Chief Executive Directorate of East Ayrshire Council.

We are amidst incredibly exciting times as we continue to transform our education service with respect to structures, collaborative developments, and responding to changing national educational landscapes, priorities and reform. Our new Education Service Improvement Plan (2024-27) has recently been passed by our elected members and we will focus on four key areas, identified with the help of our young people, parents/carers, staff and wider stakeholders:-

- Our Leadership
- Our Learning
- Our Wellbeing and Belonging
- Our Attainment, Destinations and Achievements

This strategic plan will build on our existing networks and relationships with our partner agencies, with a new collective leadership approach, to create positive, empowering and supportive environments for staff, young people and wider school and ECC communities, that will achieve excellence and encourage innovation.

If you wish to know more about the Council and the services you will work with, please visit the East Ayrshire Council website: www.east-ayrshire.gov.uk.

Alternatively, for an informal and confidential discussion about the post please contact me on 01563 576126 or send an email to linda.mcaulay-griffiths@east-ayrshire.gov.uk

We hope that this pack provides you with the background information to encourage you to apply.



Linda McAulay-Griffiths
Chief Education Officer and Head of Education

About East Ayrshire

East Ayrshire is a diverse area covering some 490 square miles with a population of 121,600, (2020), spread over both urban and rural communities.

The largest town, Kilmarnock, has a population of around 44,000, and 9,000 people reside in Cumnock, the second largest town.

The rest of the population live in smaller communities, ranging from less than a hundred people in some villages and rural areas.

Situated in south west Scotland, East Ayrshire has a varied natural environment, a rich and diverse cultural heritage, a proud industrial history and a range of leisure activities, recreation and hospitality, which attract residents and visitors alike.

East Ayrshire is strategically located between the M77 corridor from Glasgow to the west coast and the M74 from Glasgow to the north of England. Kilmarnock is 20 minutes by car from Glasgow, 40 minutes from Glasgow Airport and only 15 minutes from Prestwick Airport. A half-hourly rail service runs from Kilmarnock to Glasgow and further enhancements for the rail network are planned including increased services on the Glasgow to Carlisle route through East Ayrshire. This will improve accessibility and build on the existing public transport connections including local bus services, MyBus, school transport and community transport. The area also offers a good network of walking and cycling routes.

East Ayrshire has high quality, effective and efficient services and a strong sense of community. The area has excellent schools and educational establishments, world class leisure facilities, and a prestigious portfolio of heritage and cultural attractions and events. The housing offer in East Ayrshire caters to all budgets and needs, and the proximity of the area to Glasgow, in recent years, has led to an increase in population as commuters have made it their home.

Learning

Learning in East Ayrshire is a lifelong activity and right across the area there are opportunities whatever your age.

East Ayrshire Education Service has an excellent reputation in supporting wellbeing and delivering positive achievement and destinations for their children and young people.

There are 7 secondary schools, 40 primary schools, 23 of which include Early Learning and Childcare Centres, 13 standalone Early Learning and Childcare Centres and 3 ASN schools, with additional specialist centres across the authority.

The service is composed of a number of services who come together to lead the development of education across the Council.

We are committed to making best possible provision for children with additional support needs, the vast majority of whom are educated in mainstream schools. This is achieved by attendance in classes or through placement in one of the specialist centres attached to a school.

With continued investment in Education infrastructure, we have spent over £125m since 2012 and plan to invest around £175m over the next five years; with projects offering state of the art educational facilities and others focused on reducing our carbon footprint using creative energy solutions.

Our plans have, and will continue to, create positive and inspiring learning spaces suitable for 21st century learning and teaching, enhance the local community and support positive experiences and outcomes for our children and young people.

Housing

East Ayrshire is an excellent choice for anyone wishing to purchase an established property or a new property. Excellent quality housing at affordable prices is available throughout the area.

Health

The area is well served by excellent health facilities – GP practice and Health Centre primary care facilities and secondary care facilities in the form of University Hospital Crosshouse in Kilmarnock and East Ayrshire Community Hospital in Cumnock.

Economy

Recently there have been major changes in the local and national economy. East Ayrshire is responding to these changes so that it remains a competitive place for the future. The aim of East Ayrshire's partners in economic development is to reduce unemployment, increase inward investment and business birth rate, regenerate our communities and raise the level of vocational qualifications to above the Scottish average.

The Ayrshire Growth Deal is a partnership being driven forward by the Scottish Government, the UK Government and East, North and South Ayrshire Councils.

The Deal presents a major opportunity to strengthen the Ayrshire, Scottish and UK economies. Targeted co-ordinated investment throughout the region will act as a powerful catalyst to stimulate growth, resulting in increased job opportunities and prosperity for Ayrshire, for Scotland and for the UK as a whole.

The aim of the AGD is to marry business growth opportunities to employment progression, developing the future workforce and community development, ensuring all communities benefit from economic growth. The programme is based on the achievement of economic growth and inclusive growth, with a clear focus on addressing the issues of innovation, productivity, and inequality across the regional economy.

Transport

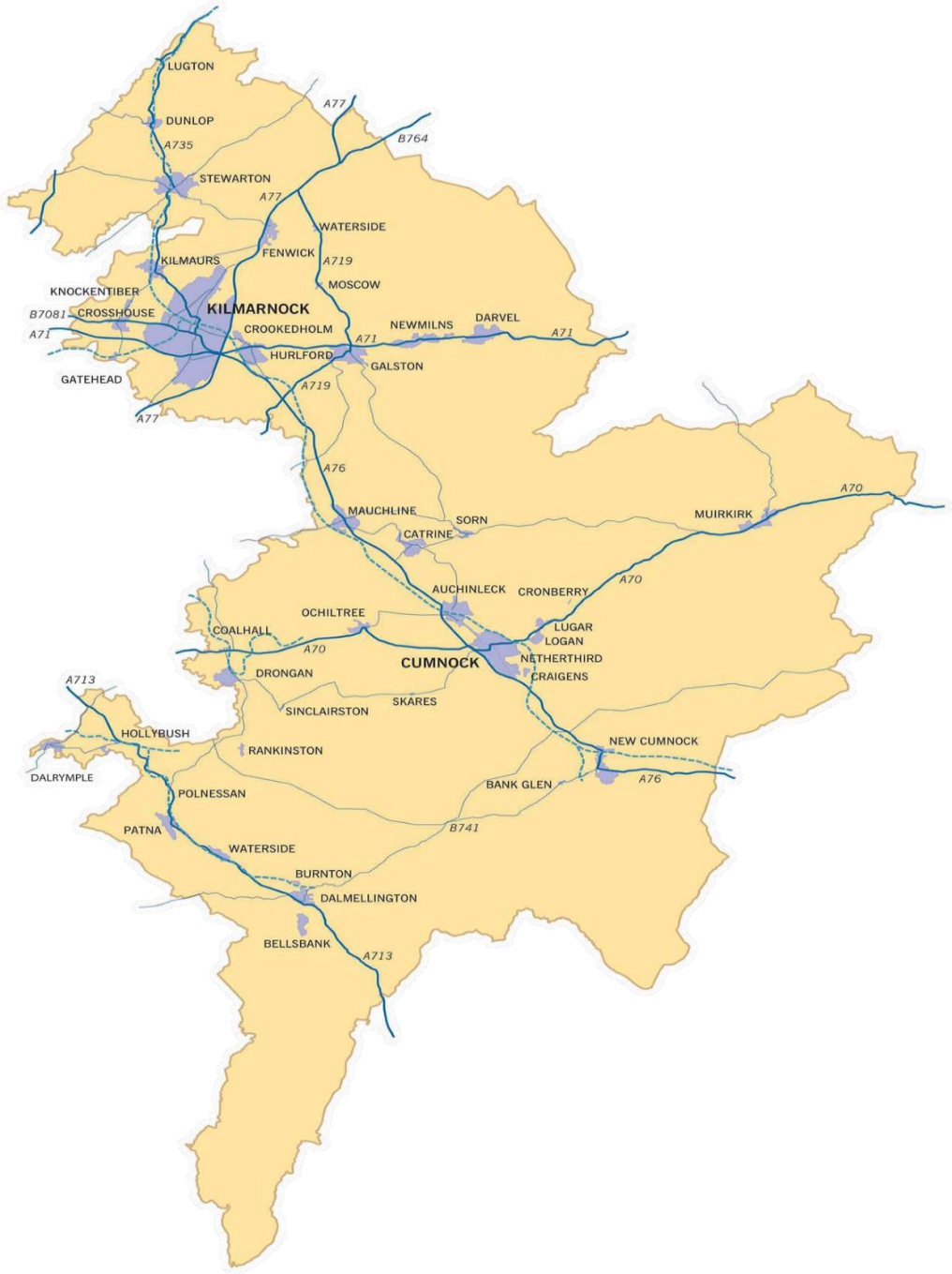
The area's transport links boast a network of fast motorway links, dual carriageway and rail services. East Ayrshire is within a 30 minute drive of Prestwick Airport and within reasonable travelling distance of the major airports in Glasgow and Edinburgh.

About The Council

Our Vision

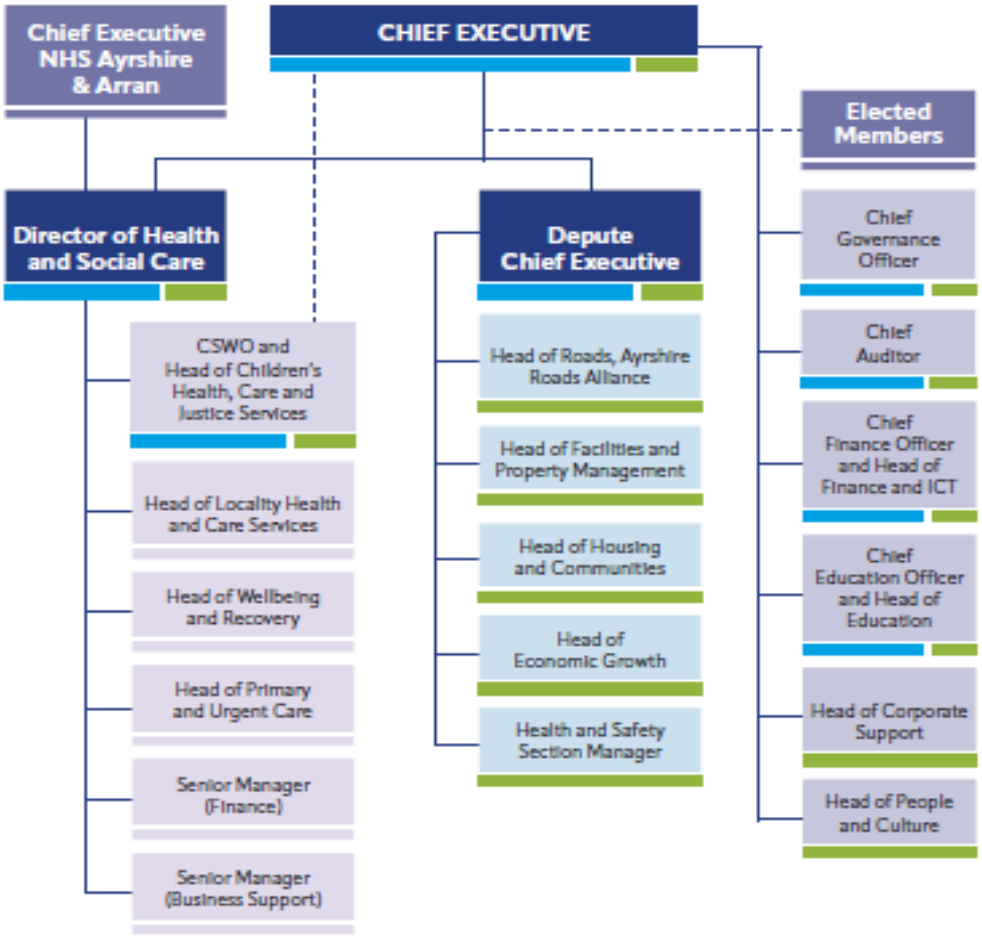
“East Ayrshire will be a place with strong, vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people’s needs.”

Since it was formed in 1996, East Ayrshire Council has rapidly established its own and distinctive identity as a Council dedicated to the people of its area. Here effective service delivery and improvement of provision have been the hallmarks. Servicing a diverse area of rural and urban settlements everyone is entitled to the best the Council can offer.



East Ayrshire Council
Comhairle Siorrachd Àir an Ear

Organisational Structure



The Policy Decision-Making Structure of the Council

The Council has 32 elected members and is a minority administration run by the Scottish National Party with 14 members.

There are ten Scottish Labour party members, four Scottish Conservative and Unionist Party members, three independent members and a member of the Rubbish Party.

The decision making structure within the Council is based on a Cabinet model including a Governance and Scrutiny Committee.

The Community Plan 2015-2030

"The key driver underpinning our future prosperity and the ability to realise the potential of our communities is a local economy which develops and achieves sustainable growth.
Delivering economic recovery and growth will contribute to improved outcomes for young and old, improved health, employment, inclusion, and safer and stronger communities."

There are three key themes identified within the Community Plan: Economy and Skills; Safer Communities; Wellbeing. Detailed below are the priorities under our Economy and Skills theme which we will work to achieve over the lifetime of the Community Plan 2015-2030.

- Make East Ayrshire a destination of choice for business growth and investment
- Develop a confident, successful, appropriately qualified and skilled workforce
- Embed ambition, aspiration and entrepreneurship in our culture

The Community Planning Partnership and East Ayrshire Council have identified the Ayrshire Growth Deal and the Caring for Ayrshire Transformational Change Programme as our shared strategic priorities for the next three years 2021-2024.

The Local Outcomes Improvement Plan underpins the Community Plan and provides the local performance management framework which is used to assess and improve performance, and is linked to the Scottish Government's National Outcomes. The Community Plan is also East Ayrshire Council's corporate plan.

Further information on Community Planning in East Ayrshire is available on the Community Planning website at: www.eastayrshirecommunityplan.org.

Education Services

The Education Service covers a wide and diverse range of smaller services who together work in partnership for the delivery of education across the Council. These include:

Schools and Early Childhood Centres

The main remit of the central service is the provision of education across the school and early childhood centre (ECC) estate. The service is responsible for the education of over 16,000 school age children and 2,795 early years 0-5 year olds. There are 7 secondary schools, 40 primary schools, 23 of which include Early Learning and Childcare Centres, 13 standalone Early Learning and Childcare Centres and 3 ASN schools.

Employability and Skills

Developing the Young Workforce in East Ayrshire has impacted on the educational experience of children and young people from early years through to senior phase. Our ongoing partnership with DYW Ayrshire, and partnership with a range of local and national employers, and council services gives all of our schools access to a range of meaningful employer engagement which can influence and inspire the career aspirations of learners and offer business partners opportunities to directly influence school curricular planning. Schools continue to access a broad range of labour market information and utilise the SDS Regional Skills Assessment Data Matrix as a tool to provide detailed, accurate and up-to-date information on skills supply, skills demand and skills mismatches.

The employability hub (SL33) in Titchfield Street, Kilmarnock established in session 2020-21 provides a bespoke training resource to host a range of services and organisations to deliver to young people furthest from the labour market. Although led by the Education Service (No-One Left Behind team; Young Person Guarantee team; Parental Employability Support team; and Care Experienced Work Coach team), the hub brings together a range of partners in a “single door approach”. Secondary school learners attending the hub can draw on support from partners and transition between them seamlessly to progress into employment. For care experienced young people, the hub offers a seven day a week resource where colleagues from Social Work Services’ Intensive Support team utilise the space at weekends to deliver a range of activity tailored to the needs of individuals. The success of this model has now led to the development of a partner hub in Netherthird, Cumnock (SL66) which opened in 2023.

Psychological Services

The Educational Psychology Service is a statutory service led by a Principal Educational Psychologist and a Depute Principal Psychologist. This team play a critical role in supporting young people and their families, as well as providing research-based input and transformational coaching and processes for schools and ECC staff to promote holistic wellbeing. Educational Psychologists work with all schools and centres and also with the central management and support services, to support children and young people in early childhood centres, primary, secondary and special school provision. Most of the work is done in partnership with parents, establishment staff and other agencies, such as speech and language therapists, clinical psychologists and social workers.

Instrumental Music Service and Youth Music Initiative

The Instrumental Music Service (IMS) provide Music lessons for young people across the authority. The Youth Music initiative (YMI) represents a national body who support the development of music for all young people, outside of a lesson-based structure.

Scottish Attainment Challenge

The Scottish Attainment Challenge team (SAC) are funded by the SG Attainment Challenge Strategic Equity Fund (SEF) and provide a critical service in supporting the priorities of the National Improvement Framework. East Ayrshire Council submit a proposal to the Scottish Government (SG) to mitigate against the poverty related attainment gap, each financial year, to obtain funding to implement a series of interventions identified in our detailed SEF plan. Interventions are defined by the three nationally recognised levers for change of Excellence in Learning and Teaching (planning for effective learning, teaching and assessment), Working together with Families and Communities and Leadership for all. These are further outlined in the *Recovery and Accelerating Progress* paper, SG, June 2023.

Job Outline and Person Specification

Post: **Head Teacher – Hillside School and Supported Learning Centre**

Service: **Chief Executive's Office**

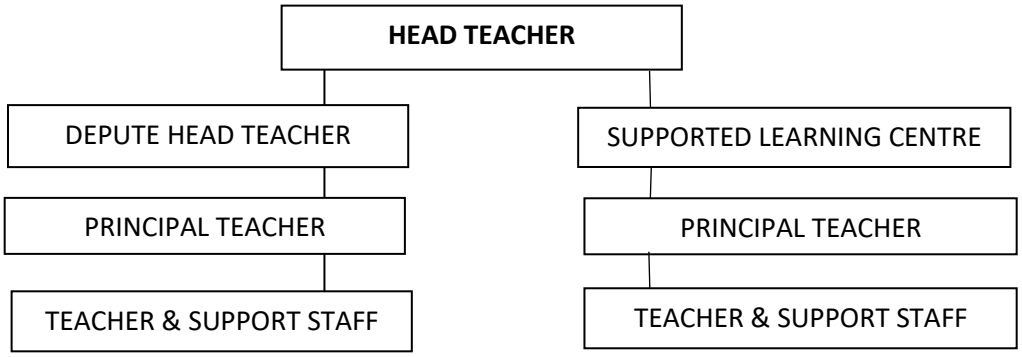
Section: **Special Schools**

Reporting to: **Head of Education**

Direct Reports: **Depute Head Teacher, 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.**

A. SECTION STRUCTURE CHART



B. 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 polices 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. Ensuring that rigorous and impactful quality assurance systems exist across the school to monitor and review the overall effectiveness of educational provision, and promoting continuous improvement across all areas.

6. Be committed to wider system leadership and support engagement with all strategic and operational partners.

7. Ensure, within the provisions of the DSM scheme the management of a fair, equitable and transparent devolved budget that meets the needs and priorities of the school and local community. As a senior officer of the East Ayrshire Council, assume responsibility for the leadership and management of the service

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provided to children and young people and their families, and be accountable to both the Council and to their learning community for the leadership and management of education and resources.

8. Ensure that staffing levels do not exceed the allocated core staffing in any given year, and that any associated financial risks are mitigated. Staffing guidance must be adhered to with the curriculum modelled taking account of available resources.

9. Ensure the effective management of all employees within the educational establishment in accordance with the Council's human resources policies.

10. Promote high levels of aspiration among all staff and demonstrate a clear commitment to developing, empowering and supporting effective teams and individuals.

11. Ensure employees have the values and principles of *Getting It Right For Every Child* embedded into practice.

12. Consult fully with employees on the formulation, implementation and evaluation of educational establishment policies.

13. 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.

14. Encourage the development of excellent learning, teaching and assessment approaches which promote effective and active learning by all.

15. Ensure that the progress of children is assessed, monitored, recorded and reported to relevant parties.

16. Ensure the educational establishment has effective transition arrangements in place, including where other establishments are involved that meet the needs of all pupils

17. Formulate policies to manage and maintain effectively all resources such as buildings, equipment and other assets.

18. Prepare proposals for the disbursement of per capita funding for learning and teaching materials and submitting these to the parent council.

19. Establish and review effective channels of communication and consultation among all staff and with all users of the educational establishment.

20. 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.

21. 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.

22. Develop and monitor positive behaviour strategies for all children.

23. 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 / Headteacher.

24. 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.

25. 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.

C. GENERAL RESPONSIBILITIES

26. Develop a shared vision for, and promote a culture of team working and collegiality.

27. 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.)

28. Liaising and co-operating with support services as necessary.

29. 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.

30. Respond proactively to opportunities to bid for additional funding to take forward additional departmental priorities/developments as appropriate;

31. Ensure the integrity of assessment procedures for children within the context of their learning and care.

32. Maintain an up-to-date knowledge of best practice within areas of functional responsibility and ensure compliance with all relevant legislation.

33. 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.

34. Develop and promote equalities and diversity both in terms of service delivery and in employment in all aspects of the Council activities.

35. Attend and where appropriate report to the Parent Council and working groups or their appropriate bodies on area of development, interest and allied activity.

36. Develop and foster good working relationships with Employees, Trade Union Representatives and including liaisons with Elected Members, external bodies and agencies.

37. The post holder will be required to undertake other duties and responsibilities considered appropriate to the role, and consistent with duties detailed in Part 2 Section 2 of the SNCT Handbook of Conditions of Service, as directed by the Chief Education Officer and Head of Education or nominee.

38. Report to the Chief Education Officer or their nominee, on matters affecting the school and in particular, alerting them and keeping them informed of situations of a non-routine nature.

39. 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:	**P09079**
Service:	**Chief Executive's Office**	Section	**Education**

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	• Demonstrable success of engaging and influencing at a strategic level across diverse stakeholder groups.	ES	A/I
	• Up-to-date knowledge and strategic view of the current educational landscape and challenges.	ES	A/I
	• Capacity to command confidence and to engage and influence at a strategic level.	ES	A/I
	• High-levels of analytical and strategic planning skills particularly in educational data analysis with underpinning curriculum knowledge.	ES	A/I
	• Be able to secure the trust and confidence of pupil, staff, parents/carers, and others.	ES	A/I
	• Experience of leading self-evaluation and school improvement planning activities.	ES	E
	• Experience of monitoring and evaluating the quality of teaching and learning.	ES	I
	• Robust experience of managing inclusion at class, stage and school level.	ES	A
	• Management involvement in CLPL and PRD programmes (e.g. as reviewer).	ES	A
	• Highly developed organisational skills, including effective delegation and staff deployment strategies.	ES	E
	• Strong team-building skills, focusing on enabling leadership at all levels within the staff group and across the learning community.	ES	A / I
	• Thorough understanding of legislative and policy frameworks governing education at local and national levels.	ES	A
	• Experience of managing challenging behaviour within an assertive discipline framework.	ES	I
	• Thorough understanding of the roles of self-evaluation, school improvement planning and standards and quality reporting in achieving excellence.	ES	P / 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	A / 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 / E / I
	• Ability to demonstrate effective interpersonal skills.	ES	E
	• Self-awareness.	ES	A / I
	• Ability to inspire and motivate others.	ES	A / E / I
	• Effective communication, both verbal and written.	ES	E / I
	• Ability to clearly articulate vision and ideas.	ES	E / I
	• Political insight.	ES	A
	• Enthusiasm and passion for learning and personal development.	ES	P
	• Personal commitment to education and creating a positive learning environment.	ES	A / I
	• Ability to make effective decisions.	ES	A / I
	• Resilient and adept at managing workload and conflicting priorities.	ES	A / I
	• Ability to problem solve and manage conflict.	ES	A / I

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Methods of Assessment
A – Application Form, R – Reference, I – Interview, E – Exercise, P - Presentation

ES – Essential / DS - Desirable

GTCS Standard for Headship (extract)
Curriculum, Pedagogy, Leadership and Strategic Vision

2.1.1 Fully understand how to develop and demonstrate a strategic vision	
Professional Illustrations	As a headteacher you: ■ lead collegial practices and collaborative approaches to co-create a shared strategic vision, ethos and aims for the learning community, which inspires and motivates every learner, including colleagues, and all members of the learning community and its partners and sets high expectations for every learner; ■ embrace Learning for Sustainability within the shared strategic vision for the learning community; and ■ act as a leader of and for learning and are committed to continued professional learning acting as a leading learner to support colleagues and the learning community to enhance practice.

2.1.2 Have knowledge and understanding of political, economic, sociological, technological, legal and environmental trends and developments	
Professional Illustrations	As a headteacher you: ■ regularly share and apply enhanced knowledge and critical understanding of research and developments in education policy and legislation across the learning community to support positive learning contexts; and ■ ensure enhanced knowledge and critical understanding of contemporary developments in education and society (including the role of digital technologies); the environment and the wider global community (including trends and changes in family patterns, work patterns, the media, leisure and politics) and relevant current and emerging legislation.

2.1.3 Have an enhanced and critically informed understanding of Curriculum	
Professional Illustrations	As a headteacher you: ■ engage critically with research and developments in curriculum and work collaboratively with others to ensure this learning is creatively applied to improve outcomes for every learner in the learning community where appropriate taking account of Gaelic medium; ■ co-create a culture where learning beyond curricular areas/subject boundaries and cross curricular subjects e.g. literacy, numeracy and health and wellbeing, Learning for Sustainability, interdisciplinary learning and digital literacy is inherent to the curriculum; ■ lead collegial practices and collaborative approaches to enable digital literacy and the use of digital technologies to enhance learning and teaching; and ■ ensure effective learning experiences for learners with additional support needs.

2.1.4 Have knowledge and understanding of Leadership and Management	
Professional Illustrations	As a headteacher you: ■ continuously widen your knowledge and critical understanding of leadership and management concepts and practices and work collegially and collaboratively with others to ensure this is embodied in practice; ■ consider the implications for your leadership and impact on the learning community in terms of respectful relationships across the learning community in support of attainment and achievement, curriculum design and content; and ■ in both your personal and professional life, and in the way you lead and empower the learning community, exemplify the vision and culture you seek to develop throughout the learning community and across teams.

2.2.1 Fully understand and demonstrate Political Insight	
Professional Illustrations	As a headteacher you: ■ have an enhanced insight and understanding of the dynamics of political power and influence in the relationship between schools and society in general and the local community and context; ■ have an enhanced insight and understanding of the dynamics of political power and influence and how this aligns with the Professional Values and expectations; and ■ understand the impact and implications of political insight for your leadership and management practices and the work of school and learning community.

2.2.2 Fully understand and demonstrate self-awareness and inspire and motivate others	
Professional Illustrations	As a headteacher you: ■ continually develop self-awareness; ■ regularly challenge your thinking and practice through critical reflection and enquiry; ■ manage yourself and others effectively, supporting and enabling teacher professionalism through a commitment to collegial and collaborative practice; ■ build and sustain professional and personal credibility by modelling your commitment to on-going professional learning, integrity and ethical practice, and Learning for Sustainability; ■ support and enable a culture of trust and respect; ■ use cultural and emotional intelligence to explore bias, through questioning your own assumptions and identifying how these influence your work and relationships; ■ use insight and strategic leadership to mitigate the negative impact of bias and ensure equity of access, opportunity and support; ■ display confidence and courage in the way you deal with criticism and conflict; ■ encourage and enable the development of leadership skills and capacities in others and cultivate trust and respect among colleagues by creating leadership opportunities across and beyond the school; and ■ work co-operatively and strategically to develop trusting relationships with parents/carers and families and a wide range of partners to support partnerships in learning.

2.2.3 Judge wisely and decide appropriately	
Professional Illustrations	As a headteacher you: ■ analyse and define situations clearly; ■ take a positive solution-focused approach to your work; ■ know how and when to make decisions and use a wide range of robust and credible data to support and inform your judgements; ■ actively engage in professional debate and dialogue and actively encourage and seek views from across the learning community – from colleagues, parents/carers and families, children and young people, partners, other schools and the Local Authority/employer to inform your professional judgement and decision-making; and ■ create, design and share approaches to achieving improvement and display an awareness of the positive and ethical use of power and authority.

2.2.4 Communicate effectively	
Professional Illustrations	As a headteacher you: ■ regularly display and communicate your deep commitment to the education, wellbeing and inclusion of every learner through your everyday thinking and practice; ■ communicate effectively and actively to build positive working relationships and inclusive practices within the school, learning community, with colleagues, parents/carers/families and partners; ■ support, encourage and facilitate learners' participation in decisions about their own learning and the life of the learning community and its environment; ■ listen attentively and purposefully and express your ideas and feelings clearly; ■ engage in professional dialogue, provide constructive feedback and show commitment to the development and implementation of effective communication in and beyond the school; ■ demonstrate your commitment to openness and honesty with others through your effective use of a variety of means of communication including, as appropriate, social media; and ■ have a clear and critically informed understanding of – and respect for – confidentiality and consistently apply this knowledge and insight to all engagements, practices and procedures.

3.1.1 Work with the learning community to design and build a shared vision to provide a curriculum informed by theoretical principles of curriculum design and purposes of education	
Professional Illustrations	As a headteacher, you lead and work collaboratively to: ■ critically engage with policy, research and practice to inform a strategic overview of the planning, development and assessment of learning to ensure that school-based decisions are in accordance with the principles and purpose of education, good curriculum design and addressing the learners' entitlement to Learning for Sustainability; ■ develop and establish appropriate curriculum design and planning processes to meet the learning, health and wellbeing needs of all learners, including Gaelic medium education where appropriate; ■ ensure curriculum design and planning processes are well informed to ensure learners with additional support needs experience a curriculum that meets their needs; ■ understand and lead change effectively across the school and wider learning community; ■ set clear standards in relation to enacting the principles of inclusion, sustainability, equality and social justice through the curriculum; and ■ agree and develop curricular frameworks to ensure appropriate personalisation and choice through individualised pathways.

3.1.2 Work with the learning community to establish, enable and sustain a strategic approach to the development and improvement of curriculum practices (including pedagogy and assessment) informed by knowledge and understanding of underpinning principles and purposes	
Professional Illustrations	As a headteacher, you lead and work collaboratively to: ■ develop a culture which promotes and sustains high-quality curriculum practices, including pedagogy and assessment; ■ agree and communicate clearly high expectations of curriculum in order to provide all learners with creative and consistently high-quality learning experiences and opportunities for learning to be transformative in terms of challenging assumptions and expanding world views; ■ engage with partners to facilitate access to appropriate learning opportunities, including outdoor learning within and beyond the school and resources across the wider learning community and provide learners with regular access to and education in the natural world; ■ engage with colleagues and the learning community to develop strategic assessment practices, outlining the principles, purposes, uses, impact and sharing of any data gathered; and ■ enable colleagues to develop, enhance and share teachers' curriculum practices.

3.1.3 Work with the learning community to establish, enable and sustain processes which actively promote professional dialogue, critical reflection and collegial practice as a way of evaluating and enhancing curriculum practices (including pedagogy and assessment practices) and wellbeing among the school community	
Professional Illustrations	As a headteacher, you lead and work collaboratively to: ■ model and develop a culture of mutual trust, respect and accountability through the development and enactment of the curriculum; ■ promote a culture of critical reflection and self-evaluation and establish approaches to review curriculum practices which gathers views from colleagues and others across the learning community; and ■ agree, develop and establish processes to validate and enhance the quality of curriculum practices (including pedagogy and assessment practices).

3.2.1 Agree, share and enact the vision, values, ethos and aims of the learning community with colleagues, learners, parents/ carers and families and wider community	
Professional Illustrations	As a headteacher, you lead and work collaboratively to: ■ co-create an aspirational vision, values, ethos and aims, agreed in partnership with all colleagues, learners, parents/carers and families and wider community, and embracing Learning for Sustainability; ■ model and share the vision, values, ethos and aims regularly to all learners and the wider learning community including Gaelic medium ethos where appropriate; ■ promote a culture of wellbeing for all through modelling and supporting sustainable processes and practices for working and learning; ■ promote and enable a learning culture where additional support needs are integral to the learning community ethos; and ■ create safe, caring and purposeful learning environments which are welcoming and inclusive, well managed and well organised.

3.2.2 Agree a strategic approach to encourage and facilitate learner participation in planning and deciding about their own learning and wider decision-making within the learning community	
Professional Illustrations	As a headteacher, you lead and work collaboratively to: ■ establish and sustain a collegial culture of mutual respect and trust where every learner is enabled to participate meaningfully in decisions related to their learning, their school and the wider learning community; and ■ establish and sustain a range of strategic processes and approaches which enable every learner to participate meaningfully in decisions related to their learning, their school and the wider learning community.

3.2.3 Actively establish, enable and sustain trusting relationships with parents/carers and families	
Professional Illustrations	As a headteacher, you lead and work collaboratively to: ■ establish and enable a collegial culture of mutual respect and trust to build and facilitate partnerships between parents/carers and families, learners and the school and wider learning community; ■ support and enable parents/carers and families to value the importance of education and learning in the home, the school and in the wider learning community; and ■ sustain this culture to enable all parents/carers and families to have a range of opportunities to engage in partnership activities and processes related to learning, the life of the school and the wider learning community.

3.2.4 Establish and sustain a range of approaches which promote and support partnership working with colleagues, parents/ carers and families, other professionals and agencies to support the rights and wellbeing of every learner and the wider work and life of the school	
Professional Illustrations	As a headteacher, you lead and work collaboratively to: ■ understand your own and others' responsibilities for implementing national and local child protection policies and procedures to ensure the care and welfare of every learner; ■ understand your own and others' responsibilities in supporting the wellbeing needs of every child or young person to inform practices in the school and wider learning community; and ■ ensure systems are in place which enable all partners to contribute to, and support, the diverse needs of every learner in line with local and national policy and legislation.

3.3.1 Co-create and lead a culture which promotes and sustains career-long professional learning across the school and learning community	
Professional Illustrations	As a headteacher, you lead and work collaboratively to: ■ take responsibility for, and engage actively in, career-long professional learning to deepen your knowledge, understanding and skills; ■ critically engage with literature, research and policy to challenge and inform decision-making and professional practice; ■ develop and engage in professional enquiry as a key element of a sustainable professional learning culture; ■ set high expectations of career-long professional learning for self and colleagues, as appropriate, and support a wide range of opportunities which enable this; ■ create and utilise opportunities for colleagues to develop leadership practices across and beyond the school and wider learning community; and ■ build constructive relationships that engender commitment and collegiality.

3.3.2 Ensure, enable and sustain approaches and processes 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	
Professional Illustrations	As a headteacher, you lead and work collaboratively to: ■ use agreed processes which identify strengths and development needs and support career-long professional learning; ■ establish, enable and sustain coaching and mentoring principles and approaches which support professional learning including the PRD process; ■ support colleagues in taking ownership and responsibility for their professional learning and PRD using relevant Professional Standards to support self-evaluation and critical reflection; ■ ensure that purposeful ongoing professional learning and PRD takes place and that the outcomes of the processes contribute to improvement of professional practice; ■ ensure equal access to professional learning opportunities for all; and ■ lead and support engagement with the Professional Update process.

3.4.1 Establish, enable, and sustain a range of inclusive, resilient, and adaptive relationships, processes and practices which engender an ethos and culture of self-evaluation at every level in the school and learning community	
Professional Illustrations	As a headteacher, through individual and collegial activities you lead and work collaboratively to: ■ establish, enable and sustain an inclusive, resilient and adaptive culture of improvement using critically informed leadership practices and approaches; ■ build supportive relationships which help and support the culture of self-evaluation; ■ enable and sustain a culture of trust and mutual respect where colleagues, learners and the learning community engage in self-evaluation with confidence and integrity; and ■ facilitate an open, honest and critical stance in examining practice through modelling and promoting good practice in self-evaluation at every level.

3.4.2 Develop and sustain the effective use of a wide range of robust and credible information to support and inform decisions and improvements across the school and learning community in line with agreed strategic and operational priorities	
Professional Illustrations	As a headteacher you lead and work collaboratively to: ■ develop a culture of critically informed practice by using evidence, including research, and analysing against national and international benchmarks; ■ ensure that information is gathered systematically from a wide range of sources and partners developing innovative approaches to engage all groups; ■ ensure the use of a diverse range of information, qualitative and quantitative, to inform decision-making and identify priorities to shape and improve practices; and ■ enable and support colleagues in using a wide range of information to plan curriculum (pedagogy, assessment and reporting) with a focus on improving outcomes for all learners.

3.4.3 Lead and collaborate with colleagues, learners, parents/carers and families and the wider learning community in identifying, agreeing and implementing improvement priorities	
Professional Illustrations	As a headteacher, you lead and work collaboratively to: ■ create regular opportunities to engage colleagues, learners and the wider learning community to identify key priorities for improvement using the evidence gathered; ■ establish, sustain and enhance a culture where all learners, colleagues, parents/carers and families are involved in meaningful decision-making about the planning and enhancement of learning and in wider school and learning community improvement; and ■ establish processes and facilitate opportunities for groups to work collaboratively to take forward improvement priorities.

3.4.4 Develop systems for ongoing monitoring and review of the strategic improvement cycle with the school and learning community	
Professional Illustrations	As a headteacher, you lead and work collaboratively to: ■ undertake regular and systematic review of progress towards the school and learning community priorities, including resourcing decisions, to evaluate the impact on every learner; ■ establish, sustain and review a range of strategic processes which enable colleagues to contribute to the overall monitoring and review of change through the improvement planning cycle; and ■ effectively utilise a wide range of evidence to review and inform an improvement cycle which impacts on the development of the learning environment.

3.5.1 Ensure best strategic and operational use of available resources ensuring and maintaining a clear focus on the interests of learners	
Professional Illustrations	As a headteacher, you lead and work collaboratively to: ■ ensure resources are allocated in a fair, transparent and equitable manner in line with identified priorities and the principles of Best Value; ■ delegate and share appropriate tasks and responsibilities to other colleagues, including those with leadership roles, and ensure support is in place; ■ foster collective responsibility across the school and wider learning community for the sustainable use of resources; ■ establish and maintain systems to ensure decisions are taken in collaboration with the learning community, providing clear details of how resource allocation meets identified priorities; ■ establish and sustain transparent systems which support the effective monitoring, evaluation and review of the use of resources across the school and wider learning community; and ■ be accountable for budget and resource management through utilising appropriate procedures and all available supports.

3.5.2 Work within the structure of employment legislation, national and local agreements and policies governing employment	
Professional Illustrations	As a headteacher, you lead and work collaboratively to: ■ take due account of employment legislation and national and local agreements in all aspects of human resource management and ensure good practice in recruitment and appointment of staff, in accordance with the best interests of children and young people; ■ work within clearly defined roles, responsibilities and accountabilities, to ensure a highly professional school team is built and sustained to meet the needs of the learning community; ■ take due account of the legislative framework related to equality and social inclusion, including in the appointment of staff, to promote an inclusive community which values diversity and challenges discrimination; and ■ take due account of Health and Safety legislation to ensure the safety and welfare of all.

Employees are the #FACE of East Ayrshire and are expected to demonstrate our FACE qualities and behaviours	
Quality	**Behaviour**
Flexible	• Have an open mind and look for better ways of doing things. • Embrace new technologies to improve services for the people we serve. • Welcome opportunities to learn and grow.
Approachable	• Develop positive and productive relationships with everyone. • Listen, notice, respond and engage. • Manage our reactions and think about how our behaviour affects others.
Caring	• Embrace working in a team and working with others. • Take pride in your role, serving our community and strive to be the best we can be. • Be kind to others and to ourselves.
Empowered	• Have the courage to try new things. • Work with others to find the best solutions. • Help everyone to realise their full potential.

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 recognising that roles change over time.

School Information

School	Hillside School & Supported Learning Centre
Address	Barony Campus, Auchinleck Road, Cumnock, KA18 1FQ
Location	Hillside School & Supported Learning Centre is situated in Cumnock, East Ayrshire. It is a non-denominational establishment.
Catchment Area	Hillside School & Supported Learning Centre attracts pupils from the catchment area and surrounding areas. Hillside School & Supported Learning Centre is part of the Barony Education Group.
School Roll	105 (Census September 2024 pupil numbers).
Inspection Report	No current inspection report available from Education Scotland
On-Line School Handbook	For further detailed information relating to the Hillside School, please Click Here for the school handbook.

Terms and Conditions

Salary	SNCT Scale HT9
Hours of work	35 hours per week term time.
Pension	Employees will be auto enrolled in to the Scottish Teachers' Superannuation Pension Scheme. Employees can, if the so wish, apply to opt out. The employee contribution is based on salary level. The Scottish Teachers' Superannuation Pension Scheme is currently a final salary scheme.
Conditions of Service	Conditions of Service are those of the Scottish Negotiating Committee for Teachers.
Relocation assistance	Up to a maximum of £5,500.00.
Annual Leave/ Public Holidays	The annual leave for the post is 40 days (pro rata for part time employees and those working other than 5 days a week), inclusive of 12 public holidays. The annual leave year will mirror the school year. The SNCT have agreed changes to the approach taken when calculating monthly salary payments for teachers. Depending on your own personal circumstances, you may receive a letter from payroll colleagues advising that an adjustment to your pay is necessary to ensure that an overpayment does not arise. Adjustments may also be necessary to recalculate the projected accrued leave entitlement for the year and fixed leave during the school year depending on the commencement date of your employment with East Ayrshire or when you take up your new position. Full details of the National Pay and Leave Specification is available to download from the Scottish Joint Negotiating Committee for Teachers website http://www.snct.org.uk/circulars.php
Personal Vehicle Usage	Employees who are authorised car users are entitled to reimbursement of business mileage.
Terms of Appointment	The appointment will be subject to: Confirmation of full registration with the GTCS; Satisfactory PVG Scheme update; Satisfactory references and medical clearance.
Notice Period	The contract may be terminated by giving 8 working weeks' notice in writing, which must include 4 working weeks.
Other Employment	The postholder may not engage in any other business or take up an additional employment without the express consent of the Council. They must inform the Council of any outside activity which may in any way conflict with their work for the Council.

The Council has a reputation of being a good employer and has a wide range of attractive employee benefits in place beyond this summary.

Recruitment Process & Response Instructions

Submitting an Application
Candidates wishing to apply for a post should apply online via the myjobscotland website at https://www.myjobscotland.gov.uk/councils/east-ayrshire-council/jobs and visit our education page at https://www.myjobscotland.gov.uk/councils/east-ayrshire-council/education.

Upon submission of an online application, candidates will receive an email confirming receipt.

The Selection Process
After the closing date candidates will be notified by email via the myjobscotland website.

Assessment and Interview

Candidates who meet the highest standard expected for this role across all essential selection criteria will be shortlisted for attendance at an assessment centre facilitated by our external provider.

Only candidates who pass the assessment centre will be required to participate in a School based assessment as part of the selection process prior to a panel interview.

Candidates will be required to deliver a short presentation as part of the interview selection process.

Those candidates not selected for interview will be advised in writing.

Provisional Dates as follows

- Long leet - 13th May 2025
- Assessment Centre – week commencing 26th May 2025
- Shortlisting – Week commencing 2nd June 2025
- Focus Group week commencing – 9th June 2025
- Interviews - 19th June 2025

Pre-employment Checks
Employment with East Ayrshire Council is subject to successful candidates being eligible to work in the UK, receipt of two satisfactory references and the satisfactory outcome of pre-employment health screening and a Protecting Vulnerable Groups (PVG) checks.

Information or Queries
If you have any queries or require further information relating to any aspect of the recruitment and selection process, you can contact Kirsty Pirrie – People & Culture Manager or email at Kirsty.Pirrie@east-ayrshire.gov.uk.

Other Information
A range of documents including the Community Plan, Single Outcome Agreement, service specific policies and procedures and related information are available on the Council's website www.east-ayrshire.gov.uk

East Ayrshire Council
Comhairle Siorrachd Àir an Ear

www.east-ayrshire.gov.uk