

Recruitment Pack
Post: ES0757 Teacher of Social Subjects (Geography)
Falkirk High School
Westburn Avenue
Falkirk
FK1 5BZ



Falkirk High School is a caring, supportive and aspirational community of learners – we believe in better and we want staff who feel the same.

We are looking to appoint an outstanding and energetic Teacher who can help to further shape and develop our school community to foster even more success for our young people.

If this challenge resonates with you, we welcome your application.

Stuart Kelly, Head Teacher
April 2026

School website: www.falkirk.falkirk.sch.uk



Advert –Teacher of Social Subjects – Geography (Full-time Permanent)

Falkirk High School - Ref: ES0757

Falkirk Council is seeking to recruit class teachers who are highly skilled practitioners, committed to delivering the very best learning and teaching experiences for our children and young people.

The key policy document for Falkirk schools is Learning to Achieve. This was co-created by headteachers, teachers, early years practitioners, support staff, parents/carers, pupils and other partners. It sets out clearly our expectations for our class teachers, namely that they are practitioners who demonstrate commitment to meeting the needs of all learners by:

- reflecting critically on their practice
- being proactive in seeking professional learning opportunities that further enhance their skills and knowledge
- adopting flexible, creative approaches to meet the needs of all learners
- using current educational thinking to inform their practice
- making good use of professional collaboration in school and beyond
- communicating effectively with others

Successful applicants will:

- hold an appropriate secondary qualification
- be fully registered with the General Teaching Council, Scotland (GTCS)
- be able to demonstrate that they possess the commitment, knowledge and skills outlined in the Standard for Full Registration

Applicants for this post, who progress to the next stage of the recruitment process, will be invited to participate in a classroom observation and attend a formal interview.

Successful applicants for posts working with children or vulnerable adults will be subject to disclosure checks or the new PVG scheme.

Applicants are encouraged to be explicit in detailing their skills, experience and attributes that they can bring to this post

Additional Information

Short letting will be based on all of the information provided in the application form.

Information Resources

- Falkirk Council Performance
<https://www.falkirk.gov.uk/services/council-democracy/budgets-spending-performance/council-performance/>
- Schools Assessment and Performance
<https://www.falkirk.gov.uk/services/schools-education/school-assessment-performance.aspx>
- Various education plans and strategies
<https://www.falkirk.gov.uk/services/schools-education/>
- School website
www.falkirk.falkirk.sch.uk
- School page on Falkirk Council website
<https://www.falkirk.gov.uk/places/schools-nurseries/secondary-schools/falkirk-high-school.aspx>

Resource Manager
April 2026

FALKIRK COUNCIL – CHILDREN’S SERVICES

JOB DESCRIPTION

Post: Social Subject - Geography Teacher
Service: Children’s Services
Salary: Class Teacher

1. The Duties of Teachers

The duties of teachers shall be expressed in the Scheme of Conditions of Service and be:-

Subject to the policies of the school and the education authority to perform such tasks as the Headteacher shall direct having reasonable regard to overall teacher workload related to the following categories:

- (a) Teaching assigned classes together with associated preparation and correction.
- (b) Developing the school curriculum.
- (c) Assessing, recording and reporting on the work of pupils.
- (d) Preparing pupils for examinations and assisting with their administration.
- (e) Providing advice and guidance to pupils on issues relating to their education.
- (f) Promoting and safeguarding the health, welfare and safety of pupils.
- (g) Working in partnership with parents, support staff and other professionals.
- (h) Undertaking appropriate and agreed continuing professional development.
- (i) Participating in issues related to planning, raising achievement and individual review.
- (j) Contributing towards good order, and the wider needs of the school.

2. The Working Year for Teachers

The working year for teachers shall consist of 195 days of which 190 days will coincide with the school year for pupils with the remaining 5 days being worked by the individual teacher on duties as planned by the local Council (e.g. in-service training)

3. The Working Hours of Teachers

- i. The working week of Teachers under the overall direction of the Head Teacher shall be 35 per week.
- ii. An additional contractual maximum of 35 hours CPD per year, e.g.:
 - Personal professional development
 - Attendance at national or local courses
 - School based activities e.g. working groups, curricular_development, etc

4. Demands

This job requires contact with vulnerable groups therefore you will required to join the PVG scheme or undergo a PVG scheme update check prior to formal offer of employment.

Person Specification - Post: Class Teacher (Secondary)

Aspect	Essential (E) Desirable (D)
Qualifications	
Relevant Degree / Qualification and GTCS Registration	E
Maintenance of PVG Scheme Membership	E
Additional relevant qualification(s)	D
Professional Knowledge and Understanding	
Articulates/demonstrates a broad critical understanding of the principles of Curriculum for Excellence (CfE)	E
Articulates an understanding of the professional practices required to deliver CfE	E
Articulates an understanding of pupil learning and demonstrates an ability to develop innovative, creative and imaginative curricular planning	E
Evaluates and justifies the use of a range of teaching strategies / resources in relation to curriculum requirements and pupil need	E
Evidences curriculum development that has led to improvement in teaching and learning	E
Models high standards of literacy and numeracy	E
Demonstrates sound knowledge of the PE curriculum	E
Demonstrates sound knowledge of literacy, numeracy and health & well-being across the curriculum and their contribution to children's learning and general development	E
Evidences contributions to inter-disciplinary learning	D
Demonstrates experience of contributing to the development of school policy and improvements through, e.g. membership of working/writing/development groups	D
Professional Skills and Ability	
Reflects on and acts to improve professional practice, demonstrating commitment to self evaluation against the Standard for Full Registration	E
Communicates clearly making skilful use of a variety of media including ICT to interact productively with pupils individually and collectively	E
Organises and manages classes, resources and behaviour to achieve safe, orderly and purposeful activity	E
Demonstrates commitment to the use of restorative approaches	E
Understands and applies the principles of assessment, recording and reporting	E
Evidences experience in monitoring and tracking pupil progress to raise achievement	E
Evidences the use of assessment results to improve teaching and attainment/achievement of pupils	E
Demonstrates ability to amend teaching approaches to meet all pupils' needs	E
Demonstrates ability to use assessment information to identify barriers to learning and devise ways of overcoming these, where appropriate with support from others within and out with school	E
Works cooperatively with other professionals, staff and parents / guardians	E
Reports meaningfully to other professionals, staff and parents/guardians	E
Demonstrates consistent application of active methodologies	D
Evidence of leading a curriculum initiative at departmental/ whole school/cluster level	D
Has used the environment and resources outside the classroom and school to support teaching and pupils' learning	D
Has created opportunities and processes that allow the active engagement of other professionals, staff and parents	D

Professional Values and Commitment	
Evidence of commitment to social justice, inclusion, caring for and protecting children	E
Evidence of understanding and application of the principles of GIRFEC	E
Evidence of active involvement in professional dialogue with colleagues	E
Evidence of participation in professional learning related to the needs of the learner, themselves and their establishment as key means to improving practice	E
Proven contribution as an active partner in their school community within department, faculty and school, by demonstrating e.g. experience of sharing practice/working in a team, effective time management and organisational skills	E
Demonstrates a high level of personal motivation and commitment	E
Demonstrates ability to present key ideas/information professionally	E
Has a professional manner and appearance	E
Evidence of facilitating or leading professional learning communities	D
Demonstrates ability to motivate colleagues	D
Evidence of involvement in out of school activities which have enriched the pupil experience	D
Demonstrates awareness of GTC Code on Professionalism and Conduct	D
Demonstrates an understanding of the importance of handling sensitive information and situations appropriately	D
Demonstrates an understanding of the importance of recognising personal achievement	D
Maintain PVG Scheme membership	E
Gaelic language skills	D

Falkirk High School

Falkirk High School is a non-denominational six year fully comprehensive school, situated in Falkirk, approximately 1 mile from the centre of town. Founded in 1886, Falkirk High School has a complement of around 93 FTE teaching staff and a highly dedicated team of over 30 FTE support staff. Our Senior Management Team (SMT), led by our Head Teacher, comprises of 4 Depute Head Teachers and a Resource Manager. The Depute Head Teachers and Resource Manager all have a range of strategic, curricular and organisational duties in support of our core business of learning and teaching and personal support for pupils.

The school serves a widespread catchment area and has 7 associated primary schools: Bainsford, Bantaskin, Carmuir, Comely Park, Easter Carmuir, Langlees and Slamannan Primary Schools. Falkirk High School's goal is to provide for the needs of all pupils, irrespective of age, aptitude and ability, in an equitable way through its curriculum, management and atmosphere.

Perhaps the most important feature of Falkirk High School is its general ethos and character, exemplified by the wider curricular and enrichment opportunities afforded to our pupils, with an emphasis on the development of the whole person. All staff are encouraged to consider what they can offer in relation to this. The relationships between staff and pupils, and between different groups of pupils, are excellent and we go to great lengths to ensure that health and wellbeing is of great importance with pupil support and provision for social development being second-to-none.

In summary, at Falkirk High School we strive to develop a solid framework for learning, based on relationship led practice, whilst aiming for excellence in learning and teaching.

As a member of our staff at Falkirk High you will be expected to exercise a style which reflects the school's aims and values, promotes a positive ethos of achievement, fosters strong links with parents and the wider community and develops the work of the school appropriately.

You will be invited to visit the school if you are selected for interview. Copies of our Prospectus, Improvement Plans and Standards and Quality Report can also be downloaded from the website.

<https://www.falkirk.falkirk.sch.uk/>