EDUCATION, HOUSING AND COMMUNITIES

RECRUITMENT PACK

Job Title	**PRINCIPAL TEACHER OF BUSINESS EDUCATION (August start)**
Location	**SPEYSIDE HIGH SCHOOL** **(roll 357 at most recent census)** 
Reference No	**MOR11795**
Salary	**£57,498**
Closing Date	**Sunday 10 May 2026**
A relocation package of £5400 (exclusive of VAT) may be available for this post.	

Prospective candidates who wish to discuss the post informally may telephone Mrs Patricia Goodbrand Head Teacher, Speyside High School, Mary Avenue, Aberlour, AB38 9QU (Tel: 01340 871522) admin.speysidehigh@moray-edunet.gov.uk

MORAY COUNCIL
EDUCATION, HOUSING & COMMUNITIES

Principal Teacher – Job Description

General Areas of Responsibility:

All teachers have a responsibility to carry out the list of duties contained in **Annex B of "A Teaching Profession for the 21st Century"**:

Subject to the policies of the school and the Education Authority, the duties of teachers, promoted and unpromoted, are to perform such tasks as the Head Teacher shall direct having reasonable regard to overall 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 the work of pupils
(d) preparing pupils for examinations and assisting with their administration
(e) providing advice and guidance to pupils on issues related 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 school planning, raising achievement and individual review
(j) contributing towards good order and the wider needs of the school

Specific Responsibilities

All Principal Teachers (Curriculum/Pastoral) have a responsibility to carry out the list of duties contained in **Annex B of "A Teaching Profession for the 21st Century"**:

(a) responsibility for the leadership, good management and strategic direction of colleagues
(b) curriculum development and quality assurance
(c) contributing to the development of school policy in relation to the behaviour management of pupils
(d) the management and guidance of colleagues
(e) reviewing the CPD needs, career development and performance of colleagues
(f) the provision of advice, support and guidance to colleagues
(g) responsibility for the leadership, good management and strategic direction of pastoral care within the school
(h) the development of school policy for the behaviour management of pupils
(i) assisting in the management, deployment and development of pastoral care staff
(j) implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare
(k) working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate

Key Duties Associated with Specific Areas of Responsibility:

(a) Leadership, management and strategic direction of colleagues:

It is expected that Principal Teachers will:

- Have direct line management responsibility for allocated teaching and support staff.
- Review CPD needs as part of the Professional Review and Development, the career development, welfare and performance of colleagues.
- Manage delegated budgets.
- Assume appropriate responsibility for health and safety.

- Assist with the selection and recruitment of staff.
- Assist with discipline and grievance procedures for staff.

(b) Curriculum development and quality assurance

It is expected that Principal Teachers will:

- Manage the development of the curriculum, as delegated by the Head Teacher.
- Monitor and evaluate learning and teaching, as delegated by the Head Teacher.
- Contribute to the management of the process of school development planning.
- Implement and evaluate quality assurance procedures, including contributing to the process of Standards and Quality Report writing, in line with school and authority policy.

(c) Whole school policy and implementation:

It is expected that, for their areas of delegated responsibility, Principal Teachers will:

- Develop, manage and implement policy on Learning and Teaching.
- Develop, manage and implement policy on pupil assessment and attainment.
- Develop, manage and implement policy on pastoral care, pupil welfare and support.
- Develop, manage and implement policy on behaviour management.

(d) Working with partners:

It is expected that Principal Teachers will:

- Lead and/or work with colleagues in the same establishment.
- Work with colleagues from other establishments and support agencies.
- Work with parents and carers.
- Work with the wider community as appropriate.

Allocation of Duties:

Principal Teachers are accountable, through appropriate Line Managers, to the Head Teacher and, in turn, through him/her to the Head of Education (Chief Education Officer).

Taking into account the policies of the Education, Communities and Organisational Development Department, Head Teachers will determine the key areas of responsibility and management duties of Principal Teachers, which will be subject to review, as required. Any change to these duties will follow a formal consultation process with individual colleagues.

Duties must be capable of being undertaken within contractual time and will have regard to teacher workload.

Salary:

The salary of a Principal Teacher will be determined by applying the job-sizing toolkit agreed by the Scottish Negotiating Committee for Teachers (SNCT).

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Post of Principal Teacher (Curriculum/Pastoral) – Person Specification

Selection Criteria	Essential: Acceptable levels for effective job performance	Desirable: The attributes of the ideal candidate
Qualifications	As required by GTC; hold S.F.R.	Additional qualifications
Previous Experience	Extensive and successful experience of teaching classes across the age range and ability range	Good ICT skills
Professional Development	Evidence of recent involvement in professional development activities	Has breadth of involvement in key issues; evidence of professional development beyond initial training
Leadership	Ability to lead an effective team	Experience of working with others to achieve successful outcomes
Management Skills	Display potential to undertake middle-management requirements of PT's post	Ability to work with others; good resource organisation, including ability to manage delegated budgets effectively; ability to assume responsibility for specific tasks and deliver successful outcomes
Communication Skills	Ability to communicate clearly and in a range of formats and situations	Is articulate with good language skills; ability to communicate with, and support, colleagues
Interpersonal Skills	Consultative, good listener, courteous, tactful. Shows empathy to young people	Displays potential to motivate and support stage/departmental colleagues and young people
Implementing Change	Has involvement in current developments; has the ability to contribute knowledgeably to discussion of same	Ability to help lead stage/ departmental developments; has experience of carrying through a development to a successful conclusion
Curriculum (in appropriate areas – stage/subject/PSHE)	Clear knowledge of current curricular issues; clear commitment to the process of self-evaluation, including school development planning	Successful involvement in implementing some major curricular activities
Ethos	Ability to foster a positive ethos; demonstrates a high level of commitment to all aspects of school life	Evidence of previous experience in creating a positive ethos
Relationships with Pupils	Ability to promote good order and discipline within the parameters of school policy; ability to motivate young people; shows commitment to pastoral care and welfare of pupils	Willingness to contribute to the wider life of the school
Relationships with Parents and the Community	Ability to establish positive relationships with parents and the community	Shows evidence of establishing positive relationships with parents and the community
Whole School Involvement	Willingness to participate in cross curricular groups	Evidence of working in cross curricular groups

PRE EMPLOYMENT CHECKS

Essential

- Satisfactory PVG (Protecting Vulnerable Groups) Scheme Membership
- Satisfactory references