

Recruitment Pack for the Post of: Primary Class Teacher (0.8FTE)

St Margarets Primary School



St Margaret's is a non-denominational school situated in Polmont. The current school role is sitting at 320 pupils and Park Hill ELC sits within our grounds.

It is an open plan school, with extensive school grounds. We are mainly double stream, however this session we will have one composite class, totalling 13 classes.

The catchment area, a mixture of private and council housing, enjoys good employment through close proximity to the industrial area of Grangemouth, HMYOI Polmont, as well as retail and office opportunities in Falkirk. There is easy access to the M9 motorway for the major cities such as Edinburgh, Glasgow, or Dundee and rail links are at Polmont and Falkirk.

The pupils in St Margaret's live within SIMD bands 2 – 10, with the majority living at bands 7 to 9.

The majority of our local employment lies in the retail, hospitality, STEM (Ineos, BP and Zenica) and construction industries.

St Margaret's Primary has been reaccredited for the third time as a GOLD Award winning Rights. We pride ourselves on being an inclusive, nurturing and restorative school where children's health and wellbeing is a key focus and our children feel loved and valued as individuals.

Our core values are:

Be safe

Be respectful

Be the best YOU!

Teaching in Falkirk is more than just a job – it demands a shared commitment to support children and young people to be successful by creating the best learning environment for all of those in our care. Committed, caring and ambitious teachers make the difference in terms of 'getting it right for every child' and improving attainment and achievement. If this challenge resonates with you come and join us. Falkirk schools believe in better; we want teachers who feel the same.



Watch our video [Living, Learning, Working in Falkirk](#)



make it happen
 council of the future

Primary Class Teachers

Primary School - Ref: **ES3015**

0.8 FTE

We are 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 within the Falkirk area.

The key policy document for Falkirk schools is *Learning to Achieve*. This was co-created, and recently revised in 2022, by headteachers, teachers, early years practitioners, support staff, central officers, parents/carers, pupils, and wider partners.

This document outlines our aim to ensure that all our learners have access to:

- a range of creative learning experiences which support deep, sustained learning and appropriately meet their needs.
- a variety of active learning approaches, appropriate to their developmental stage, to support them in their development of creative and critical thinking.
- regular conversations relating to how they want to learn.
- appropriate supports to ensure they can overcome any barriers to learning which helps them feel included and engaged in their own school or setting.
- regular opportunities to reflect on their own learning and achievements, setting learning goals and next steps.

Curriculum Delivery:

To support the delivery of a high-quality curriculum, we are looking for teachers who can:

- Use knowledge of their local community to build a relevant curriculum which meets the needs of their children, young people and families.
- Review and refine the curriculum offer on a regular basis, making effective use of relevant information to meet the needs of learners.
- Take account of the knowledge, skills and attributes that children and young people need to develop in our rapidly changing world.
- Understand and use pedagogies that meet the development needs of children and young people.
- Ensure children and young people see the relevance of their learning and can link this to their own experiences and the world of work.

High Quality Learning & Teaching:

Successful candidates will carefully consider how they engage young people in their learning, working to:

- Ensure environments are conducive to effective learning and offer support and challenge for all children and young people.
- Systematically reflect upon and evaluate their own practice.
- Access relevant professional development to help adapt their pedagogy to the needs of their learners and their own establishment.
- Make purposeful use of professional collaboration in schools, centres and beyond to improve their practice.
- Work in partnership with all stakeholders including children and young people to develop their pedagogy.

Inclusion & Equality:

They will work hard to support children and young people across Falkirk by working to:

- Promote a positive and inclusive environment.
- Ensure the lens of inclusion is used when planning experiences for children and young people.
- Develop purposeful connections with others to best meet the needs of children and young people.
- Ensure the culture and ethos within the classroom and/ or setting promotes and reflects an inclusive mindset.
- Develop further children and young people's understanding and awareness of diversity and equality.
- Allow children and young people time to talk about inclusion and equality related issues when they arise.
- Develop a greater understanding of equality and inclusion practices and how these apply to their setting.
- Engage in regular professional learning to ensure their practice is in line with all current legislation and guidance.

Celebrating and Recognising Achievement:

In celebrating the success of children and young people, our teachers will:

- Explicitly plan for the knowledge, understanding and skills you expect children and young people to achieve.
- Ensure assessment takes place as part of ongoing learning, periodically and includes times of transition.
- Share the purpose and application of learning.
- Support children and young people to discuss and explain their thinking.
- Provide high-quality interactions and feedback that informs next steps in learning.
- Use a range of assessment evidence including National Benchmarks to describe progress and achievement against standards and expectations.
- Ensure tracking and monitoring informs teaching and improves outcomes for learners.
- Engage in professional dialogue with colleagues to moderate and plan collegiately at all stages of the learning, teaching, and assessment cycle.

Successful applicants will:

- hold an appropriate primary 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

Successful applicants who progress to the next stage of the recruitment process will be invited to attend:

Short Leet interviews will be on Thursday October 29th 2026

If you are the successful candidate, you will be required to gain/maintain PVG scheme membership.

Within their application form, applicants are encouraged to be explicit in detailing their skills, experience and attributes that they can bring to this post.

Information Resources

- **Learning to Achieve Strategy**
[Learning to Achieve - August 22 \(canva.com\)](#)

- **GTCS Standard for Full Registration**
[GTCS Standard for Full Registration](#)
- **Links to school pages on Falkirk Council website**
<https://www.falkirk.gov.uk/services/schools-education/>

FALKIRK COUNCIL – EDUCATION SERVICES

JOB DESCRIPTION

Post: Teacher
Service: Education Services
Salary: Class Teacher

1. The Duties of Teachers as outlined in A Teaching Profession for the 21st Century (Agreement reached following recommendations made in the McCrone Report) and in line with Part 2: Section 2 of the SNCT Conditions of Service which outlines the main duties of all registered teachers [SNCT Handbook Part 2 Section 2](#).

Subject to the policies of the school and Falkirk Council 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 planning, preparation and evaluation.
- (b) Developing the school curriculum.
- (c) Assessing, recording and reporting on the progress of pupils.
- (d) Preparing for formal summative assessment procedures.
- (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 career long professional learning.
- (i) Participating in issues related to planning, raising achievement and individual review.
- (j) Contributing towards a positive ethos, and the wider needs of the school.

2. Expectations of Professional Values and Professional Commitment as outlined in the GTC Scotland (GTCS) Standard for Full Registration:

Professional Values:

We endorse the GTCS expectations that education professionals:

- Have a deep commitment to all learners' cognitive, social and emotional growth and wellbeing
- Provide the foundation to support and encourage teachers to see the whole child or young person and their needs
- Demonstrate through all their professional relationships, thinking and actions and all that they do, meet their professional commitment as teachers registered with GTCS

Professional Commitment:

We endorse the GTCS expectations that education professionals:

- Understand the needs of all learners
- Meet the needs of children and young people who may have a barrier to wellbeing and learning associated with a range of circumstances such as the learning environment, family circumstances, disability or health need, and social and emotional factors. This includes learners with additional support needs such as: Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder

(ADD); Autism; Developmental Coordination Disorder (Dyspraxia) (DCD); Dyslexia; and Tourette syndrome

- Recognise, see and acknowledge the value in everyone and have a deep awareness of the need for culturally responsive pedagogies. They promote equality and diversity, paying careful attention to the needs of learners from diverse groups and in upholding children's rights

3. 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)

4. 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 (pro rata), e.g.:
 - Personal professional development
 - Attendance at national or local courses
 - School based activities e.g. working groups, curricular development, etc

5. Demands

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

Person Specification - Post: Class Teacher (Primary)

Aspect	Essential (E) Desirable (D)
Qualifications	
Relevant Degree / Qualification and GTCS Registration	E
Maintenance of PVG Scheme Membership	E
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	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	E
Models high standards of literacy and numeracy	E
Demonstrates sound knowledge of all curricular areas	E
Demonstrates sound knowledge of literacy, numeracy and health & well-being across the curriculum and their contribution to children's learning and general	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	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
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Professional Values and Commitment	
Evidence of commitment to social justice, inclusion, caring for and protecting	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	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