

Job Description

Job Title	Principal Teacher
Level	Principal Teacher Spine
Service	Education
Job Purpose	Subject to the policies and practice of the School and the Council, the duties of Principal Teachers are to perform such tasks as the Head Teacher shall direct.

Principal Accountabilities:

Subject to the policies and practice of the School and the Council, the duties of principal teachers are, in addition to any duties of a teacher that may apply to:

- (a) lead, manage and support the work of colleagues providing strategic direction and guidance as necessary;
- (b) lead curriculum development and quality assurance;
- (c) contribute to the development of school policy in relation to the behaviour management of pupils;
- (d) review and support professional needs, and performance of colleagues through career-long professional learning;
- (e) where required, lead, implement and manage whole school policies including, where appropriate, guidance, pastoral care and behaviour support;
- (f) working in partnership with parents, support staff and other professionals to meet the needs of children, young people and families in the learning community;
- (g) promote equality of opportunity and ensure a commitment to inclusive education and recognise and respect the views of young people;
- (h) promoting and safeguarding the health, welfare and safety of young people in school.

All teachers must have an understanding of the GTCS Standards for Full Registration which are available from the GTCS website at [Document > The Standard for Full Registration \(gtcs.org.uk\)](https://www.gtcs.org.uk/document/the-standard-for-full-registration) and [Leadership and the Professional Standards \(gtcs.org.uk\)](https://www.gtcs.org.uk/leadership-and-the-professional-standards)

PVG:

In terms of the Protection of Vulnerable Groups (Scotland) Act 2007, this post is designated as Regulated Work. Consequently, in order to undertake the duties of this post, you must hold membership of the Protecting Vulnerable Groups (PVG) Scheme.

If you are charged with any offence or are involved in any activity which may have implications for your membership of the PVG Scheme, you must immediately notify your Line Manager.

Person Specification:

Category	Essential	Desirable
Qualification and Registration	• Full GTCS Registration • Required to join the PVG scheme for this type of regulated work • Roman Catholic approval is required for posts based at Denominational schools	• Professional recognition by GTCS • Evidence of further study • Other relevant qualifications
Experience	• Working knowledge of all relevant areas of the curriculum • Experience of teaching pupils at different stages • Experience of developing assessment practices and procedures in collaboration with colleagues across department and school • Experience of planning and delivering inter-disciplinary learning • Experience of working with pupils with additional needs	• Experience of working outwith departmental level • Experience of leading others
Professional Values and Personal Commitment	• Evidence of appropriate Continuous Professional Development • Evidence of self-evaluation • Willingness to actively develop the ethos of the school • Commitment to support the development of young people to develop their skills • Commitment to support the personal, social, emotional and intellectual development of young people	• Commitment to and experience of developing the wider life of the school
Strategic Vision	• Is able to demonstrate evidence of career long planning	• Can demonstrate evidence of supporting colleagues in their learning • Can demonstrate a vision which will promote high expectations

Professional Knowledge and Understanding	• Knowledge of and involvement in developing and implementing initiatives relating to the curricular framework, e.g. Curriculum for excellence • Ability to plan coherent, progressive and stimulating teaching programmes with match pupils needs and abilities • Knowledge of how current developments can support effective teaching and learning • Knowledge and understanding of literacy, numeracy, health and wellbeing in the context of the curriculum • Evidence of monitoring and tracking pupils progress and using information to raise achievements and attainment • Experience of assessment, moderation recording and reporting	• Experience in leading curricular developments in line with curricular framework at school, cluster or authority level • A commitment to small-scale action research • Evidence of effective strategies to support a wide range of pupils needs
Interpersonal Skills and Abilities	• Ability to manage systems which promote positive pupil behaviour • Ability to work co-operatively with staff, parents, partners in other agencies and the wider community • Ability to respond sensitively and appropriately to challenging situations	
Professional Actions	• Effective management and organisation skills	• Experience of working with other professionals • Experience in supporting new entrants to the profession • Supporting positive and active partnerships within the community