

## Role Profile

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| <b>Post Title:</b>   | <b>Principal Teacher (Faculty Leader)</b> |
| <b>Date Created:</b> | <b>March 2020</b>                         |

## ROLE DEFINITION

Lead, manage and give strategic direction within allocated sphere of responsibility and to be part of the management team of the secondary school.

Within their areas of responsibility, manage and deliver teaching services in accordance with the directions of the headteacher in conformance with the Council's Plan, the Service Improvement Plan, Community Planning Partnership priorities and in compliance with the relevant legislation and policy guidance issued by the Scottish Government.

## KEY TASKS AND RESPONSIBILITIES

### Corporate Responsibilities

- To deliver an effective education service in accordance with the Council's corporate policies and procedures and relevant strategy provision.
- To understand information management and security issues and work in line with legislation and Council policies and guidelines, ensuring that information is used, shared and managed appropriately.
- To undertake any other reasonably required duties, consistent with duties detailed in Part 2 Section 2 of the SNCT Handbook of Conditions of Service, as directed by the Executive Director or nominee, in addition to the role specific tasks & responsibilities detailed below.

## Role Specific Tasks & Responsibilities

Within their wider areas of responsibility:

- Take forward the aims and priorities of the school, the Education Service and North Ayrshire Council to ensure delivery of a high quality service to children & young people, including:
  - A commitment to a pupil and parent/carer focus;
  - The pursuit of continuous improvement and best practice;



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- The implementation and evaluation of effective quality assurance procedures;
    - Motivating the faculty team and others towards positive outcomes.
  - Responsible for the leadership, good management, performance improvement and strategic direction of a team of colleagues to ensure the provision of quality learning & teaching for children and young people, including:
    - Developing a shared vision for, and a positive culture in, the faculty;
    - Direct line management responsibility for allocated teaching and support staff, including promoting a climate of team working and collegiality;
    - Assisting with the selection and recruitment of staff;
    - In co-operation with senior managers, ensure appropriate deployment of staff within given sphere of responsibility;
    - Monitoring and evaluating team progress on a regular basis and through effective systems to ensure positive impact and outcomes;
    - The provision of quality advice, challenge and support to colleagues;
    - Reviewing the CPD needs, career development, performance of colleagues, and supporting the Professional Update of colleagues, through the PRD process;
    - Ensuring appropriate support and mentoring of probationer and student teachers within their team;
    - Contributing to the continuous development, implementation and evaluation of school policies through effective faculty improvement planning;
    - Managing, developing, implementing and evaluating health & safety policy across the curricular areas within given sphere of responsibility.
  - Lead and manage the development, implementation and monitoring of quality learning & teaching across allocated areas of the curriculum, including:
    - Assuming responsibility for leadership of curriculum change;
    - Monitoring and evaluating the aims and priorities, in addition to the learning and teaching, of allocated areas of the curriculum;
    - Responsibility for quality assurance using appropriate evidence to inform improvement planning across allocated areas of the curriculum;
    - Contributing to the management of the process of school and authority improvement planning, by managing & leading consultation/discussion and responses within team and whole school working groups;
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- Responsibility for efficient use of resources, including allocated budgets, the control & management of resources, arrangements for purchase & repair of equipment and ensuring the maintenance of an accurate inventory;
    - Respond proactively to opportunities to bid for additional school/authority/ national funding to take forward additional faculty priorities/developments as appropriate;
    - Liaising and co-operating with pastoral leaders, Education Senior Managers and other support services and departments to ensure the needs of all pupils are met;
    - Administration relating to national examinations and the arrangements for presentation of candidates;
    - Ensuring the integrity of assessment procedures across all areas of responsibility and provision of useful and accurate information to pupils and parents.
  - Liaise and work collaboratively with other faculty leaders to assist the headteacher and senior managers in the school in implementing whole school policies, dealing with guidance issues, pastoral care, assessment and pupil welfare, including:
    - Developing, managing and implementing policies on learning and teaching, assessment and attainment of, and support for, pupils;
    - Participating in issues related to school improvement planning, raising achievement and individual review;
    - Contributing towards good order and discipline, taking account of the wider needs of the school community;
    - Implementing faculty aspects of the school improvement plan.
  - Deliver teaching services in accordance with the directions of the headteacher, including:
    - Teaching assigned classes together with associated responsibilities;
    - Assessing, moderating, recording and reporting on the work of pupils;
    - Ensuring pupils are prepared for examinations and assisting with their administration;
    - Providing advice and guidance to parents and pupils on a wide range of issues related to their education.
  - Work in partnership with children and young people, colleagues, parents/carers, other specialist agencies, staff in other schools and recognised bodies as appropriate.
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- Undertake appropriate and agreed continuing professional development in line with the Standard for Leadership and Management, Professional Review and Development, Professional Update and school improvement priorities.

### ESSENTIAL / DESIRABLE CRITERIA

|                                       | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Desirable                                                                                                                                                                                                                                                         | Evidence                                                                                                                  |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Qualification and Registration</b> | <ul style="list-style-type: none"> <li>• Full GTCS registration</li> <li>• Required to join the PVG scheme for this type of regulated work</li> </ul>                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Professional recognition by GTCS</li> <li>• Evidence of postgraduate study</li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview</li> <li>• Pre-Employment Check</li> </ul> |
| <b>Experience</b>                     | <ul style="list-style-type: none"> <li>• Experience in teaching appropriate subject(s) and using a range of strategies</li> <li>• Experience of teaching pupils S1-S6 and in presenting pupils for National Qualifications</li> <li>• Experience of developing assessment practices and procedures in collaboration with colleagues within and beyond the department and school</li> <li>• Working knowledge of all relevant areas of the curricular framework, e.g.</li> </ul> | <ul style="list-style-type: none"> <li>• Principal Teacher experience</li> <li>• Experience of planning and delivering inter-disciplinary learning</li> <li>• Experience of leading others</li> <li>• Experience of working outwith departmental level</li> </ul> | <ul style="list-style-type: none"> <li>• Application Form</li> <li>• References</li> <li>• Interview</li> </ul>           |



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|                                                       | <i>Curriculum for Excellence</i>                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                     |                                                                                                                 |
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| <b>** Professional Values and Personal Commitment</b> | <ul style="list-style-type: none"> <li>• Positive and active partnerships within the community</li> <li>• Willingness to develop actively the ethos of the school</li> <li>• Commitment to inclusive practice</li> <li>• Evidence of self-evaluation and self-reflection</li> <li>• Evidence of appropriate Continuous Professional Development</li> </ul> | <ul style="list-style-type: none"> <li>• Commitment to, and experience of, developing the wider life of the school</li> <li>• Ability to support young people into positive destinations</li> </ul> | <ul style="list-style-type: none"> <li>• Application Form</li> <li>• References</li> <li>• Interview</li> </ul> |
| <b>** Strategic Vision</b>                            | <ul style="list-style-type: none"> <li>• Is able to demonstrate evidence of career long learning</li> </ul>                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Can demonstrate evidence of supporting colleagues in their learning</li> <li>• Can demonstrate a vision which will promote high expectations</li> </ul>    | <ul style="list-style-type: none"> <li>• Application Form</li> <li>• References</li> <li>• Interview</li> </ul> |



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| <b>** Professional Knowledge and Understanding</b> | <ul style="list-style-type: none"> <li>• Knowledge of, and involvement in, developing initiatives relating to the curricular framework, e.g. <i>Curriculum for Excellence</i></li> <li>• Ability to plan coherent, progressive and stimulating teaching programmes which match pupils' needs and abilities</li> <li>• Knowledge of how current developments can support effective teaching and learning</li> <li>• Involvement in supporting young people in developing their skills in literacy, numeracy and health and wellbeing</li> <li>• Knowledge of policies and practices relating to education</li> </ul> | <ul style="list-style-type: none"> <li>• Experience in leading curricular developments in line with the curricular framework, e.g. <i>Curriculum for Excellence</i> at school, cluster or authority level</li> <li>• Engage in small-scale action research and encourage and support this process within a team</li> </ul> | <ul style="list-style-type: none"> <li>• Application Form</li> <li>• References</li> <li>• Interview</li> </ul> |
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## Role Profile

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| <b>**<br/>Interpersonal<br/>Skills and<br/>Abilities</b> | <ul style="list-style-type: none"> <li>• Ability to use a variety of media to support learning and teaching and management processes</li> <li>• Ability to manage systems which promote positive pupil behaviour</li> <li>• Evidence of monitoring and tracking pupils' progress and using information to raise achievements and attainment</li> <li>• Ability to lead other staff and build positive relationships with pupils and parents</li> <li>• Well-developed interpersonal skills</li> <li>• Ability to respond sensitively and appropriately to challenging situations</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence of effective strategies which support staff to meet a wide range of pupils' needs</li> <li>• Experience of working with other professionals</li> <li>• Show inspirational leadership through self-confidence and courage in decision making</li> </ul> <p>Experience of coaching and mentoring</p> | <ul style="list-style-type: none"> <li>• Application Form</li> <li>• References</li> <li>• Interview</li> </ul> |
| <b>** Professional<br/>Actions</b>                       | <ul style="list-style-type: none"> <li>• Ability to lead, manage and give strategic direction to colleagues</li> <li>• Ability to focus on data driven decision making</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Strong &amp; effective people management skills</li> <li>• Negotiation skills</li> <li>• Effective team builder</li> </ul>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Application Form</li> <li>• References</li> <li>• Interview</li> </ul> |

***Please be aware that the successful candidate must be able to travel throughout North Ayrshire (own car/public transport/pool cars etc) for work purposes, meetings, training courses etc.***



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\*\* The Standards for Leadership and Management are actively explored as part of North Ayrshire Council's recruitment and Professional Review and Development (PRD) processes. Further information on the Standards can be found on the General Teaching Council Scotland website (GTCS).

