



PRINCIPAL TEACHER Support for Learning Our Lady & St Patrick's High School

JOB PACK

Contents

Section 1	Job Profile
Section 2	Person Specification

SECTION 1: Job Profile

1. JOB DETAILS	
Job Title: Principal Teacher – Support for Learning	School: Our Lady & St Patrick's High School
Reports to: Head Teacher	Grade: Principal Teacher Scale (8)
2. JOB PURPOSE To support the Head Teacher in the delivery of the school's strategic vision, values and aims to ensure successful delivery of high-quality learning and teaching in a supportive and inclusive learning environment. The post holder will: • Lead, develop, manage and implement all aspects of additional support in the school with a leadership responsibility for a specified group of pupils with additional learning support needs • Lead and manage the Additional Support Needs Team including teaching staff and support staff (Learning Assistants, Pupil & Family Support Team) • Lead and manage specified ASN Learning Areas • Provide support for curriculum areas in relation to meeting the needs of learners • Contribute to, collate and share ASN information generated by the Pupil Support Team • Manage the Staged Intervention Process and liaise with a wide range of partners • Ensure the delivery of a quality service to children and young people of all abilities • Contribute to own curriculum area through teaching commitment in addition to Additional Support Needs Team responsibilities • Lead and manage SQA arrangements for pupils with additional support needs	
3. ROLE OF THE DEPARTMENT Education, Learning and Attainment is managed through the Chief Education Officer. The Service is responsible for the delivery of all educational services to the people of West Dunbartonshire, including Early Years, Primary, and Secondary and Special Schools. The Service is fully committed to realising the potential of our young people, increasing the attainment of all learners and developing Curriculum for Excellence.	

4. DUTIES

The post holder will, for their areas of delegated responsibility, undertake the following duties:

1. Support effective leadership, management and strategic direction of colleagues

- Contribute to development of a positive ethos within the school.
- Provide professional advice, leadership support and guidance to teaching and other staff as appropriate.
- Responsible for managing the Additional Support Needs team of staff (teaching and support) to ensure the provision of a high-quality learning and teaching environment for children and young people.

2. Provide leadership and contribute to development of quality assurance and school improvement. Ensure the Support for Learning department meets the needs of all learners.

- Develop, manage and implement all aspects of Additional Support Needs including monitoring and tracking individual pupil attainment and achievement.
- Lead and manage the development, implementation and evaluation of the curriculum, effective learning and teaching, assessment, reporting and pupil support within the team.
- Oversee the compilation, maintenance and review of high-quality personal learning plans.
- Identify curricular development needs and lead colleagues in the implementation of new developments within the additional support needs area.
- Promote, implement, monitor and contribute to the development and improvement of school policies.
- Contribute to the development of an appropriate strategy for the effective monitoring of pupil progress including young people accessing specified Support for Learning Areas.
- Work with and advise colleagues in a professionally supportive and practical manner to ensure best practice in meeting the needs of all learners in the classroom.
- Lead colleagues in appropriate self-evaluation processes at individual and departmental levels to support improvement in the quality of learning and teaching and improved attainment and achievement with a specific focus on learners with additional support needs.
- Promote active participation of students in learning experiences and their participation in self-evaluation and target setting exercises in line with school policy.
- Identify underachievement in individual pupils or groups and employ monitoring and evaluating strategies to maximize attainment and achievement.

- 3. Contribute to the identification and delivery of school priorities and improvement objectives. Contribute to the development, monitoring and evaluation of the work of the school.**
 - Effective management of regular departmental meetings and departmental quality assurance to ensure that colleagues are familiar with whole school policies and whole school improvement plan.
 - Contribute to the development and delivery of the improvement plan for additional support needs within the context of the school improvement plan.
- 4. Review the professional learning needs, career development, welfare and performance of colleagues, within the Professional Review and Development process. Promote staff development and provide professional advice and guidance to colleagues.**
 - Initiate professional discussion, as appropriate, relating to theories, practices and research information on teaching and learning strategies with specific focus on additional support needs, carrying out professional review of staff.
 - Support colleagues in managing their Professional Update.
- 5. Be responsible for the strategic management of delegated budgets and the effective deployment of resources in accordance with the Council's policies and procedures.**
 - Manage the budget and resources as delegated by the Head Teacher.
 - Be involved in the recruitment of staff.
 - Participate in the implementation, evaluation and monitoring of whole school policies.
- 6. Support the school's strategies for communication/liaison with parents, colleagues, other specialist agencies, to support an effective partnership working framework.**
 - Liaise and work collaboratively with Curricular Leaders, Subject Leaders, the Senior Leadership Team and others as appropriate.
 - Participate in whole school consultation, cross departmental discussion and decision-making processes and subject enquiries.
 - Promote and implement effective links with curriculum leaders and the extended Pupil Support team in order to support learning and achievement.
 - Actively engage with parents and specialist agencies as appropriate.
- 7. Assume appropriate responsibility for health and safety within the school, ensuring full compliance with the Council's Health and Safety policies, procedures and practice.**
- 8. A duty to carry out other such tasks and responsibilities as designated by the Head Teacher within the terms of reference of Annex B of "A Teaching Profession for the 21st Century"**

5. ACCOUNTABILITY

The Head Teacher/DHT will determine the key areas of responsibilities and management duties of the post holder, taking into account the policies of Education, Learning and Attainment Services.

The post holder is accountable to the Head Teacher and, in turn, through them to the Chief Education Officer.

6. REGISTRATION

This post is considered as Regulated Work with Vulnerable Children and/or Protected Adults, under the Protection of Vulnerable Groups (Scotland) Act 2007. Preferred candidates will be required to join the PVG Scheme or undergo a PVG scheme update check prior to formal offer of employment being made by West Dunbartonshire Council.

The post holder is required to maintain GTC registration and comply with the Standard for Full Registration, taking account of other relevant GTCS Standards as appropriate.

7. WDC TRAINING

West Dunbartonshire Council – Operates [Skills Passports](#) for all employees, which details the training available and timescales for undertaking courses. Skills passports are available via the Council's Intranet [Organisational Development & Change](#)

Skills Passport A – New Entrant Employee Passport Includes WDC Induction; Equality & Diversity; Data Protection (GDPR) & Security Awareness and relevant i-learn modules; Policy Reading: Code Of Conduct; ICT Information Security Policy and Acceptable Use Policy

Skills Passport B – WDC Employee Passport Includes relevant i-learn modules

8. ROLE SPECIFIC TRAINING

Teachers are required to engage in professional learning, self-evaluate this learning using GTC Scotland professional Standards and maintain a record of this learning in order to maintain full registration.

SECTION 2: Person Specification

Attributes	Essential	Desirable
Education, Qualifications & Training	Full GTC registration. Approval for teaching in a catholic school.	Additional qualification(s) relating to additional support needs and/or education leadership Catholic Teaching Certificate
Professional Development	Evidence of commitment to continuing personal and professional development.	Has breadth of involvement in key issues and experience in leading development activities for other colleagues.
Experience	Experience of wide range of responsibilities associated with pupil support. Experience of leading whole school developments. Relevant teaching experience in subject area including approaches to meeting the needs of all learners through differentiation Ability to demonstrate highly effective classroom management. Experience of leading and motivating colleagues to deliver successful outcomes.	Good ICT skills; competent in use of ICT to support whole school management tasks. Ability to help lead stage/departamental developments and experience of carrying through a development to a positive outcome for learners. Experience of managing a project or whole school task relating to the school improvement plan.
Skills, Abilities & Knowledge	Excellent knowledge of Pupil Support and ASN and commitment to fully supporting/teaching pupils of all abilities. Clear commitment to the process of self-evaluation, including school improvement planning. Evidence of responsibility for implementation of specific raising achievement initiatives. Evidence of strong organisation and time management skills. Strong data analysis skills. Display potential to undertake senior management requirements of post.	Successful involvement in implementing a range of approaches to meeting the needs of learners. Excellent presentation skills. Membership of Working Groups or active involvement in national bodies.

Interpersonal & Communication Skills	Highly skilled communicator with ability to communicate effectively, verbally and in writing with colleagues, pupils, parents and external agencies. Evidence of establishing positive relationships with parents and the community. Consultative, good listener, courteous, tactful and able to show clear empathy to young people, staff and parents. Ability to foster a positive ethos, demonstrating a high level of commitment to all aspects of school life. Experience of promoting good order and discipline within the parameters of school policy, with ability to motivate young people, and showing a strong commitment to pastoral care and welfare of pupils.	Evidence of previous experience in creating a positive ethos. Willing to contribute to the wider life of the school. Experience of successfully managing a school/community project. Evidence of good working relationships in current post and ability to lead an effective team. Emotional intelligence, compassion, tolerance, resilience, capacity and commitment to drive local authority and school improvement priorities within the team.
General Attributes (relating to GTC Code of Professionalism and Conduct)	Professional knowledge and understanding. Professional skills and abilities. Clear professional values and personal commitment. Integrity.	