



**Clackmannanshire
Council**

www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann

**Headteacher –
Deerpark Primary School
£80,985**

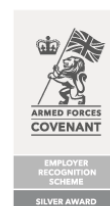


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Recruitment Process and Key Dates

Apply online at www.myjobscotland.gov.uk. Applications should be submitted online using the forms provided through the myjobscotland portal.

CVs will not be considered.

All applications must be received by 11.59pm on the closing date. Late applications will not be considered.

Your application form should contain sufficient information and evidence to demonstrate that you have the skills and experience required for the post.

KEY DATES

We would ask that you note the dates of the recruitment timetable and ensure you are available to meet the scheduled arrangements.

- Closing date: 08.11.2026
- **Interview dates:**
 - School visit 18.11.2026
 - Assessment Centre 25.11.2026
 - Final interview 30.11.2026

You will be notified by email at each stage of the process. Please ensure that you check your junk/spam as sometime emails from my job Scotland go into there.

We will advise all candidates of the outcome of the recruitment process as soon as possible.

If you are the successful candidate:

- (a) You will be asked to submit a completed pre placement health questionnaire so that the necessary medical clearance can be obtained prior to commencement of employment.
- (b) We require **two** references. Your reference will be written to after interview. One must be from your current or most recent employer who may be contacted and can comment on your experience and competence for this post. Please state their position in the company / organisation. It would be helpful if you could advise your referees of these arrangements. Please ensure that the email address is correct for them on the application form before submitting as we contact all references by email, as this may delay the manager confirming a start date with you.
- (c) You may, depending on the type of post, be required to undergo a PVG/Disclosure check prior to a formal offer of employment being made by Clackmannanshire Council. This is now an online form. You will be emailed a link and will have 7 days to complete the form.

If successful detailed statements of particulars will be provided to you via email once all satisfactory pre-employments have been received.



Deerpark Primary School



Our Context

Deerpark Primary is a non-denominational school situated next to Gartmorn Dam Country Park, serving the catchment area to the east of the village of Sauchie. Our school shares a site with Lochies School; a school for primary aged children with severe and complex additional support needs.

Our school was built in 1965 and has since been refurbished. Last session we collaborated with our Deerpark community to plan and then celebrate our school's 60th anniversary.

Our current school roll is 135, structured across seven classes.

We serve a unique learning community with a complex socio-economic profile:

- 65.3% of our children and families live within Scottish Index of Multiple Deprivation (SIMD) Quintile 1
- 53.5% of our learners are in receipt of free school meals
- 57.6% of our pupils have identified Additional Support Needs (ASN) requiring Staged Interventions
- 14.5% of Deerpark learners have experienced care
- The school receives an annual Pupil Equity Funding (PEF) allocation of **£79,625.04** to support targeted interventions, address poverty-related barriers, and close the attainment gap.

The school plays a central role within the Sauchie community. Our curriculum is intentionally place-based, utilising the local environment, specifically Sauchie's local area including Gartmorn Dam as a living textbook to deepen academic relevance, engagement, and learner wellbeing.



School Vision and Aims



Vision Statement

*"We will travel **FAR** as a community by working together, embracing our values whilst developing the skills for life, learning and work."*

Each element of the curriculum is underpinned by our school values of Fairness, Ambition and Respect, and they are used as a visible success-criteria and relationship framework across classrooms and whole-school initiatives.

Our Aims for Our Children

Our core aim is to provide a coherent, inclusive, and place-based curriculum that enables every child, regardless of starting point or background, to reach their full potential.

We aim to enable our children to:

- Develop strong meta-skills (including self-management, social intelligence, innovation, collaboration, and resilience) to prepare them for life, learning, and work
- Build deep connections to their local environment and community through place-based learning and regular outdoor learning opportunities at Gartmorn Dam, including Forest Schools experiences
- Exercise meaningful learner agency and voice, actively participating in decisions about their learning, health, and school improvements
- Make connections between classroom subjects, real-world challenges, and global actions via the UN Convention on the Rights of the Child (UNCRC) and the Global Goals

Our Values

Our values underpin life at Deerpark Primary School, shaping every classroom culture, guiding restorative practice, and driving high expectations for every learner.

Our whole-school community is guided by three core values, summarised by the acronym FAR:

- **Fairness** - Ensuring equitable access to resources, tailored support, and restorative approaches so every child can thrive
- **Ambition** - Setting high expectations, delivering appropriately challenging and engaging learning experiences, and inspiring children to reach their highest potential
- **Respect** - Fostering respectful collaboration, team projects, inclusive relationships, and strong community partnerships

Learning and Teaching

At Deerpark Primary School, we are committed to delivering high-quality, responsive learning experiences and consistent classroom pedagogy across all stages. Our strategic developments focus on working in partnership with stakeholders to create a consistent learning and teaching framework:

- The Know-Do-Understand (KDU) Pedagogy Framework: Standardising lesson design across all stages to build deep conceptual understanding, explicit knowledge, and transferable skills
- Structured Literacy & Numeracy Programs: Driving attainment in Early Reading and First Level Writing through the North Lanarkshire Active Literacy (NLAL) framework and the National Writing Programme
- Differentiated Challenge & Support: Utilising our school-wide *Challenge Charter*, Enhanced Pupil Plans, and targeted small-group support
- Meta-Skills & Outdoor Learning: Embedding Skills Development Scotland's Meta-Skills framework through regular outdoor learning and Forest School sessions to boost attendance, autonomy, and engagement
- Targeted Interventions: Leveraging assessment tools (PIRA, PUMA, SNSA, SHINE, Sumdog, Nessy) to monitor progress and close the poverty-related gap

Pupil Voice & School Community

We place children's human rights (UNCRC Article 29) at the centre of our work. Through our *Participation through a Playful Approach* framework, Pupil Parliament and other pupil groups, and termly Student Voice Panels aligned with *How Good Is OUR School?*, our pupils actively shape their learning environment and school priorities.

What Our Children Value About Deerpark Primary School:

- Feeling listened to and having real choice and agency in how they express their learning.

What would you want a new person to know about Deerpark Primary School?	
Stage	Quote
P6	'At Deerpark we are ambitious because we don't give up on our work'
P6	'At Deerpark we are respectful because we are kind to others'
P5	'We have fun clubs at lunch time and master classes. Master class is a class with fun activities such as chess and mindfulness'
P5	'If people feel dysregulated, they can ask to go in the owl in the library'
P5	'Our school is near Gartmourn dam and we go there for outdoor learning'
P5	'The boys and girls here have good manners'
P5	'At Deerpark school we are resilient, we will be kind to you'

- Outdoor and Forest School experiences that build practical skills, confidence, and teamwork.



- Celebrating achievement and attendance through inclusive initiatives like *Attendance Heroes* and school values awards.



- Learning in spaces where children feel safe, supported, and included.



Working with Families

We foster strong, supportive partnerships with our parents, carers, and the wider Sauchie community:

- Attendance & Family Wellbeing Support: Our Home-School Liaison Officer (HSLO) works directly with families through "Cuppa Chats", early supportive check-ins, and bespoke attendance dashboards to remove domestic barriers and promote positive engagement.
- Collaborative Learning: Hosting interactive family workshops for literacy (NLAL) and numeracy, alongside community projects such as *Families Connect* and *Food for Thought*.
- Parental Engagement: Engaging parents through ClassDojo, joint consultation panels, and regular feedback surveys to ensure families feel supported, valued, and actively involved in their children's education.

In recent consultation, all families who responded, fed-back that they ‘strongly agree’ or ‘agree’ with the HMIE performance statements presented in the table below. The data validates and aligns with our identified improvement outcomes

Question	Strongly Agree	Agree
I am satisfied with the quality of teaching in the school	89%	11%
The school is well led and managed	89%	11%
The school encourages children to treat others with respect	79%	21%

Further Information

- **School Improvement & Strategic Priorities:** Session 2026–2027 focuses on whole-school pedagogical consistency (KDU model), embedding meta-skills and outdoor learning, and raising Early/First Level literacy and numeracy attainment.
- **Address / Location:** Sauchie, Clackmannanshire (adjacent to Gartmorn Dam Country Park).

Job Profile

This job profile sets out the principal responsibilities of the post at the time it was compiled. Such duties may vary from time to time without changing the general character of the duties or the level of the responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the post.

Section A

Post Title: Headteacher

Initial Location: Deerpark Primary

In certain circumstances, during the course of your employment, you may be required to work either on a temporary or established basis at any of the Council's locations, or at other venues as advised, which will be within reasonable travelling distance. Where such a change is proposed this will be managed by a process of consultation.

Reports to post (Title): Chief Education Officer

Service: Education

Date last updated: January 2020

Date if superseded: N/A

Grading Section

Eval Ref: N/A

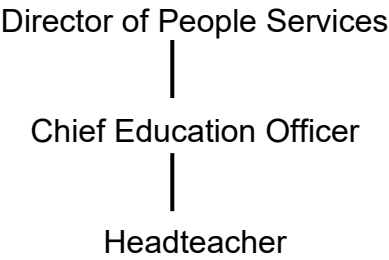
Post Number: N/A

Grade: HT7

Section B

ORGANISATIONAL RELATIONSHIP AND EMPLOYEE RESPONSIBILITY

This section describes the reporting relationships of the job within the immediate organisation and if appropriate has detail of the organisation a tier above and below the job. This also describes and responsibility for employees (if any).



Section C

PRINCIPAL PURPOSE AND OBJECTIVES

This section lists the main (headline) responsibilities/accountabilities of the job.

The role of the Headteacher is to provide vision direction and high standards of education and care to enable all children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The Headteacher will, within the resources available, conduct the affairs of the school to the benefit of the community it serves, through pursuing objectives and implementing policies set by the education authority under the overall direction of the Chief Education Officer.

The Headteacher shall be accountable to the education authority for the duties outlined in A Teaching Agreement for the 21st Century, Annex B. and for other such duties as can reasonably be attached to the post.

The Headteacher shall act on behalf of the authority, as principal professional adviser to the parent council and to provide to the parent council such advice and information as is required by the Scottish Schools (Parental Involvement) Act 2006.

Section D

MAIN DUTIES AND RESPONSIBILITIES

This section provides detail of the main responsibilities/accountabilities. Individual tasks may be included. (Note these are illustrative and are not exhaustive).

The Head Teacher shall be accountable to Clackmannanshire Council for the following list of duties and for such other duties as can reasonably be attached to the post:

- Responsibilities for the leadership, good management and strategic direction of the school
- Responsibilities for school policy for the behaviour management of children;
- The management of all staff and the provision of professional advice and guidance to colleagues;
- The management and development of the school curriculum;
- To act as an adviser to the Parent Council and to participate in the selection and appointment of the staff of the school;
- To promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs;
- Working in partnership with parents, other professionals, agencies and schools;
- To manage the health and safety of all within the school premises

The headteacher will hold an appropriate primary qualification and will have significant experience as a senior school manager.

Candidates will be expected to demonstrate that they possess the qualities and experiences outlined in the Standard for Leadership and Management and are encouraged to be explicit when detailing the skills, experience and attributes that they can bring to this specific post.

Section E**KNOWLEDGE, SKILLS AND EXPERIENCE**

This section details the knowledge and skills including any qualification, specific training or experience required.

Essential:

Criteria		Means of Assessment e.g. Application, Interview, Reference, Certificate
1.	GTCS Registration	Application/Certificate
2.	Commitment to the Vision and Values of Clackmannanshire Council Education Service	Application/Interview
3.	Relevant Primary Qualification	Application/Certificate
4.	Relevant experience at middle management level	Application
5.	Evidence of leading and managing change	Application/Interview
6.	Successful completion of SQH or Into Headship qualification or a written commitment to completing the Into Headship course within 30 months of appointment (see note below)	Application/Interview
7.	Evidence of building effective teams	Application/Interview
8.	Relevant experience of the deployment of resources, including people	Application/Interview/Reference
9.	Evidence of leading collaborative practice to enhance teaching which leads to high quality learning	Application/Interview/Reference
10.	Evidence of continuing commitment to relevant professional development	Application/Interview
11.	Evidence of the ability to lead professional and other teams	Application/Interview/Assessment Centre
12.	Evidence of effective interpersonal skills to establish and promote positive working relationships	Application/Interview/Assessment Centre
13.	Evidence of well developed management, leadership and quality assurance, knowledge, understanding and skills	Application/Interview/Assessment Centre
14.	Evidence of the ability to communicate effectively through a variety of media	Application/Interview/Assessment Centre
15.	Evidence of developing appropriate relationships with the parent community	Application/Interview/ Assessment Centre

16	Evidence of the ability to develop good working relationships with colleagues in Children's services and external agencies	Application/Interview
17	Evidence of regular review and improvement in their professional practice	Application/Interview
18	Evidence of the ability to delegate appropriately	Application/Interview
19	Adapts and works effectively in a variety of situations - flexible	Application/Interview/Reference / Assessment centre
20	Understands formal and informal structures, uses this to produce best response – organisationally aware	Application/Interview/Reference / Assessment centre
21	Uses influencing strategies to persuade and gather support for ideas – understand others – makes an impact	Application/Interview
22	Sets priorities on a rational basis – analytical thinker Spots key issues in complex situations – conceptual thinker	Application/Interview
23	Demonstrates courage in the way they deal with criticism and conflict - self confidence Acts in a way that is consistent with stated values – has integrity	Interview/Reference

A successful candidate who has not yet completed the SQH or Into Headship course and who is not currently a substantive headteacher will be offered a temporary contract for 23 months which may be extended to a maximum of 30 months

Desirable:

Criteria		Means of Assessment e.g. Application, Interview, Reference, Certificate
1.	Evidence of leading professional learning at school, council or national level	Application/Interview
2.	Evidence of involvement in developing major initiatives at a national or local level	Application/Interview

3.	Relevant post graduate certificates/diploma	Application/Interview/Certificate
4.	Experience of working across schools, e.g. across clusters or the local authority	Application/Interview/Certificate
5.	Experience of leading curricular developments in numeracy and/or literacy	Application/Interview/Certificate

Section F**WORKING ENVIRONMENT AND PHYSICAL REQUIREMENTS**

This section details the predominant physical environment of the job e.g. Indoor/outdoor working, hazardous conditions and any specific physical effort.

The post is mainly indoors based. An element of external pupil supervision will be required

Section G**PHYSICAL CO-ORDINATION**

This section details the predominant demand for physical skills and co-ordination required to undertake this job. For example: operation of hand tools, keyboard skills, driving and other equipment.

The post does not require particular physical skills

Section H**MENTAL SKILLS**

This section details the level of problem solving, analysis, creativity, forward planning/scheduling required.

Able to develop and implement appropriate learning experiences to meet the needs of pupils

Able to flexibly adapt to the changing demands of learning and teaching

Section I**CONCENTRATION**

This section details the work related pressures which may make concentration more difficult and also the responsiveness required of the job holder. For example: Service related deadlines, internal/external deadlines, conflicting demands.

The demands of the job will involve significant levels of concentration when working with young people

Deadlines set internally and externally by for example, Education Scotland and parents will require to be met.

The ability to prioritise and have excellent time management skills are a clear aspect of the job

Section J**COMMUNICATIONS SKILLS AND DEALING WITH RELATIONSHIPS**

This section notes examples of the individuals or organisations with whom the post holder will come into regular contact and explains the nature of the communication and level of skill required by the post holder. E.g. dealing with complaints, clients etc.

The postholder is expected to:

Develop and maintain positive partnerships with parents, children, other services and agencies to embrace the agenda of lifelong learning

Ensure that high quality liaison and consultation take place within effective structures, to the benefit of pupils and partners

Teachers will be expected to communicate effectively with parents/carers, pupils, staff and other professional colleagues from within the Council.

Internal: Headteacher, Depute Head teachers, Teaching Staff, Support Staff

External: Parents, external partners including other schools and Education staff

Section K

PHYSICAL ASSETS, DATA AND FINANCIAL RESOURCES

This sections details responsibility for **physical assets**, e.g. vehicles, buildings, stock control/procurement, **data** e.g. computers, record keeping **financial** the direct/indirect responsibilities for financial resources, from handing cash and cheques, through processing invoices and other financial transactions, to accounting for financial resources and budgetary activities.

The postholder will be responsible for the safe keeping of any equipment provided to deliver the curriculum

The postholder has a duty to comply with all data protection legislation particularly in relation to pupils' data

The postholder must make best strategic and operational use of available resources, actively seeking funding streams to enhance school resources

The postholder must assist the headteacher to monitor and evaluate the use of the full range of resources, including staff, to support implementation of school policies

Section L

INITIATIVE AND INDEPENDENCE

This section details the problems which the post holder must deal with in the course of normal working, the decisions which the jobholder is able to take, and the extent to which advice and guidance is available (Note, these are illustrative and are not exhaustive).

N/A

Section M

EQUAL OPPORTUNITIES

Staff are expected to promote equality of opportunity.

As a member of staff you will be expected to uphold and promote the Council's policy commitments to equality and diversity and its legal obligations under the Equality Act as well as ensuring the fair, equitable and non-discriminatory treatment of service users, colleagues and partners.

Section N
HEALTH AND SAFETY

The Council must abide by relevant health & safety and employment law, as well as the common law duty of care. All members of staff are required to take care of their personal health and safety and that of others who may be affected by their actions or inactions. You are therefore required to carry out your duties in a safe manner in accordance with instructions and in compliance with safety rules/procedures, regulations and current and appropriate codes of practice. You are required to advise your line manager if you become aware of any unsafe practice or condition or if you have any other safety concerns and must comply with accident and near-miss reporting procedures.

If you supervise, manage or lead other staff, you are also responsible for ensuring that the Council's operations are carried out in such a way that ensures, so far as is reasonably practicable, the health, safety and welfare of those staff and that of any others who may be affected. You will therefore conduct relevant risk assessments and assign duties with appropriate instructions, in compliance with safety rules/procedures, regulations and codes of practice. You will address and/or escalate any issues of any unsafe practice, condition or any other safety concerns you identify or that are brought to your attention, taking appropriate advice as necessary and will ensure that accident and near-miss reporting procedures are understood and complied with.

Section O
CLIMATE CHANGE

The Council agrees that climate change is one of the most serious challenges facing its communities and across the world and understands that meaningful action at international, national and local level is required in order to safeguard our planet for future generations. As a member of staff you are asked to uphold and promote the Council's net zero targets and its statutory requirements to reduce greenhouse gas emissions as part of the Public Bodies Climate Change Duty reporting process.