Recruitment Pack for the Post of
TEACHER of BUSINESS AND/OR COMPUTING
(1 FULL-TIME TEMP) – ES5604

Braes High School
Newlands Road
Reddingmuirhead
FK2 0DA

FALKIRK COUNCIL
Children's Services



"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."

Director of Children's Services
Falkirk Council

ADVERT
TEACHER of BUSINESS AND/OR COMPUTING (FULL-TIME TEMPORARY)

Braes High £43,383 - £54,453 Ref: ES5604

Falkirk Council is seeking to recruit a temporary Teacher of Business and/or Computing (until June 2027) who is a highly skilled practitioner, committed to delivering the very best learning and teaching experiences for our children and young people. Please note there may also be vacancies in this subject in neighbouring Falkirk Council schools. As part of the recruitment process we will provide and share further details to all applicants who are invited to interview.

The key policy document for Falkirk schools is *Learning to Achieve*. This was co-created by head teachers, teachers, early year's practitioners, support staff, parents/carers, pupils and other partners.

It sets out clearly our expectations for our teachers, namely that they are practitioners who demonstrate commitment to meeting the needs of all learners by:

- reflecting critically on their practice
- being proactive in seeking professional learning opportunities that further enhance their skills and knowledge
- adopting flexible, creative approaches to meet the needs of all learners
- using current educational thinking to inform their practice
- making good use of professional collaboration in school and beyond
- communicating effectively with others

Successful applicants will:

- hold an appropriate secondary 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 visit the school, attend an interview and deliver an observed lesson. Any offers of employment are subject to full pre-employment checks, confirmation of budget availability and staffing realignment in all High Schools

Successful applicants for posts working with children or vulnerable adults will be subject to disclosure checks or the new PVG scheme.

Applicants are encouraged to be explicit in detailing their skills, experience and attributes that they can bring to this post

ADDITIONAL INFORMATION

Short-leet will be based on all of the information provided in the application form.

INFORMATION RESOURCES

- **Falkirk Council Performance**
http://www.falkirk.gov.uk/services/councildemocracy/budgets-spending-performance/council-performance/

- **Schools Assessment and Performance**
http://www.falkirk.gov.uk/services/schoolseducation/school-assessment-performance.aspx

- **Various education plans and strategies**
http://www.falkirk.gov.uk/services/schoolseducation/

- **My Future's in Falkirk**
http://www.myfuturesinfalkirk.co.uk/

- **School page on Falkirk Council website**
https://www.falkirk.gov.uk/places/schools-nurseries/secondary-schools/braes-high-school.aspx

- **School website**
https://blogs.glowscotland.org.uk/fa/schoolwebsite/

- **School BlueSky**
https://bsky.app/profile/braeshighschool.bsky.social

Educational Resources Manager
12 February 2013

FALKIRK COUNCIL – EDUCATION SERVICES

JOB DESCRIPTION

Post: Teacher
Service: Children's Services
Salary: Class Teacher

1. THE DUTIES OF TEACHERS

The duties of teachers shall be expressed in the Scheme of Conditions of Service and will be subject to the policies of the school and the education authority 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 preparation and correction.
(b) Developing the school curriculum.
(c) Assessing, recording and reporting on the work of pupils.
(d) Preparing pupils for examinations and assisting with their administration.
(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 continuing professional development.
(i) Participating in issues related to planning, raising achievement and individual review.
(j) Contributing towards good order, and the wider needs of the school.

2. 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)

3. 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, e.g.:
- Personal professional development
- Attendance at national or local courses
- School based activities e.g. working groups, curricular development, etc

4. 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 (SECONDARY)

ASPECT	Essential (E) Desirable (D)
QUALIFICATIONS	
Relevant Degree / Qualification and GTCS Registration	E
Maintenance of PVG Scheme Membership	E
Additional relevant qualification(s)	D
Gaelic Language Skills	D
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 CfE	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 and learning	E
Models high standards of literacy and numeracy	E
Demonstrates sound knowledge of specialist curriculum area	E
Demonstrates sound knowledge of literacy, numeracy and health & well-being across the curriculum and their contribution to children's learning and general development	E
Demonstrates experience of involvement with SQA or equivalent	D
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 groups	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 of assessment in relation to SQA (or equivalent)	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 co-operatively 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
Demonstrates experience of delivering & assessing for alternative qualifications	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
PROFESSIONAL VALUES AND COMMITMENT	
Evidence of commitment to social justice, inclusion, caring for and protecting children	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 pupil experience	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
Evidence of successful experience as form tutor and/or providing personal support	D

FURTHER INFORMATION

Braes High School is a six-year non-denominational school located in the Reddingmuirhead area of Falkirk. The town is noted for its community spirit and a strong industrial heritage. It is also well served with road and rail links to the rest of Central Scotland. The school serves a wide geographical area and takes pupils from the communities of Avonbridge, California, Drumbowie, Maddiston, Shieldhill and Wallacestone. The current school population is 1050 pupils although this figure is likely to rise in future years due to the programme of house building in the area.

The school currently has a complement of approximately 80FTE teaching staff and a highly dedicated team of support staff, including a librarian, pupil support worker, 6 office staff, 2 school helpers, 1 medical attendant and 9 support for learning assistants.

The Senior Management Team comprises of a Headteacher, 4 DHTs (Heather Cameron, David Ironside, Darren Yeates and Julie Wilkinson) and a Resource Manager (Linda Cranston). Each DHT has their own curricular, organisational and strategic duties, and is also Head of House working with one of our four Pastoral Heads (PTs). We also run a faculty system with 8 Faculty Heads who all manage a number of related departments. There is one other Principal Teacher who has responsibility for Support for Learning.

The school has a very effective pastoral support programme which consist of the following Houses, Campsie, Lomond, Ochil, and Pentland.

Braes High School has a strong ethos which is well defined by our school motto: Build Respect and Earn Success – Be Part of It! We place much emphasis on 'respect for all', both within the school and in the wider community. This philosophy is supported by our restorative approach to discipline issues and our positive behaviour and reward systems.

Participation is another important aspect of our ethos and pupils are encouraged to participate in the wide range of lunchtime and after school activities which are on offer. These include a large programme of varied House Activities which are designed to be inclusive and events such as Senior Ceilidh, Concerts, Musical Shows and Drama productions. There is also an ever-increasing number of trips, to widen the horizons of our pupils.

Our aim is to encourage and support every pupil to achieve their potential and attain not only the highest academic standard that they can, but also to participate in a wide variety of other personal development opportunities to support their academic, vocational and personal development.

In recent years our SQA results have continued to improve. This is due to our emphasis on the development of quality teaching and learning in the school, firmly based on Assessment is for Learning and active learning techniques. We have members of staff who are highly trained in these areas and they support others to deliver ongoing CPD and training. We have a very effective mentoring and support programme which we believe has also impacted on our results. Pupils choose their own mentor from amongst the staff to support them in developing study skills and strategies to improve their work. Many staff also offer supported study and homework help.

All of our school aims are supported by the developments in Curriculum for Excellence which has been an initiative welcomed by our staff since its inception. We have always seen Curriculum for Excellence as an opportunity to improve the education we offer our pupils and at a ministerial visit, staff pupils and parents all confirmed their support for this initiative at Braes High.

The school has a robust sense of community and parents are very supportive. We have a large and effective Parent Council who meet regularly to discuss developments and support us with issues of concern. We have an even larger PTA called FAB! (Friends at Braes!) who not only fundraise but also support us with concerts and shows, charity events, school sports, and offer help in school (such as updating our numerous photograph boards).

Braes High School also prides itself in the opportunities it provides for leadership development; not just for pupils and staff but parents too. We are never short of volunteers to support us and this results in a wide range of extra-curricular events and innovative fundraisers for charity.