

**EDUCATION AND SOCIAL CARE**

# STAFF DEVELOPMENT OPPORTUNITY

# PRINCIPAL TEACHER – RAISING ATTAINMENT (0.6 FTE)

# £39,774 pro-rata (subject to job-sizing)

**(until end of June 2019 possibly being extended into 2019/2020)**

# FORRES ACADEMY (Roll 781)

Applications are invited for the post of Principal teacher (0.6 FTE) Raising Attainment at Forres Academy. The post arises due to additional funding through the Pupil Equity Funding released from the Scottish Government to each secondary school in the Local Authority.

Prospective candidates who wish further information are invited to contact Jan Sinclair, Head Teacher, Forres Academy, 01309 672271 [admin.forresacad@moray-edunet.gov.uk](mailto:admin.forresacad@moray-edunet.gov.uk)

The application form and job description are attached. Completed application forms should be returned to:

Jan Sinclair

Head Teacher

Forres Academy

Burdsyard Road

Forres

IV36 1FG

**The closing date for the post will be 12noon on Tuesday 15th January 2019**

**Proposed interview date – Friday 18th January 2019**

**Proposed start date – 28th January 2019**

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|  | EDUCATION AND SOCIAL CARE **ACTING PRINCIPAL TEACHER (0.6FTE) – RAISING ATTAINMENT**  **FORRES ACADEMY** |

Surname: …………………………………… Forenames: ………….…………………….…………

Preferred Title:…………… Payroll No: MC TCH …………………… GTC No:............................

Home Address ………………………………………………………………………………………..

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Postcode……………… Tel No …………..……….…… E-mail:………………….………………..

School …………………..…………………….. Post ………………..…………………..…………

Signature ……………………………………… Date ………………………………………………

**Please state why you consider you are a suitable candidate for this post:**

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(Continuation from page 1)

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**THE MORAY COUNCIL – EDUCATION AND SOCIAL CARE**

**PROMOTED POST SPECIFICATION - SECONDARY**

**SCHOOL DESCRIPTION**

**Name of School - Forres Academy**

1. **General Information**

(a) School Roll - 781

(b) Any anticipated changes in Roll - none

**2. Teaching Staff**

1. Core - 61 F.T.E. approximately
2. Additional - separate allowance for Additional Support for Learning
3. Non-teaching staff - Full complement of staff providing office, technical, reprographics, graphics, library, medical and general support.

**3. Number of pupils in SV and SV1** – 235 approximately

**4. School hours and times** - 8.45 a.m. start; 3.40 p.m. finish Mon-Thur/1.10 p.m Friday

**5. Management Structure of the School**

1. Staff - Senior Leadership Team of Head Teacher, 3 Depute Head Teachers, Principal Teachers subject and guidance
2. Staff/Pupil Committees –

Staff: Staff Consultative Committee; Healthy Working Lives/Social Committee, SLT/PT group, Health and Safety group, various school improvement groups as identified via Strategic School Improvement Plan eg. DYW group, Teaching and Learning group and Curriculum Review group

Pupils: Pupil Forum

**6. Parent Council**

An active Parent Council has existed from the beginning of August 2007 and provides very positive support to the school.

**7. Geographical location of the School**

To the south of Forres in the Sanquhar area. This is a pleasantly quiet and relatively traffic free area on the edge of the town with spacious, open grounds and easy access to the countryside.

1. **Brief description of the community served by the School**

Forres is lively small town with rural hinterland. Pupils come from 8 associated primary schools, only three of which are in the town. In the past the base at RAF Kinloss has accounted for almost 30% of the pupils and there has always been a fair degree of pupil movement. The 39 Engineer Regiment moved to Kinloss in 2012 as RAF Kinloss closed. The school also serves the Findhorn Community and a number of young people who have moved here from the Moray Steiner School.

1. **Community activities associated with the School**

The school facilities are used regularly by sports clubs and the community education service. Meetings and concerts are held in the school.

1. **Extra Curricular activities sponsored by the School**

A large variety of sports and other activities are organised by the school or in association with local clubs. Our Health and Wellbeing co-ordinator manages this area proactively and the programme is ever increasing and changing. The school also supports international exchanges and trips to the U.S.A, France, Belgium, Italy, Germany, Malawi as well as trips closer to home. The school has an Enrichment Fund which supports pupil participation in extra curricular activity.

1. **Local recreational facilities**

A vast range – skiing, hill walking, water sports, golf, squash, tennis, swimming, community centre, gliding, volleyball, curling, skating, fitness etc.

**12**. **Availability of** (a) Local Authority Housing - nil

(b) Private Housing (including current prices) – a good selection available from £80,000 (very basic) up.

**13**. **Would candidates please note that the Authority has no housing available.**

**THE MORAY COUNCIL**

**EDUCATION AND SOCIAL CARE**

**Principal Teacher – Job Description**

**General Areas of Responsibility:**

All teachers have a responsibility to carry out the list of duties contained in **Annex B of “A Teaching Profession for the 21st Century”**:

Subject to the policies of the school and the Education Authority, the duties of teachers, promoted and unpromoted, are to perform such tasks as the Head Teacher shall direct having reasonable regard to overall workload related to the following categories:

1. teaching assigned classes together with associated preparation and correction
2. developing the school curriculum
3. assessing, recording and reporting the work of pupils
4. preparing pupils for examinations and assisting with their administration
5. providing advice and guidance to pupils on issues related to their education
6. promoting and safeguarding the health, welfare and safety of pupils
7. working in partnership with parents, support staff and other professionals
8. undertaking appropriate and agreed Continuing Professional Development
9. participating in issues related to school planning, raising achievement and individual review
10. contributing towards good order and the wider needs of the school

**Specific Responsibilities**

All Principal Teachers have a responsibility to carry out the list of duties contained in **Annex B of “A Teaching Profession for the 21st Century”**:

1. responsibility for the leadership, good management and strategic direction of colleagues
2. curriculum development and quality assurance
3. contributing to the development of school policy in relation to the behaviour management of pupils
4. the management and guidance of colleagues
5. reviewing the CPD needs, career development and performance of colleagues
6. the provision of advice, support and guidance to colleagues
7. responsibility for the leadership, good management and strategic direction of pastoral care within the school
8. the development of school policy for the behaviour management of pupils
9. assisting in the management, deployment and development of pastoral care staff
10. implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare
11. working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate

**Key Duties Associated with Specific Areas of Responsibility:**

1. **Leadership, management and strategic direction of colleagues:**

The professional responsibilities of our post holder will include;

* Supporting staff to in understanding the needs of our identified cohorts and the importance of raising their achievement and attainment, Numeracy and Literacy levels, Health and Wellbeing  and Social context issues (Behavioural)- disseminating the most effective teaching approaches.
* Liase with outside agencies to ensure that appropriate provision is made for our identified cohorts – including planned interventions.
* Provide guidance and assist teachers in identifying our students who are able, gifted and talented but through personal circumstances face barriers in their learning due to impact of poverty.
* Ensure that appropriate methods of assessing and recording childrens’ needs and progress are introduced and maintained.
* Select programmes and resources to support our identified cohorts through an agreed budget.
* Organise and chair review meetings with staff and parents to discuss progress of individual students.
* Organise professional development opportunities for staff to support our identified cohorts.
* Support the parental engagement of identified cohorts.
* Monitor learning and teaching of students who have been identified as requiring specific support.
* Liaise and report back directly to the School Leadership Team.
* Review CPD needs as part of the Professional Review and Development, the career development, welfare and performance of colleagues.
* Assume appropriate responsibility for health and safety.

**(b) Curriculum development and quality assurance**

It is expected that Principal Teachers will:

* Manage the development of the curriculum, as delegated by the Head Teacher.
* Monitor and evaluate learning and teaching, as delegated by the Head Teacher.
* Contribute to the management of the process of school development planning.
* Implement and evaluate quality assurance procedures, including contributing to the process of Standards and Quality Report writing, in line with school and authority policy.

**(c) Whole school policy and implementation:**

It is expected that, for their areas of delegated responsibility, Principal Teachers will:

* Develop, manage and implement policy on Learning and Teaching.
* Develop, manage and implement policy on pupil assessment and attainment.
* Develop, manage and implement policy on pastoral care, pupil welfare and support.
* Develop, manage and implement policy on behaviour management.

**(d) Working with partners:**

It is expected that Principal Teachers will:

* Lead and/or work with colleagues in the same establishment.
* Work with colleagues from other establishments and support agencies.
* Work with parents and carers.
* Work with the wider community as appropriate.

**Allocation of Duties:**

Principal Teachers are accountable, through appropriate Line Managers, to the Head Teacher and, in turn, through him/her to the Director of Education and Social Care.

Taking into account the policies of the Education and Social Care Department, Head Teachers will determine the key areas of responsibility and management duties of Principal Teachers, which will be subject to review, as required. Any change to these duties will follow a formal consultation process with individual colleagues.

Duties must be capable of being undertaken within contractual time and will have regard to teacher workload.

**Salary:**

The salary of a Principal Teacher will be determined by applying the job-sizing toolkit agreed by the Scottish Negotiating Committee for Teachers (SNCT).

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# Post of Principal Teacher (RAISING ATTAINMENT) – Person Specification

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| Selection Criteria | **Essential: Acceptable levels for effective job performance** | **Desirable: The attributes of the ideal candidate** |
| Qualifications | As required by GTC; hold Standard Full Registration | Additional qualifications |
| Previous Experience | Extensive and successful experience of teaching classes across the age range and ability range | Good ICT skills |
| Professional Development | Evidence of recent involvement in professional development activities | Has breadth of involvement in key issues; evidence of professional development beyond initial training |
| Leadership | Ability to lead an effective team | Experience of working with others to achieve successful outcomes |
| Management Skills | Display potential to undertake middle-management requirements of PT’s post | Ability to work with others; good resource organisation, including ability to manage delegated budgets effectively; ability to assume responsibility for specific tasks and deliver successful outcomes |
| Communication Skills | Ability to communicate clearly and in a range of formats and situations | Is articulate with good language skills; ability to communicate with, and support, colleagues |
| Interpersonal Skills | Consultative, good listener, courteous, tactful. Shows empathy to young people | Displays potential to motivate and support stage/departmental colleagues and young people |
| Implementing Change | Has involvement in current developments; has the ability to contribute knowledgeably to discussion of same | Ability to help lead stage/ departmental developments; has experience of carrying through a development to a successful conclusion |
| Curriculum (in appropriate areas – stage/subject/PSHE) | Clear knowledge of current curricular issues; clear commitment to the process of self-evaluation, including school development planning | Successful involvement in implementing some major curricular activities |
| Ethos | Ability to foster a positive ethos; demonstrates a high level of commitment to all aspects of school life | Evidence of previous experience in creating a positive ethos |
| Relationships with Pupils | Ability to promote good order and discipline within the parameters of school policy; ability to motivate young people; shows commitment to pastoral care and welfare of pupils | Willingness to contribute to the wider life of the school |
| Relationships with Parents and the Community | Ability to establish positive relationships with parents and the community | Shows evidence of establishing positive relationships with parents and the community |
| Whole School Involvement | Willingness to participate in cross curricular groups | Evidence of working in cross curricular groups |