

**EDUCATION AND SOCIAL CARE**

# STAFF DEVELOPMENT OPPORTUNITY

# ACTING PRINCIPAL TEACHER MORAY SEBN SERVICE £43,074

**(Until April 2019)**

Applications are invited for the post of Acting Principal teacher with the Moray SEBN Service.

The vacancy arises as a result of the current Principal Teacher being appointed to another seconded post within the authority.

Prospective candidates who wish further information are invited to contact Jackie Stevenson, Head Teacher Moray SEBN Service, by telephone on 01343 557914 or by email to [jacqueline.stevenson5@moray-edunet.gov.uk](mailto:jacqueline.stevenson5@moray-edunet.gov.uk)

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

Jacqueline Stevenson

Head Teacher

Moray SEBN Service

Beechbrae Campus

Duffus Road

Elgin

IV30 4NP

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

**Proposed interview date – Wednesday 16th January 2019**

**Proposed start date – as soon as possible after appointment**

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|  | EDUCATION AND SOCIAL CARE **ACTING PRINCIPAL TEACHER MORAY SEBN SERVICE**  **BEECHBRAE CAMPUS** |

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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Completed application forms should be returned to:

Jacqueline Stevenson

Head Teacher

Moray SEBN Service, Beechbrae Campus

Duffus Road

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IV30 4NP

[Jacqueline.stevenson5@moray-edunet.gov.uk](mailto:Jacqueline.stevenson5@moray-edunet.gov.uk)

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**THE MORAY COUNCIL**

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1. **Principal Teacher Duties**
   1. The duties of a Principal Teacher are drawn from the outline of duties as set out in Annex B of “A Teaching Profession for the 21st Century”
2. responsibility for the leadership, good management and strategic direction of colleagues
3. curriculum development and quality assurance
4. contributing to the development of schools policies in relation to the behaviour management of pupils
5. the management and guidance of colleagues
6. reviewing the CPD needs, career development and performance of colleagues
7. the provision of advice, support and guidance to colleagues
8. responsibility for the leadership, good management and strategic direction of pastoral care within the department
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
    1. Taking into account the policies of the Education and Social Care Services Department, Headteachers or Senior Officers will determine the management duties of Principal Teachers, which will be subject to review, as required. Any change of these duties will follow a formal consultation process with individual colleagues.
    2. Duties must be capable of being undertaken within contractual time and will have regard to teacher workload.
12. **Key Areas of Responsibility**  
    1. The following four key responsibility areas for promoted posts apply to all  
        Principal Teacher posts.  
       1. responsibility for the leadership, good management and strategic direction of colleagues
       2. responsibility for curriculum development and quality assurance
       3. responsibility for departmental policy and implementation
       4. responsibility for working with partners
    2. The duties of teachers as set out in Annex B of “A Teaching Profession for the 21st Century” also apply to all Principal Teacher posts.

**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).

**Principal Teacher (Moray SEBN)**

**Moray SEBN provides a range of in school and central support services to children and young people who experience social, emotional or behavioural barriers to their learning. Working across the education sectors you will have responsibility for staff management, the development of a flexible curriculum and enhanced pupil support. In addition, through partnership work across the authority, this post will be instrumental in promoting the principles of GIRFEC, advising on pupil health and wellbeing and modelling positive behaviour management strategies with identified groups and individuals.**

**It will be the responsibility of the post holder to develop and maintain the provision within this service**

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

* Direct line management responsibility for teaching and support staff within the Moray SEBN team
* Review the CPD needs as part of the Professional Review and Development, the career development, welfare and performance of colleagues within the Moray SEBN team
* Manage delegated budgets.
* Assume appropriate responsibility for health and safety.
* Assist with the selection and recruitment of staff.
* Assist with discipline and grievance procedures for staff.

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

* Manage the development of curriculum support offered, as delegated by the Head Teacher SEBN
* Work under the direction of the Head Teacher to deliver an educational support service to children and young people who are; experiencing social, and behavioural emotional difficulties.
* Monitor and evaluate learning and teaching support offered by Moray SEBN, as delegated by the Head Teacher.
* Contribute to the management of the process of department and service development planning.
* Implement and evaluate quality assurance procedures, including contributing to the process of Standards and Quality Report writing, in line with department, service and authority policy.

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

* Contribute to the development, management and implementation of schools policies on Learning and Teaching.
* Contribute to the development, management and implementation of school policies on pupil assessment and attainment.
* Contribute to the development, management and implementation of school policies on pastoral care, pupil welfare and support.

**(d) Working with partners:**

* With reference to Moray SEBN; lead and/or work with colleagues in all schools, other services, support agencies, parents, carers and the wider community across the authority as appropriate.
* Liaise with colleagues in all schools, other services, support agencies, parents, carers and the wider community to monitor the effectiveness of support for vulnerable young people.
* Provide information and guidance to Senior Management Teams on initiatives and programmes, which support the inclusion of children affected by social, emotional and behavioural difficulties.
* Devise and deliver training materials for staff working with children affected by social, emotional and behavioural difficulties.

**Allocation of Duties:**

The Principal Teacher (Moray SEBN) is accountable, through the Head Teacher to the Director of Education and Social Care.

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**Post of Principal Teacher (SEBN) – 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 S.F.R.  Be able to satisfy the criteria to become a PVG member | Additional qualifications eg Certificate in Inclusive Practice or experiences of Pastoral Care, Guidance, Pupil Support or ASN |
| Previous Experience | Extensive and successful experience of teaching classes across the age range and ability range | Experience of therapeutic approaches in relation to trauma, abuse and neglect |
| 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, parents and pupils |
| Interpersonal Skills | Displays potential to motivate and support stage/departmental colleagues and young people | Ability to engage with and motivate disaffected children 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. Experience of monitoring, tracing and learning conversations |
| 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. Evidence of previous experience in the use of positive behaviour management strategies. |
| 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.  Awareness of social, emotional, health and wellbeing factors that affect learning. |
| Relationships with Parents and the Community | Ability to establish positive relationships with parents and the community within their area of responsibility | Shows evidence of establishing positive relationships with parents and the community within their area of responsibility |
| Whole School Involvement | Willingness to participate in cross curricular groups | Evidence of working in cross curricular groups |