



**EDUCATION, COMMUNITIES AND ORGANISATIONAL
DEVELOPMENT
STAFF DEVELOPMENT OPPORTUNITY**

**ACTING HEAD TEACHER
MILNE'S PRIMARY SCHOOL (roll 191)
(until 31st October 2022)
Salary £61,185**

Applications are invited for the above post. The post arises as a result of the absence of the current Head Teacher.

Should you wish to discuss any aspect of this position in more detail, please do not hesitate to contact Stewart McLauchlan, Quality Improvement Manager, Education on stewart.mclauchlan@moray.gov.uk

The application form and job description are attached. Completed application forms should be returned to educationinterviews@moray.gov.uk

The closing date for the post is 12.00pm on Friday 23rd September 2022
Proposed interview date – Monday 3rd October 2022
Proposed start date – as soon as possible after appointment



**EDUCATION, COMMUNITIES AND ORGANISATIONAL
DEVELOPMENT**

**ACTING HEAD TEACHER
MILNE'S PRIMARY SCHOOL**

Surname: Forenames:

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

Home Address

.....

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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Completed application forms should be returned to
educationinterviews@moray.gov.uk

Closing date 12.00pm on Friday 23rd September 2022

**THE MORAY COUNCIL
EDUCATION AND SOCIAL CARE**

Job Description – Head Teacher

PURPOSE

To provide professional leadership and management of the school ensuring the safety of all pupils and conducting the affairs of the school to the benefit of the pupils and the community it serves through pursuing objectives and implementing policies set by the education authority under the overall direction of the Director of Education and Social Care.

PRINCIPAL DUTIES

The duties of the Head Teacher are:

1. To lead and manage learning and teaching:

- ensure that the school operates in accordance with the general principles outlined in national and local authority guidance
- develop a culture of respect and good behaviour, creating an appropriate ethos and setting high expectations for all within the school community
- support and encourage good practice in learning and teaching, building a culture of excellence
- monitor and evaluate the quality of learning and teaching
- model good practice in all interactions with pupils, including through direct engagement in pupils' learning experiences
- provide pastoral care for all pupils embracing the principles of inclusion and cultural diversity

2. To lead and develop staff, children and young people

- apply knowledge and understanding of leadership concepts and practice, and of strategic and operational management
- demonstrate a clear commitment to collegiality; developing, empowering and supporting effective teams and individuals encouraging leadership at all levels
- review CPD needs, career development and performance of all staff through the Professional Review and Development (PRD) and Employee Review and Development Programme (ERDP) systems, including all appropriate performance and competence processes
- recruit and select staff working within the structure of employment legislation, national and local agreements and policies governing employment
- promote and ensure equality and fairness in school life, complying with all relevant legislation
- demonstrate commitment to the intellectual, spiritual, physical, moral, social and cultural wellbeing of children and young people
- apply appropriate management of staff through relevant policies and procedures.

3. To lead change and improvement:

- apply knowledge and critical understanding of contemporary developments in education policy at local and national level
- create a strategic shared vision and aims for the school, which inspire and motivate children, staff and all members of the school community
- build and maintain professional high quality practice throughout the school promoting continuous improvement in the quality of pupil experience
- apply knowledge and understanding of contemporary developments in society, in the environment and in the wider global community
- use whole school quality assurance strategies to evidence the need for and effectiveness of change
- demonstrate personal commitment to continuous improvement through rigorous self evaluation and improvement planning
- encourage creativity and flexibility in the change process, enabling staff to take responsibility for whole school improvement
- work in partnership with other services and agencies involved with children, young people and their families to effect improvement in learning.

4. Use resources effectively:

- make best strategic and operational use of available resources
- consult appropriately with staff on economic, efficient and effective use of all relevant budgets
- integrate the budget plan with school improvement and staff development plans
- take full responsibility as budget holder for financial and resource management, ensuring that financial regulations are adhered to
- monitor and evaluate the use of the full range of resources, including staff, to support implementation of school policies
- create an effective learning environment through appropriate staff deployment and delegation of tasks to members of the management team and other staff

5. Building community:

- develop and maintain positive partnerships with parents, children and young people, other services and agencies to embrace the agenda of lifelong learning
- create and improve effective working relationships with all those involved with the school and community, working proactively to resolve any issues arising
- maximise joint working with local community groups, building on the principle of interdependence of school and community
- fulfil a key role in the local area, fully embracing the integrated children's service approach
- create a culture of respect and inclusion and a common commitment to the broader community
- ensure that high quality liaison and consultation take place within effective structures, to the benefit of all relevant stakeholders
- contribute to the wider corporate management of The Moray Council.

OTHER DETAILS

This job description is indicative of the nature and level of responsibility associated with the post. It is not exhaustive and the post holder may be required to undertake such other duties as may be required by the Director of Education and Social Care to meet the needs and responsibility of the Service and the Council.

THE MORAY COUNCIL EDUCATION AND SOCIAL CARE

Person Specification – Head Teacher

EDUCATION/QUALIFICATIONS

Essential

- A relevant degree or equivalent
- Appropriate sectoral qualifications
- Full registration with the General Teaching Council for Scotland
- Demonstrable evidence of meeting the Standard for Headship.

Desirable

- Additional management/leadership development/qualifications

EXPERIENCE – candidates should have

Essential

- For Secondary, experience as a member of a secondary school senior management team
For Primary, experience as a fully registered primary teacher.
- Successful experience of involvement in self-evaluation and school improvement planning activities
- Successful experience of monitoring and evaluating the quality of learning and teaching
- Positive attitude and commitment to inclusion
- Leadership involvement in CPD
- Proven track record in working effectively with parents, pupils, staff and the community

Desirable

- For primary, experience as a Principal Teacher or Depute Head Teacher in a primary school
- Experience in managing school budgets
- Experience of participation in local authority or national developments
- Experience of managing challenging pupil behaviour

SKILLS AND KNOWLEDGE – candidates should be able to demonstrate

Essential

- Thorough understanding of the roles of self-evaluation, school improvement planning and standards and quality reporting in achieving excellence
- Understanding of legislative and policy frameworks governing education at local and national levels
- Knowledge and understanding of current relevant educational research
- Understanding of the principles and practices in relation to leadership and leading change
- Highly developed organisational skills, including effective delegation and staff deployment strategies
- Strong team-building skills, focusing on enabling leadership at all levels within the staff group
- Proven ability to consult effectively with a wide range of stakeholders within the school and community
- Strong evidence of very good interpersonal skills

- Knowledge of the integrated services approach and skills in working closely with a variety of agencies
- Evidence of leadership qualities

Desirable

- Previous experience of inter-agency working

PERSONAL ATTRIBUTES – candidates should demonstrate

Essential

- Self-awareness
- Ability to inspire and motivate others
- Effective communication, both verbal and written
- Empathy and active listening
- Approachable manner
- Clear articulation of vision and ideas
- Political insight
- Enthusiasm and passion for learning
- Personal commitment to education and creating a positive learning environment
- Confidence in decision making
- Resilient and adept at managing workload
- Personal integrity

PRE EMPLOYMENT CHECKS

Essential

- Satisfactory PVG (Protecting Vulnerable Groups) check – please see attached notes for further information
- Satisfactory references