

**EDUCATION AND SOCIAL CARE**

# STAFF DEVELOPMENT OPPORTUNITY

# ACTING PRINCIPAL TEACHER 0.6 FTE – MATHS

# ELGIN ACADEMY (Roll 1018)

**(until June 2020)**

**£51,120 (pro-rata)**

Applications are invited for the post of Acting Principal teacher (0.6 FTE) Maths at Elgin Academy. The post arises as a result of the current postholder taking up another acting up position within the authority.

Prospective candidates who wish further information are invited to contact Kyle Scott, Head Teacher, Elgin Academy, 01343 543485 [admin.elginacad@moray-edunet.gov.uk](mailto:admin.elginacad@moray-edunet.gov.uk)

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

Kyle Scott

Head Teacher

Elgin Academy

Morriston Road

ELGIN

IV30 4ND

**The closing date for the post will be 12 noon on Wednesday 19th June 2019**

**Proposed interview date – Friday 21st June 2019**

**Proposed start date – August 2019**

# 

|  |  |
| --- | --- |
|  | EDUCATION AND SOCIAL CARE **ACTING PRINCIPAL TEACHER (0.6 FTE) MATHS**  **ELGIN ACADEMY** |

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:**

|  |
| --- |
|  |

(Continuation from page 1)

|  |
| --- |
|  |

Completed application forms should be returned to:

Kyle Scott

Head Teacher

Elgin Academy

Morriston Road

ELGIN

IV30 4ND

**The closing date for the post is 12 noon on Wednesday 19th June 2019**

**SCHOOL DESCRIPTION**

**Name of School Elgin Academy**

**General Information**

1. (a) School Roll – 1018

(b) Any anticipated changes in Roll – Likely to remain around this level or above in the foreseeable future.

2. Teaching Staff

1. Core – 80
2. Additional – (SfL) 5
3. Non-teaching staff –

Office: 6.0 fte

Technician: 4.5 fte

Janitor: Employed by FES

Pupil Support Assistants: 13

First Aid: 1fte

General Assistants: 3.5

Inclusion Proj. Co-ordinator: 2

3. Number of pupils in S5 and S6 – 297

1. School hours and times – 8.45 – 13.10; 2.00 – 3.40

5. Management Structure of the School

1. Staff – HT; 4 DHT; 17 PT Subject; 5 PT Guidance; PT SfL; PT Autism
2. Staff/Pupil Committees –

Staff: A wide range of active school improvement groups open to all staff.

Students: Student Council for each year and Whole School Council

10 S6 committees

1. Parent Council Involvement –The school has an active Parent Council.

7. Geographical location of the School –

The school is located in the north of Elgin. Elgin is in the centre of Moray on the main Aberdeen/Inverness road and rail routes. A new building opened in April 2012 under PPP.

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

The school serves a quite diverse community of mixed private and local authority housing, covering all of Elgin north of the railway line and some outlying rural areas.

1. Community activities associated with the School –

Varied and changing involvement in community activities.

1. Extra Curricular activities sponsored by the School –

There is a wide range of these including musical and sporting activities, and various other activities.

1. Local recreational facilities –

The local area provides a very wide and varied range of recreational activities

catering for virtually all recreational interests.

1. 12. Availability of (a) Local Authority Housing – No
2. Private Housing – Readily available; with price range reflecting the diversity of types of property.

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).

**THE MORAY COUNCIL**

**EDUCATION AND SOCIAL CARE**

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

|  |  |  |
| --- | --- | --- |
| 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 |