

PERTH AND KINROSS COUNCIL
JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF
LOCAL AGREEMENT

Bespoke PT Job Profiles (PEF Funding)

Principal Teacher-Self Evaluation for Self-Improvement


Principal Teacher - Wellbeing, Equality and Inclusion

Principal Teacher – Learning, Teaching and Assessment

In terms of the Local Recognition and Procedure Agreement, it is accepted by all signatories acting on behalf of Perth and Kinross Council and the recognised trade unions that this agreement is a binding local agreement effective from 19 March 2019.

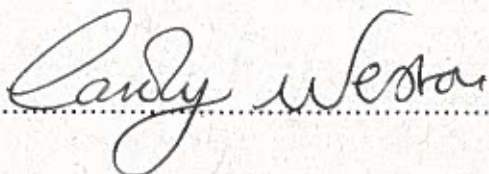
This supersedes relevant provisions within the National Agreement and constitutes a formal amendment to the terms and conditions of employment for teaching employees within Perth and Kinross Council.

Sheena Devlin, Executive Director (Education and Children's Services), on behalf of Perth and Kinross Council:



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Carolyn Weston, Perth and Kinross EIS Local Secretary on behalf of the Teachers' Trade Unions



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Perth & Kinross Council

Job Profile

Job Title	Principal Teacher, Self-evaluation for self-improvement
Service	Education & Children's Services
Grade	Principal Teacher (Scale Point 1)
Location	Crieff High School
Reports to	Head Teacher

Job Purpose

Support the Senior Leadership Team and whole school progress by developing and embedding sustainable models for maximising self-evaluation for self-improvement in relation to closing the poverty related attainment gap.

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 teacher workload related to the main accountabilities listed below:

Main Accountabilities

- Responsibility for the leadership, good management and strategic direction of colleagues with regards self-evaluation for self-improvement.
- Contributing to the development of school policy in relation to self-evaluation for self-improvement.
- Improving outcomes for young people, specifically those in receipt of FSM, with regards to the statements:
 - 'My school listens to my views'
 - 'My school takes my views into account'
 - 'I have the opportunity to discuss my achievements outwith school with an adult in school that knows me well'
- The creation of a position paper with respect to Quality Indicator 1.1 which identifies features of highly-effective practice for Crieff HS to work towards, supported by appropriately identified Challenge questions.
- Strategically planning, implementing and evaluating a systematic whole school approach to Quality Indicator 1.1 using the Education Endowment Foundation's (EEF) 5-step school improvement cycle and guidance report on a school's guide to implementation.

- Working in partnership with colleagues, parents, other specialist agencies and staff as appropriate to secure a more focused approach to self-evaluation for self-improvement, gather an overview and monitor its impact at whole school level, reporting to the Senior Leadership Team.

Job Specific Requirements

There is an expectation that shortlisted applicants will meet the requirements below.

<p>Knowledge & Experience</p> <ul style="list-style-type: none"> • You must have or be eligible for, full GTC Scotland registration in subject area. • You must have a degree or equivalent professional qualification. Ideally you will have additional qualifications in a relevant specialism or educational management. • You must be able to demonstrate your ability as a successful classroom practitioner. • You must be able to use ICT in relation to learning and teaching and management. • You must be able to demonstrate your knowledge and experience of guidance or support for learning preferably in the context of comprehensive education. • You must be able to demonstrate a successful track record in raising pupil attainment and achievement. • You must be able to demonstrate the ability to develop and implement integrated pupil support strategies • You must be able to demonstrate knowledge and understanding of processes related to school improvement • You must be able to audit and evaluate pupil engagement through the 'Plan, Do, Study, Act' model for improvement • Ideally you will have experience of maximising and utilising pupil data for impact • You will be able to demonstrate your knowledge and understanding of national and local priorities
<p>Customer Care</p> <ul style="list-style-type: none"> • You must be able to demonstrate commitment to the policy and practice of Inclusion and Collegiate activities. • You must be able to establish and maintain links across curricular areas. • You will be self motivated and have the ability to work with minimum supervision and to meet tight deadlines. • You must be able to demonstrate the ability to empathise and have the ability to support others. • You must be able to demonstrate the ability to lead and develop teamwork. • You must be able to demonstrate the ability to motivate and inspire others.
<p>Health & Safety</p> <ul style="list-style-type: none"> • You must be able to cope with the demands of the job and attend on a regular basis. • You must have an awareness of Health and Safety issues as they affect you and others and comply with all relevant Health and Safety legislation.
<p>Equality & Dignity at Work</p> <p>You must:-</p> <ul style="list-style-type: none"> • Be able to treat pupils, colleagues, parents and the community in accordance with the Council's policies associated with equalities and standards of behaviour. • Be able to demonstrate commitment to the policy and practice of inclusion. • Be able to promote and develop a positive school ethos.
<p>Communications</p>

<ul style="list-style-type: none"> • You must be able to demonstrate well developed interpersonal skills. • You must be able to demonstrate effective time management. • You must be able to communicate effectively both orally and in writing. • You must be able to communicate and collaborate effectively with colleagues and parents.
Flexibility
<ul style="list-style-type: none"> • Ideally you will have experience of involvement in wider-curricular activities. • Ideally you will be able to lead after school activities. • You will be able to demonstrate your contribution to whole school initiatives and strategies.
Achievement of Results
<ul style="list-style-type: none"> • You must show a readiness to reflect upon and evaluate own professional progress.
Quality
<ul style="list-style-type: none"> • You must be willing to develop subject specialism. • You must be able to plan and present a coherent teaching programme.
Team Working
<ul style="list-style-type: none"> • You must be able to demonstrate the ability to manage and provide advice and support to colleagues. • Ideally you will be able to work in partnership with colleagues, parents and others as appropriate.
Decision Making & Problem Solving
<ul style="list-style-type: none"> • You must be able to demonstrate the ability to resolve challenging situations involving work colleagues. • You must be able to work both under own initiative and as a member of a team.
Any Additional Requirements
<ul style="list-style-type: none"> • Ideally you will have a commitment to continuing professional development.

Job Profile

Job Title	Principal Teacher, Wellbeing, Equality and Inclusion
Service	Education & Children's Services
Grade	Principal Teacher (Scale Point 1)
Location	Crieff High School
Reports to	Head Teacher

Job Purpose

Support the Senior Leadership Team and whole school progress by developing and embedding sustainable models for maximising wellbeing, equality and inclusion in relation to closing the poverty related attainment gap. 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 teacher workload related to the main accountabilities listed below:

Main Accountabilities

- Responsibility for the leadership, good management and strategic direction of colleagues with regards wellbeing, equality and inclusion.
- Contributing to the development of school policy in relation to wellbeing, equality and inclusion.
- Improving outcomes for young people, specifically those in receipt of FSM, with regards to the statements:
 - 'Other young people treat me fairly and with respect'
 - 'My school teaches me how to lead a healthy lifestyle'
 - 'Staff help young people to be responsible for their own behaviour'
 - 'My school deals well with any bullying'
- The creation of a position paper with respect to Quality Indicator 3.1 which identifies features of highly-effective practice for Crieff HS to work towards supported by appropriately identified Challenge questions.
- Strategically planning, implementing and evaluating a systematic whole school approach to Quality Indicator 3.1 using the Education Endowment Foundation's (EEF) 5-step school improvement cycle and guidance report on a school's guide to implementation.
- Working in partnership with colleagues, parents, other specialist agencies and staff as appropriate to secure a more focused approach to wellbeing, equality and inclusion, gather an overview and monitor its impact at whole school level, reporting to the Senior Leadership Team.

Job Specific Requirements

There is an expectation that shortlisted applicants will meet the requirements below.

Knowledge & Experience

- You must have or be eligible for, full GTC Scotland registration in subject area.
- You must have a degree or equivalent professional qualification. Ideally you will have additional qualifications in a relevant specialism or educational management.
- You must be able to demonstrate your ability as a successful classroom practitioner.
- You must be able to use ICT in relation to learning and teaching and management.
- You must be able to demonstrate your knowledge and experience of guidance or support for learning preferably in the context of comprehensive education.
- You must be able to demonstrate a successful track record in raising pupil attainment and achievement.
- You must be able to demonstrate the ability to develop and implement integrated pupil support strategies
- You must be able to demonstrate knowledge and understanding of processes related to school improvement
- You must be able to audit and evaluate pupil engagement through the 'Plan, Do, Study, Act' model for improvement
- Ideally you will have experience of maximising and utilising pupil data for impact
- You will be able to demonstrate your knowledge and understanding of national and local priorities

Customer Care

- You must be able to demonstrate commitment to the policy and practice of Inclusion and Collegiate activities.
- You must be able to establish and maintain links across curricular areas.
- You will be self motivated and have the ability to work with minimum supervision and to meet tight deadlines.
- You must be able to demonstrate the ability to empathise and have the ability to support others.
- You must be able to demonstrate the ability to lead and develop teamwork.
- You must be able to demonstrate the ability to motivate and inspire others.

Health & Safety

- You must be able to cope with the demands of the job and attend on a regular basis.
- You must have an awareness of Health and Safety issues as they affect you and others and comply with all relevant Health and Safety legislation.

Equality & Dignity at Work

You must:-

- Be able to treat pupils, colleagues, parents and the community in accordance with the Council's policies associated with equalities and standards of behaviour.
- Be able to demonstrate commitment to the policy and practice of inclusion.
- Be able to promote and develop a positive school ethos.

Communications

- You must be able to demonstrate well developed interpersonal skills.
- You must be able to demonstrate effective time management.
- You must be able to communicate effectively both orally and in writing.
- You must be able to communicate and collaborate effectively with colleagues and parents.

Flexibility
<ul style="list-style-type: none"> • Ideally you will have experience of involvement in wider-curricular activities. • Ideally you will be able to lead after school activities. • You will be able to demonstrate your contribution to whole school initiatives and strategies.
Achievement of Results
<ul style="list-style-type: none"> • You must show a readiness to reflect upon and evaluate own professional progress.
Quality
<ul style="list-style-type: none"> • You must be willing to develop subject specialism. • You must be able to plan and present a coherent teaching programme.
Team Working
<ul style="list-style-type: none"> • You must be able to demonstrate the ability to manage and provide advice and support to colleagues. • Ideally you will be able to work in partnership with colleagues, parents and others as appropriate.
Decision Making & Problem Solving
<ul style="list-style-type: none"> • You must be able to demonstrate the ability to resolve challenging situations involving work colleagues. • You must be able to work both under own initiative and as a member of a team.
Any Additional Requirements
<ul style="list-style-type: none"> • Ideally you will have a commitment to continuing professional development.

Perth & Kinross Council

Job Profile

Job Title	Principal Teacher Learning, Teaching and Assessment
Service	Education & Children's Services
Grade	Principal Teacher (Scale Point 1)
Location	Crieff High School
Reports to	Head Teacher

Job Purpose

Support the Senior Leadership Team and whole school progress by developing and embedding sustainable models for learning, teaching and assessment in relation to closing the poverty related attainment gap.

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 teacher workload related to the main accountabilities listed below:

Main Accountabilities

- Responsibility for the leadership, good management and strategic direction of colleagues with regards to learning, teaching and assessment.
- Contributing to the development of school policy in relation to learning, teaching and assessment.
- Improving outcomes for young people, specifically those in receipt of FSM, with regards to the statements:
 - 'I am happy with the quality of teaching in my school'
 - 'I enjoy learning at school'
 - 'I am given the opportunity to influence what and how I learn'
 - 'I feel comfortable approaching staff with questions or suggestions'
- The creation of a position paper with respect to Quality Indicator 2.3 which identifies features of highly-effective practice for Crieff HS to work towards, supported by appropriately identified Challenge questions.
- Strategically planning, implementing and evaluating a systematic whole school approach to Quality Indicator 2.3 using the Education Endowment Foundation's (EEF) 5-step school improvement cycle and guidance report on a school's guide to implementation.

- Working in partnership with colleagues, parents, other specialist agencies and staff as appropriate to secure a more focused approach to learning, teaching and assessment, gather an overview and monitor its impact at whole school level, reporting to the Senior Leadership Team.

Job Specific Requirements

There is an expectation that shortlisted applicants will meet the requirements below.

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<p>Communications</p>

- You must be able to demonstrate well developed interpersonal skills.
- You must be able to demonstrate effective time management.
- You must be able to communicate effectively both orally and in writing.
- You must be able to communicate and collaborate effectively with colleagues and parents.

Flexibility

- Ideally you will have experience of involvement in wider-curricular activities.
- Ideally you will be able to lead after school activities.
- You will be able to demonstrate your contribution to whole school initiatives and strategies.

Achievement of Results

- You must show a readiness to reflect upon and evaluate own professional progress.

Quality

- You must be willing to develop subject specialism.
- You must be able to plan and present a coherent teaching programme.

Team Working

- You must be able to demonstrate the ability to manage and provide advice and support to colleagues.
- Ideally you will be able to work in partnership with colleagues, parents and others as appropriate.

Decision Making & Problem Solving

- You must be able to demonstrate the ability to resolve challenging situations involving work colleagues.
- You must be able to work both under own initiative and as a member of a team.

Any Additional Requirements

- Ideally you will have a commitment to continuing professional development.

