WEST DUNBARTONSHIRE COUNCIL

**Report by Joint Secretaries**

**Local Negotiating Committee for Teachers: 22 September 2020**

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**Subject: Amendment to Generic Head Teacher Job Profile**

**1. Purpose**

* 1. The purpose of the report is to seek approval for the revised generic Head Teacher Job Profile (Appendix 1) which has been amended to comply with legislative changes.

**2. Recommendations**

**2.1** Committee is asked to note the legislative changes which impact on the generic job profile for Head Teachers, and to agree the revised generic Head Teacher Job Profile.

**3. Background**

**3.1** The Head Teachers Education and Training (Scotland) Regulations 2019 came into effect on 1 August 2020. The Regulations require that any teacher appointed to their first permanent post as a Head Teacher must have been awarded the Standard for Headship by the General Teaching Council for Scotland (GTCS).

**3.2** The Regulations provide 2 exemptions:

1. Any person appointed as a permanent Head Teacher prior to 1 August 2020 is not required to hold the Standard for Headship.
2. An individual who has not attained the Standard for Headship may be appointed to a Head Teacher post on a temporary basis for a period not exceeding 30 months after 1 August 2020.

**3.3** From 6 April 2020 amendments to the Employment Rights Act 1996 requires certain information to be presented to employees and casual workers. To facilitate the additional requirements and to ensure the recruitment process has no unnecessary details all job profiles must include a Training Section to provide all employees with any mandatory training requirements.

**3.4** It is therefore necessary to amend the current generic Head Teacher job profile to comply with legislative requirements.

**4. Main Issues**

Head Teachers Education and Training (Scotland) Regulations 2019

**4.1** To comply with the Regulations from the effective date of 1 August 2020 the Recruitment Pack for Head Teacher vacancies will contain the following statement:

*“To comply with the Regulations candidates who are appointed to their first permanent Head Teacher post from 1 August 2020 require to have attained the Standard for Headship. If you have not gained this qualification, appointment can only be made on a fixed term basis for a period not exceeding 30 months*.”

**4.2** Where a teacher is appointed on a fixed term basis the Council is committed to supporting the individual to obtain this qualification.

Employment Rights Act 1996 amendments

**4.3** To meet legislative changes outlined above the generic job profile for the Head Teacher has been amended as follows:

* Section 7 has been added to include generic training
* Section 8 has been added to include role specific training

**4.4** The opportunity has also been taken to amend the person specification and to move this into the standard corporate template.

Generic DHT/PT/Teacher Job Profiles

**4.5** The generic job profiles for all other posts will be updated to include the Training Sections and also to reflect the standard corporate template for person specifications.

**5.** **People Implications**

**5.1** No personnel issues.

**6. Financial and Procurement Implications**

**6.1** No financial and/or procurement implications.

**7. Risk Analysis**

**7.1** The requirement to hold the Standard for Headship will offer assurances

to parents and school communities that Head Teachers have the

knowledge, skills and understanding required of senior leaders to deliver

high quality learning and teaching.

**8. Equalities Impact Assessment (EIA)**

**8.1** The contents of this report apply to all teachers and associated professionals. The equalities screening for the change concluded that the report has no detrimental impact on any equalities group.

**9. Consultation**

**9.1** The Teaching Trade Unions have been consulted in making amendments to the revised generic Head Teacher job profile.

**10. Strategic Assessment**

**10.1** This report meets our obligations in line with legislation and the Council’s strategic priority to provide open, accountable and accessible local government

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**Appendices:** None

**Background Papers:** EIA screening

**Wards Affected:** All Wards

Appendix 1



**HEAD TEACHER**

**Primary School**

**Role Profile**

**Incorporates**

**Section 1 Post Descriptor**

**Section 2 Person Specification**

SECTION 1: POST DESCRIPTOR

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| --- | --- |
| **1. JOB DETAILS** | |
| **Job Title:** Head Teacher | **School** Name of Primary School |
| **Reports to:** Chief Education Officer | **Grade:** HT/DHT Scale |
| **Position Number:** ESXXX | |
| **2. ROLE PURPOSE**  To develop, improve and manage the school to the benefit of the pupils, their parents and the wider community, through pursuing the objectives and implementing policies set by Education, Learning & Attainment.  The Head Teacher shall also support and contribute to the development of the Council’s objectives and policies as appropriate, ensuring the school is organised and manages to meet its aims and targets and is a creative, disciplined environment. In line with the vision and values of the school, Head Teachers, working with others:   * establish, sustain and enhance the culture of self-evaluation for school improvement; * develop staff capability, capacity and leadership to support the culture and practice of learning; * ensure consistent high quality teaching and learning for all learners; * build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners; * allocate resources effectively in line with identified strategic and operational priorities.   In addition, the Head Teacher also has the duties and responsibilities of every teacher within the WDC framework and as prescribed by the National Conditions of Service (SNCT). | |
| **3. ROLE OF SERVICE AREA/SECTION**  Education, Learning & Attainment is managed by the Chief Education Officer, and the service is responsible for the delivery of all educational services to the people of West Dunbartonshire.  Education, Learning & Attainment is fully committed to realising the potential of our young people, increasing the attainment of all learners and developing Curriculum for Excellence.  Education, Learning & Attainment includes:  Early Years, Early Learning and Child Care, Primary, Secondary and Additional Needs, Psychological Services. | |
| **4. KEY ACTIVITIES, RESPONSIBILITIES AND OUTCOME**   1. Provide effective leadership, good management and strategic direction of the school. Provide vision, leadership and direction to ensure high standards of education for all children in their care. 2. Set, implement and monitor the school’s policy for the positive behaviour of pupils. Pursue and drive excellence for each pupil’s achievement, attainment and inclusion. 3. Manage all staff, providing professional advice and guidance to colleagues. Implement relevant conditions of service, disciplinary and grievance procedures and other contractual matters. 4. Lead the development of the school curriculum. Actively encourage the development of teaching approaches which promote effective learning and teaching. Ensure arrangements are in place to meet the requirements of the curriculum and meet the needs of all learners. 5. Act as adviser to the Parent Council and participating in the selection and appointment of school staff. 6. Drive forward effective self evaluation to create a culture of continuous improvement. 7. Promote the continuing development and welfare of staff. Ensure that all staff has an annual review of their professional development needs in line with Council policy. 8. Develop a welcoming, inclusive ethos and working environment for all pupils, parents and staff. Work in partnership with parents and other professionals, agencies and schools and establishing and maintaining effective communication channels. 9. Be responsible for financial and other resources devolved to the school in accordance with Council Policies and Procedures. Ensure that appropriate arrangements are maintained for the management of the school budget and any other school finances including proper accounting procedures are in place. 10. Create effective and cohesive teamwork seeking opportunities to link the work of the school with the wider community. 11. Use a range of feedback, on outcomes and processes, to inform and drive improvement. Consult, as appropriate, with parents, pupils and staff and trades union representatives. 12. Develop and implementing effective policy for pastoral care. 13. Manage health and safety of all within the premises, ensuring full compliance with the Council’s Health and Safety Policies, Procedures and Practice. 14. Contribute to an agenda of ongoing improvement in the school and across their Council area. 15. The Head Teacher may be required to undertake other reasonable duties as assigned by the Chief Education Officer. | |
| **5. ASSIGNMENT AND REVIEW OF WORK**  The Head Teacher is empowered to delegate tasks associated with the list above to other promoted staff. The Head teacher reports to the Chief Education Officer and is accountable for the effective leadership and management of the school and the provision of high quality education for all pupils. | |
| **6. GENERAL**  This post is considered as Regulated Work with Vulnerable Children and/or Protected Adults, under the Protection of Vulnerable Groups (Scotland) Act 2007. Preferred candidates will be required to join the PVG Scheme or undergo a PVG scheme update check prior to formal offer of employment being made by West Dunbartonshire Council.  The post holder is required to maintain GTC registration and comply with the Registration and Professional Standards set by GTC. | |
| **7. WDC TRAINING**  West Dunbartonshire Council – Operates [Skills Passports](https://intranet.west-dunbarton.gov.uk/chief-executive/people-technology/organisational-development-change-digital/learning-development/skills-passports/) for all employees, which details the training available and timescales for undertaking courses. Skills passports are available via the Council’s Intranet [Organisational Development & Change](https://intranet.west-dunbarton.gov.uk/chief-executive/people-technology/organisational-development-change-digital/)  **Skills Passport A** – New Entrant Employee Passport Includes WDC Induction; Equality & Diversity; Data Protection (GDPR) & Security Awareness and relevant i-learn modules; Policy Reading: Code Of Conduct; ICT Information Security Policy and Acceptable Use Policy  **Skills Passport B** – WDC Employee Passport Includes relevant i-learn modules | |
| 1. **ROLE SPECIFIC TRAINING**   Teachers are required to engage in professional learning, self-evaluate this learning using GTC Scotland professional Standards and maintain a record of this learning in order to maintain full registration. | |

SECTION 2: Person Specification

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| --- | --- |
| **Essential** | **Desirable** |
| **Qualifications/Professional Membership** | |
| Full GTC Registration | Additional qualifications |
| Relevant primary qualification |  |
| Standard for Headship (SQH, Into Headship)**\*** |  |
| Approval for teaching in a catholic school (denominational schools only) |  |
| **Training/Professional Learning** | |
| Evidence of continuing commitment to relevant to continuing personal and professional learning. | Commitment to career long professional learning |
| Knowledge of current initiatives. | Involvement in key areas of development with particular reference to the management of the curriculum, learning and teaching and meeting the needs of all pupils including those with additional support needs. |
| **Experience** | |
| Previous successful experience of working at senior management level. | Proven success in a range of experience equivalent to responsibility of a promoted post including the management of additional support needs across P1-P7 stages. |
| Teaching experience across all primary stages. |  |
| Evidence of developing and managing the primary school curriculum and sound knowledge and commitment to Raising Achievement for all. |  |
| **Knowledge and Skill** | |
| Ability to demonstrate success in leadership and management in present or previous post | Evidence of management skills of a high quality in terms of managing people, policy development, planning and resources. |
| Ability to plan, prioritise and manage workload. | Evidence of raising standards of achievement and the overall quality of learners’ achievements. |
| Evidence of driving forward, managing and implementing change leading to school improvement. | Evidence of success in promoting partnerships with parents, the wider community and external agencies. |
| Ability to establish and develop processes to create, sustain and enhance conditions for effective learning and teaching. | Experience of good communication in planning, organising and co-ordinating major school activities. |
| Evidence of effective interpersonal skills and ability to communicate effectively, verbally and in writing with colleagues, pupils, parents and external agencies. |  |
| Evidence of inspiring and motivating others. Evidence of building and maintaining effective partnerships with a wide range of stakeholders. |  |
| Able to establish a supportive and caring atmosphere in a well managed environment. |  |
| **Disposition** | |
| Commitment to promoting school ethos and school vision and values. | Willing to be involved in whole school and extra-curricular activities. |

\* Successful candidates will be recruited to a permanent post if they already have a substantive HT post and/or hold the Standard for Headship (through the SQH or Into Headship programmes). Successful candidates yet to achieve the Standard for Headship will be offered a temporary contract until such time as they successfully complete the now mandatory Into Headship programme, which must be within the nationally agreed timeframe of 30 months from appointment.