

JNCT1.7

Agreed Remits

Human Resources
October 2025



Contents

Page

1. Head Teacher	3
2. Depute Head Teacher	6
3. Principal Teacher	9
4. Teacher	12

Version Control

Version Number	Effective Date	Details of Revision	Responsible Person	Review Date
1	Dec 2019	Revised job remits based on updates to JNCT 1.13 A and B	L Boyd	Dec 2020
2	Oct 2025	Update to GTCS link, to Principal Teacher responsibility and Director job title	L Boyd	2026

Job Description

Job Title	Head Teacher
Level	Head Teacher Spine
Service	People – Education
Job Purpose	To conduct 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 Council under the overall direction of the Director of Education.

Principal Accountabilities:

The role of the Head Teacher is to promote high quality learning and teaching to secure improved educational outcomes for the benefit of pupils and the community, under the direction of the local Council. Head Teachers have a corporate responsibility to contribute to an agenda of ongoing improvement in their school and across their Council area.

The duties of the Head Teacher are to:

- (a) provide leadership, good management and strategic direction to the school;
- (b) promote high expectations and standards through the provision of professional advice, reviewing professional needs and performance, and supporting continuous professional development of colleagues;
- (c) take responsibility for providing strategic leadership for curriculum development, learning and teaching and meeting learners' needs;
- (d) take overall responsibility for improvement planning and quality assurance;
- (e) act as adviser to the Parent Council and to participate in the selection and appointment of the staff of the school;
- (f) work in partnership with parents, other professionals, agencies and other schools;
- (g) take overall responsibility for the management of health, safety and well-being;
- (h) promote equality of opportunity and ensure a commitment to inclusive education and recognise and respect the views of young people;
- (i) promoting and safeguarding the health, welfare and safety of young people in school.

All teachers must have an understanding of the GTCS Standards for Full Registration which are available from the GTCS website at [Document > The Standard for Full Registration \(gtcs.org.uk\)](https://www.gtcs.org.uk/Document%20The%20Standard%20for%20Full%20Registration) and [Leadership and the Professional Standards \(gtcs.org.uk\)](https://www.gtcs.org.uk/Leadership%20and%20the%20Professional%20Standards)

PVG:

In terms of the Protection of Vulnerable Groups (Scotland) Act 2007, this post is designated as Regulated Work. Consequently, in order to undertake the duties of this post, you must hold membership of the Protecting Vulnerable Groups (PVG) Scheme.

If you are charged with any offence, or are involved in any activity which may have implications for your membership of the PVG Scheme, you must immediately notify your Line Manager.

Person Specification:

Category	Essential	Desirable
Qualification and Registration	<ul style="list-style-type: none"> • Full GTCS Registration • *Standard for Headship • Required to join the PVG scheme for this type of regulated work 	<ul style="list-style-type: none"> • Evidence of further study • Other relevant qualifications
Experience	<ul style="list-style-type: none"> • Experience in a promoted post • Management experience with curricular remit 	<ul style="list-style-type: none"> • Experience at a senior level at national or local authority level • Experience of managing additional support needs
Professional Values and Personal Commitment	<ul style="list-style-type: none"> • Commitment to the continuing development of teams and individuals • Commitment to social justice and inclusion • Evidence of self- evaluation and self-reflection • Evidence of continuous professional development 	<ul style="list-style-type: none"> • Commitment to promoting policies, practices and initiatives relating to education and people management • Evidence of developing others
Strategic Vision	<ul style="list-style-type: none"> • Ability to lead, manage and give strategic direction to employees • Commitment to actively develop and promote the ethos of the school 	<ul style="list-style-type: none"> • Ability to communicate a strategic vision which empowers the school community • Evidence of using research and current information to develop a position or stance
Professional Knowledge and Understanding	<ul style="list-style-type: none"> • Awareness of current trends, practices and initiatives in education • Awareness of policies and practices relating to education and people management • Awareness and understanding of Parental Involvement legislation 	<ul style="list-style-type: none"> • Experience in leading curricular development at whole school, local authority or national level • Experience of leading groups at local or national level
Interpersonal Skills and Abilities	<ul style="list-style-type: none"> • The ability to manage people through effective communication skills, both verbal and written with a 	<ul style="list-style-type: none"> • Negotiating skills • Effective team builder

	<p>solution focused approach, well developed motivation skills and ICT skills</p> <ul style="list-style-type: none"> • Well developed interpersonal and decision making skills • Political and social awareness • Ability to respond sensitively and appropriately to challenging situations • Ability to promote good order and discipline 	
Professional Actions	<ul style="list-style-type: none"> • Promote, support and maintain continuous development • Experience of leading innovation including curricular framework e.g. Curriculum for Excellence • Experiences in managing the curriculum and other resources • Committed to developing and promoting strong positive partnerships with parents 	<ul style="list-style-type: none"> • Experience of leading initiatives at school level or beyond • Responsibility for managing a budget • Experience of working with a range of partners • Participation and initiative in team ventures including interagency working

* From August 2020, the standard for headship awarded by GTCs requires that all teachers appointed to their first permanent Head Teacher post in a local authority or grant-aided school hold the Standard for Headship.

Job Description

Job Title	Depute Head Teacher
Level	Depute Head Teacher and Head Teacher Spine
Service	People – Education
Job Purpose	To assist and where necessary, to deputise for the Head Teacher in the conduct of the school's affairs.

Principal Accountabilities:

The role of a Depute Head Teacher is to assist and, where necessary, deputise for the Head Teacher in the conduct of school affairs. The duties of a Depute Head Teacher are to support the Head Teacher in the performance of his/her duties to:

- (a) provide and promote leadership, good management and strategic direction in areas of work of the school;
- (b) promote high expectations and standards through the provision of professional advice, reviewing professional needs and performance, and supporting continuous professional development of colleagues;
- (c) take responsibility for aspects of curriculum development, learning and teaching and meeting learners' needs;
- (d) take responsibility for aspects of improvement planning and quality assurance;
- (e) work in partnership with parents, other professionals, agencies and other schools to meet the needs of children, young people and families in the learning community;
- (f) promote equality of opportunity and ensure a commitment to inclusive education and recognise and respect the views of young people;
- (g) promoting and safeguarding the health, welfare and safety of young people in school.

All teachers must have an understanding of the GTCS Standards for Full Registration which are available from the GTCS website at [Document > The Standard for Full Registration \(gtcs.org.uk\)](https://www.gtcs.org.uk/document/the-standard-for-full-registration) and of [Leadership and the Professional Standards \(gtcs.org.uk\)](https://www.gtcs.org.uk/leadership-and-the-professional-standards)

PVG:

In terms of the Protection of Vulnerable Groups (Scotland) Act 2007, this post is designated as Regulated Work. Consequently, in order to undertake the duties of this post, you must hold membership of the Protecting Vulnerable Groups (PVG) Scheme.

If you are charged with any offence, or are involved in any activity which may have implications for your membership of the PVG Scheme, you must immediately notify your Line Manager.

Person Specification:

Category	Essential	Desirable
Qualification and Registration	<ul style="list-style-type: none"> • Full GTCS Registration • Required to join the PVG scheme for this type of regulated work 	<ul style="list-style-type: none"> • Evidence of further study • Other relevant qualifications
Experience	<ul style="list-style-type: none"> • Experience in teaching across all stages • Relevant experience in a management post • Experience of working with pupils with additional support needs 	<ul style="list-style-type: none"> • Experience of managing pupils with additional support needs • Experience of leading and working with teams and individuals within and/or beyond the school community • Experience of working collaboratively with other services and agencies for the benefit of young people
Professional Values and Personal Commitment	<ul style="list-style-type: none"> • Evidence of appropriate Continuous Professional Development • Commitment to social justice and inclusive practice 	<ul style="list-style-type: none"> • Evidence of leading self-evaluation • Commitment to and experience of extra-curricular activities • Commitment to promoting policies, practices and initiatives relating to education and people management
Strategic Vision	<ul style="list-style-type: none"> • Commitment to actively develop and promote the ethos of the school 	
Professional Knowledge and Understanding	<ul style="list-style-type: none"> • Knowledge of and involvement in developing and implementing initiatives relating to the curricular framework, e.g., Curriculum for Excellence • Knowledge of policies and practices relating to education and people management e.g. ASN legislation and GIRFEC principles 	<ul style="list-style-type: none"> • Organising and working with pupils, staff, school and community groups, e.g. pupil council, parent council • Involvement in key improvements across the school at cluster or authority level • Experience in leading curricular developments
Interpersonal Skills and Abilities	<ul style="list-style-type: none"> • Ability to lead, manage and give strategic direction to employees • People Management skills • Decision making skills • Ability to use a variety of media to support learning and teaching and management processes • Ability to promote positive behaviour 	<ul style="list-style-type: none"> • Presentation skills • Ability to promote good order and discipline • Negotiating skills

	<ul style="list-style-type: none"> • Motivation skills 	
Professional Actions	<ul style="list-style-type: none"> • Classroom management and organisation skills • Ability to work as a member of, and lead a team • Ability to respond sensitively and appropriately to challenging situations • Positive and active partnerships within the community 	<ul style="list-style-type: none"> • Experience of monitoring and evaluating policies and procedures and the quality of learning and teaching • Effective team builder

Job Description

Job Title	Principal Teacher
Level	Principal Teacher Spine
Service	People – Education
Job Purpose	Subject to the policies and practice of the School and the Council, the duties of Principal Teachers are to perform such tasks as the Head Teacher shall direct.

Principal Accountabilities:

Subject to the policies and practice of the School and the Council, the duties of principal teachers are, in addition to any duties of a teacher that may apply, to:

- (a) lead, manage and support the work of colleagues providing strategic direction and guidance as necessary;
- (b) lead curriculum development and quality assurance;
- (c) contribute to the development of school policy in relation to the behaviour management of pupils;
- (d) review and support professional needs, and performance of colleagues through career-long professional learning;
- (e) where required, lead, implement and manage whole school policies including, where appropriate, guidance, pastoral care and behaviour support;
- (f) working in partnership with parents, support staff and other professionals to meet the needs of children, young people and families in the learning community;
- (g) promote equality of opportunity and ensure a commitment to inclusive education and recognise and respect the views of young people;
- (h) promoting and safeguarding the health, welfare and safety of young people in school.

All teachers must have an understanding of the GTCS Standards for Full Registration which are available from the GTCS website at [Document > The Standard for Full Registration \(gtcs.org.uk\)](https://www.gtcs.org.uk/Document%20The%20Standard%20for%20Full%20Registration) and [Leadership and the Professional Standards \(gtcs.org.uk\)](https://www.gtcs.org.uk/Leadership%20and%20the%20Professional%20Standards)

PVG:

In terms of the Protection of Vulnerable Groups (Scotland) Act 2007, this post is designated as Regulated Work. Consequently, in order to undertake the duties of this post, you must hold membership of the Protecting Vulnerable Groups (PVG) Scheme.

If you are charged with any offence, or are involved in any activity which may have implications for your membership of the PVG Scheme, you must immediately notify your Line Manager.

Person Specification:

Category	Essential	Desirable
Qualification and Registration	<ul style="list-style-type: none"> • Full GTCS Registration • Required to join the PVG scheme for this type of regulated work 	<ul style="list-style-type: none"> • Professional recognition by GTCS • Evidence of further study • Other relevant qualifications
Experience	<ul style="list-style-type: none"> • Working knowledge of all relevant areas of the curriculum • Experience of teaching pupils at different stages • Experience of developing assessment practices and procedures in collaboration with colleagues across department and school • Experience of planning and delivering inter-disciplinary learning • Experience of working with pupils with additional needs 	<ul style="list-style-type: none"> • Experience of working outwith departmental level • Experience of leading others
Professional Values and Personal Commitment	<ul style="list-style-type: none"> • Evidence of appropriate Continuous Professional Development • Evidence of self-evaluation • Willingness to actively develop the ethos of the school • Commitment to support the development of young people to develop their skills • Commitment to support the personal, social, emotional and intellectual development of young people 	<ul style="list-style-type: none"> • Commitment to and experience of developing the wider life of the school
Strategic Vision	<ul style="list-style-type: none"> • Is able to demonstrate evidence of career long planning 	<ul style="list-style-type: none"> • Can demonstrate evidence of supporting colleagues in their learning • Can demonstrate a vision which will promote high expectations
Professional Knowledge and Understanding	<ul style="list-style-type: none"> • Knowledge of and involvement in developing and implementing initiatives relating to the curricular framework, e.g. Curriculum for excellence • Ability to plan coherent, progressive and stimulating teaching programmes with match pupils needs and abilities 	<ul style="list-style-type: none"> • Experience in leading curricular developments in line with curricular framework at school, cluster or authority level • A commitment to small-scale action research • Evidence of effective strategies to support a wide range of pupils needs

	<ul style="list-style-type: none"> • Knowledge of how current developments can support effective teaching and learning • Knowledge and understanding of literacy, numeracy, health and wellbeing in the context of the curriculum • Evidence of monitoring and tracking pupils progress and using information to raise achievements and attainment • Experience of assessment, moderation recording and reporting 	
Interpersonal Skills and Abilities	<ul style="list-style-type: none"> • Ability to manage systems which promote positive pupil behaviour • Ability to work co-operatively with staff, parents, partners in other agencies and the wider community • Ability to respond sensitively and appropriately to challenging situations 	
Professional Actions	<ul style="list-style-type: none"> • Effective management and organisation skills 	<ul style="list-style-type: none"> • Experience of working with other professionals • Experience in supporting new entrants to the profession • Supporting positive and active partnerships within the community

Job Description

Job Title	Teacher
Level	Main Grade Scale
Service	People - Education
Job Purpose	To be responsible and accountable for delivering teaching services in accordance with the Council's overall Education strategy objectives.

Principal Accountabilities:

Subject to the policies of the school and the Local Authority, the duties of teachers, promoted and unpromoted, are to perform such tasks as directed by the Head Teacher with regard to overall teacher workload and to the sector and stage of development associated with:

- (a) managing and organising classes through planning and preparing for teaching and learning;
- (b) assessing, recording and reporting on the work of pupils' progress to inform a range of teaching and learning approaches;
- (c) preparing pupils for examinations and where required, assist with their administration;
- (d) contributing towards good order and the wider needs of the school;
- (e) developing the school curriculum;
- (f) contributing to the school and council planning and improvement processes;
- (g) maintaining and developing knowledge and skills and contributing to the professional development of colleagues including probationary and student teachers;
- (h) promoting and safeguarding the health, welfare and safety of pupils;
- (i) managing pupil behaviour in and around the school fairly, consistently and in an informed manner;
- (j) working in partnership with parents, support staff and other professionals to meet the needs of children, young people and families in the learning community;
- (k) assisting in the development of Personal Learning Plans/Pupil Support Plans to promote positive outcomes for a diverse range of pupils.

All teachers must have an understanding of the GTCS Standards for Full Registration which are available from the GTCS website at [Document > The Standard for Full Registration \(gtcs.org.uk\)](https://www.gtcs.org.uk/Document%20The%20Standard%20for%20Full%20Registration)

PVG:

In terms of the Protection of Vulnerable Groups (Scotland) Act 2007, this post is designated as Regulated Work. Consequently, in order to undertake the duties of this post, you must hold membership of the Protecting Vulnerable Groups (PVG) Scheme.

If you are charged with any offence, or are involved in any activity which may have implications for your membership of the PVG Scheme, you must immediately notify your Line Manager.

The standards are also reflected in the person specification for a teacher's post which is detailed below.

Person Specification:

Category	Essential	Desirable	Method of Assessment
Qualification and Registration	<ul style="list-style-type: none"> • GTCS Registration • Required to join the PVG scheme for this type of regulated work 	<ul style="list-style-type: none"> • Evidence of post graduate or equivalent study • Other relevant qualifications 	<ul style="list-style-type: none"> • Application Form • Interview • Pre-employment check
Experience	<ul style="list-style-type: none"> • Experience in teaching using a range of teaching strategies • Experience of planning and delivering the curriculum • Experience of working with pupils with additional support needs 	<ul style="list-style-type: none"> • Experience of teaching at different stages • Experience of developing assessment practices and procedures in collaboration with colleagues within and outwith the establishment 	<ul style="list-style-type: none"> • Application form • Reference • Interview
Professional Knowledge and Understanding	<ul style="list-style-type: none"> • A secure knowledge of the curricular framework e.g. Curriculum for Excellence • Ability to plan coherent, progressive and stimulating teaching programmes which match children/young people needs and abilities • Knowledge of how current developments can support effective teaching and learning • Knowledge and understanding of literacy, numeracy, health 	<ul style="list-style-type: none"> • Involvement in developing initiatives in line with the curricular framework e.g., Curriculum for Excellence at establishment, cluster or authority level • A commitment to research/practitioner enquiry 	<ul style="list-style-type: none"> • Application form • Reference • Interview

	and wellbeing in the context of the curriculum <ul style="list-style-type: none"> • Awareness of current policy on inclusion • A secure knowledge of SQA National Qualifications and associated assessment information 		
Professional Skills and Abilities	<ul style="list-style-type: none"> • Effective classroom management and organisational skills • Ability to use a variety of media and interact productively with children/young people individually and collectively • Ability to manage children/young people's behaviour fairly, sensitively and consistently • Ability to work co-operatively with other staff and parents • Experience of assessment, moderation recording and reporting at school level • Ability to respond sensitively and appropriately to challenging situations 	<ul style="list-style-type: none"> • Evidence of effective strategies to support a wide range of children/young people's needs • Experience of working with other professionals • Experience of assessment, moderation, recording and reporting at cluster, local authority or national level 	<ul style="list-style-type: none"> • Application form • Reference • Interview

Professional Values and Personal Commitment	<ul style="list-style-type: none"> • Evidence of CLPL • Evidence of self-evaluation • Willingness to actively develop the ethos of the establishment • Commitment to support the development of children and young people to develop their skills 	<ul style="list-style-type: none"> • Commitment to and experience of out of class activities • Supporting positive and active partnerships within the community 	<ul style="list-style-type: none"> • Application form • Reference • Interview
Other			<ul style="list-style-type: none"> • Application form • Interview • Post-employment check