

Members' Library Service Request Form

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Originator	Anna Robertson
Originator's Ref (if any)	
Document Title	New Post – Principal Teacher, Specialist Provision (Primary) x 2

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Additional information:

Authorised By	Sarah Fortune
Designation	Exec Dir - Council Resources
Date	28/06/2022

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SERVICE REVIEW REPORT

REPORT TO: Members' Library Service

BY: Executive Director – Education and Children's Services

DATE:

SUBJECT: New Post – Principal Teacher, Specialist Provision (Primary) x 2

1 PURPOSE

- 1.1 To seek Head of Corporate Support approval under delegated powers for the establishment changes detailed in the body of the report as a consequence of changing service needs within Schools as part of the **Education and Children's Services**.

2 RECOMMENDATIONS

- 2.1 To agree the changes to the staffing structure as outlined in the report.

3 BACKGROUND

- 3.1 A requirement for new posts has arisen in primary schools, to support the increasing roll across Primary School Specialist Provisions.
- 3.2 The current staffing in primary Provisions consists of Class teachers and ASN Auxiliaries reporting directly to Depute Head Teachers. To provide greater support and leadership for the increasing numbers of children in the Provisions, new Principal Teacher roles are being developed.
- 3.3 The increasing rolls at the Hub (Sandersons Wynd Primary School) and the Cove (Dunbar Primary School) require more support for the DHT to carry out strategic development work and quality assurance. These new Principal Teacher roles will provide this support.
- 3.4 Initially two posts are being implemented, one at the Cove and one at the Hub. In time, there will be more Principal Teacher – Specialist Provision roles created, increasing the number to a minimum of six.
- 3.5 These posts will be permanent and will report directly to the DHT responsible for the Specialist Provision in the schools.

- 3.6 These posts will not be in addition to the current staffing in the Provisions, they will be advertised internally to the Provision staff and appointed from within. There is no scope to increase the numbers of teachers, only to create Principal Teacher posts to support the growing demands within the Provisions.
- 3.7 To recruit to these posts, they will be advertised to all teachers within the Provision staffing and recruited from within. On recruiting from within the staffing to the Principal Teacher role, a class teacher position will be deleted.
- 3.8 The report has been passed to the relevant Trades Union under the terms of the Protocol for the Conduct of Service Reviews and there is support for the proposals outlined. Although posts are to be deleted and new ones created, no employees currently in post will be eligible for redeployment under the terms of the Protocol for the Conduct of Service Reviews.

4 POLICY IMPLICATIONS

- 4.1 There are no policy implications.

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 DISCLOSURE SCOTLAND REQUIREMENT

- 6.1 These new posts are considered as regulated work with vulnerable children, as specified in the Protection of Vulnerable Groups (Scotland) Act 2007.

7 RESOURCE IMPLICATIONS

- 7.1 Financial – The funding for these posts has been identified on a permanent basis from the ASL budget. The posts have been Job Sized as PT1
- 7.2 Personnel - HR and relevant Trades Unions have been consulted and are supportive of these proposals. The post will be advertised in accordance with the Council's Recruitment & Selection Policy, internal to the Specialist Provision only.

8 BACKGROUND PAPERS

- 8.1 Job Outline – LNCT approved

AUTHOR'S NAME	Anna Robertson
DESIGNATION	PO - Staffing
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DATE	8 June 2022

JOB OUTLINE	
JOB TITLE: Principal Teacher – Specialist Provision	JET CODE: TS
DIVISION: Education & Children’s Services	
SERVICE/BUSINESS UNIT: Education - Schools	
REPORTING TO: Head Teacher	
RESPONSIBLE FOR: 0.9 teaching commitment	
<p>JOB PURPOSE:</p> <p>To provide leadership in all aspects of school life. The successful candidate will in the first instance be an experienced and innovative practitioner and will have a lead role in curricular development.</p> <p>The Principal Teacher will be class committed with one half day relief.</p> <p>The successful candidate will share some responsibility for the overall management of the specialist provision within the context of the management team.</p> <p>The successful candidate will oversee specific aspects of the School Improvement Plan (to be negotiated).</p>	
<p>MAIN DUTIES:</p> <p>Assist the Depute Head Teacher in providing mentoring and support for staff, co-ordinating forward planning, liaison as appropriate and overseeing arrangements for assessment and recording.</p> <p>Assist the Depute Head Teacher in all aspects of the Child’s Planning Framework including IEP’s, CSP’s and Child’s Plans.</p> <p>Curricular development and quality assurance.</p> <p>Support staff to be empowered and challenged to use their knowledge of the children and young people to drive inclusive practice to meet learners’ needs.</p> <p>Implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare.</p> <p>Working alongside class teachers to share best practice and take forward the Improvement Plan priorities.</p>	

Working in partnership with colleagues, parents and other specialist agencies and staff in other schools/provisions as appropriate.

Work with families/other agencies to support the health and wellbeing of individual pupils.

To participate in the overall administration of the school.

To contribute to the formulation of the School/Provision Improvement Plan.

To encourage positive attitudes and behaviour throughout the school and provide pastoral support where appropriate.

To organise some aspects of whole school activity e.g. assemblies, specialist timetabling.

To assist the Depute Head Teacher in staff development generally including Employee Development & Review, In-Service sessions and leading working parties.

To cover class teachers for the purpose of professional development or any mutually agreed activities.

To co-ordinate outside visits and visitors to school where appropriate.

To co-ordinate sports activities within and outside school.

To supervise lunch and break arrangement where necessary.

Any other appropriate duties, as requested by Management, commensurate with the grade for the post.

ESSENTIAL REQUIREMENTS FOR THIS ROLE

Qualifications/Experience:

- Current GTC Registration.

Disclosure Scotland:

- This role requires **PVG clearance** for regulated work with children. ELC will submit a PVG application on behalf of the preferred candidate and receipt of the subsequent PVG certificate will be **required prior to commencement**.

Scottish Social Services Council:

- None.

PERSON SPECIFICATION		
Attributes	Essential	Desirable
Education, Registration & Training	<p>Current GTC Registration.</p> <p>Evidence of recent involvement in professional development.</p>	<p>Experience at more than one stage in the primary school if appropriate</p> <p>Additional qualification(s) in aspects of educational management.</p> <p>Experience in more than one school.</p> <p>Experience in a specialist provision/setting.</p>
Previous Experience (Paid & Voluntary Work)	<p>Proven success as a Primary or Secondary Teacher.</p> <p>Proven commitment to the corporate life of a school.</p> <p>Detailed knowledge of the relevant areas of the primary curriculum.</p> <p>Effective participation in school self evaluation.</p> <p>Involvement in undertaking work associated with the raising of attainment.</p> <p>Involvement in promoting and supporting inclusion within school.</p>	<p>Recent experience of managing teams and/or areas of "whole school" responsibility.</p> <p>Participation in local authority working groups.</p> <p>Contributing to the management of change.</p> <p>Experience of contributing to working groups.</p> <p>Evidence of success in promoting partnerships with parents, the wider community and external agencies</p>
Knowledge/ Skills /Competencies	Evidence of ability to employ a range of teaching strategies which set appropriate expectations for all pupils.	Sound understanding of the many factors influencing education today.

	<p>Evidence of ability to organise own workload to meet tight time-scales.</p> <p>Commitment to continuing personal and professional development.</p> <p>Awareness of quality assurance issues, including monitoring, evaluating and reporting.</p> <p>Evidence of good management, liaison, communication and presentation skills.</p> <p>Commitment to the pursuit of excellence in educational standards and quality.</p> <p>Sound knowledge of current curriculum developments.</p> <p>Use a range of teaching strategies and resources, evaluating and justifying these in terms of curriculum requirements and the needs and abilities of pupils.</p> <p>Understand and apply the principles of assessment, recording and reporting.</p> <p>Experience of planning coherent and progressive teaching programmes using an interdisciplinary approach</p>	<p>Knowledge of the initiatives in education and how these may be taken forward in the primary or secondary context.</p> <p>Very good understanding of local curriculum policies and priorities.</p> <p>Ability to demonstrate high level ICT skills and AAC</p> <p>Knowledge and experience of SCERTS</p>
<p>Personal Qualities</p>	<p>Evidence of the potential to spread "good practice".</p> <p>Proven ability to create, motivate and work effectively within a team.</p> <p>Commitment to comprehensive education and to the Authority's policies of "Inclusion" and "Education for All"</p> <p>The ability to liaise and work collaboratively with</p>	<p>Ability to work successfully with a wide range of school and authority based staff.</p> <p>Maintain perspective through change.</p> <p>Evidence of success in developing good relationships within</p>

	<p>parents/carers/colleagues and partner agencies.</p> <p>Commitment to recognising pupil achievement and to raising standards.</p> <p>High level of interpersonal skills.</p> <p>Evidence of good working relationships in current post.</p> <p>Commitment to promoting and safeguarding the health, welfare and safety of pupils.</p> <p>Ability to communicate effectively, verbally and in writing, with colleagues, pupils, parents/carers and external agencies, etc.</p>	<p>school/in a school setting.</p> <p>Ability to motivate, support and encourage others.</p>
<p>Council Behaviours</p>	<p>We are Customer Focused</p> <p>We Initiate and Embrace Change</p> <p>We Strive to be the Best we can be</p> <p>We make things Happen</p> <p>We work Together</p>	