

## BMT CLUSTER DEVELOPMENT OFFICER

|               |                                   |       |         |
|---------------|-----------------------------------|-------|---------|
| Reference No. | I596.01                           | Type  | Generic |
| Service       | Education and Children's Services |       |         |
| Job Family    | N/A                               | Grade |         |

### Purpose

To lead learning for, and with, all learners with whom they engage and also to work with and support the development of colleagues and other partners.

| <b>Task or Responsibility</b> - For this role, there is an expectation that all, or a combination, of the following will be undertaken: | <b>Person Specification: Skills, Knowledge, Qualifications or Experience</b> - Criteria can apply to more than one task or responsibility   | <b>E</b>                           | <b>D</b>                         |
|---|---|------------------------------------|----------------------------------|
| Having direct, overall responsibility for the learners at a stage or stages assigned by the Headteacher across the St Andrew's Cluster. | <p>Full General Teaching Council for Scotland (GTCS) registration</p> <p>For teaching specific subjects you must be fully registered with GTCS to teach those subjects</p> <p>Additional qualification(s) in aspects of teaching and learning</p> <p>Commitment to the vision, values and core priorities of the Education and Children's Services Directorate.<br/>(Deliver results - See 'How We Work Matters' Framework)</p> | <p>✓</p> <p>✓</p> <p></p> <p>✓</p> | <p></p> <p></p> <p>✓</p> <p></p> |

## Role Profile

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|---|--|---------------------|----------|
| Having knowledge and understanding of the nature of the curriculum and its development.   | Knowledge of current National & Local Authority Guidelines for relevant contexts<br>Detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary curriculum, referring to local and national guidance as appropriate<br>Knowledge and understanding of the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance (Embrace technology and information)<br>Experience of leading and collaborating with others to plan innovative curricular programmes | ✓<br><br>✓<br><br>✓ | ✓        |
| Having knowledge and understanding of planning coherent and progressive teaching programmes.  | Successful teaching experience in the relevant sector/subject, including planning systematically, applying the principles of assessment, recording and reporting as an integral part of the teaching process (Focus on Customers)<br>Ability to provide a regular and effective service  | ✓<br><br>✓          | ✓        |

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|--|--|---------------------|----------|
| Having knowledge and understanding of the principles of assessment, recording and reporting.   | Skills in using a range of evidence to monitor and evaluate developments in teaching and learning  | ✓                   |          |
| Having knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning. | Involvement in supporting and promoting activity focussed on improving life outcomes for the most vulnerable individuals and groups within a school community<br><br>Have secure working knowledge and detailed understanding of the contractual, pastoral and legal responsibilities of the role  | ✓<br><br>✓          |          |
| Planning coherent, progressive and stimulating teaching programmes which match learners' needs and abilities.  | Experience of supporting and challenging all learners effectively to build confidence and promote progress<br><br>Use evidence of learning to plan effectively to ensure appropriate pace and challenge for all learners<br><br>Ability to support and challenge all learners effectively to promote engagement and appropriate progress in learning | ✓<br><br>✓<br><br>✓ |          |
| Communicating effectively and interact productively with learners, individually and collectively.  | Use a range of communication methods to promote and develop positive relationships with learners<br><br>Communicate appropriately with all learners, and promote competence and confidence in literacy (Focus on customers)  | ✓<br><br>✓          |          |

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|---|---|----------|----------|
| Employing a range of teaching strategies and resources to meet the needs and abilities of learners.   | Efficient and effective use of resources to support the learning needs of all learners  | ✓        |          |
| Having high expectations of all learners.   |   |          |          |
| Creating a safe, caring and purposeful learning environment.  |   |          |          |
| Developing positive relationships and positive behaviour strategies.  |   |          |          |
| Using assessment, recording and reporting as an integral part of the teaching process to support and enhance learning.                                  |   |          |          |
| Having knowledge and understanding of the principal features of the education system, educational policy and practice.                                  |   |          |          |
| Having knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them. | Participation in aspects of school improvement  | ✓        |          |
| Having knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices.                        | Commitment to on-going career-long professional learning, including postgraduate study as appropriate<br>Ability to apply knowledge, skills and expertise through enquiry and sustained professional learning to deepen and develop subject, curricular, and pedagogic knowledge to be able to lead learners and the learning of colleagues | ✓        | ✓        |

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|---|---|------------|----------|
| Having knowledge and understanding of the importance of research and engagement in professional enquiry.                                | Engagement with literature, research and policy to support professional learning<br>Experience of facilitating professional learning groups   | ✓          | ✓        |
| Working effectively in partnership in order to promote learning and wellbeing.  | Collaborative working with colleagues in schools and partners in the wider community<br>Create and sustain appropriate working relationships with all staff, parents and partner agencies to support learning and wellbeing (Work together)<br>Experience of presenting to colleagues at school or cluster level to enhance professional learning | ✓<br><br>✓ | ✓        |
| Reading and critically engaging with professional literature, educational research and policy.  |   |            |          |
| Engaging in reflective practice to develop and advance career-long professional learning and expertise.                                 | Engagement in rigorous and critical self-evaluation, reflection and enquiry including how to investigate and evidence impact on learners and professional practice (Take ownership)<br>Ability to engage effectively with self-evaluation which leads to improvement  | ✓          | ✓        |
| Promoting and safeguard the health, welfare and safety of pupils.   |   |            |          |

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|---|---|----------|----------|
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| Undertaking all other duties as required for the role. Duties will be in line with the grade.   |   |          |          |

## Role Profile

**Additional tasks or responsibilities** – this is a generic role, however this particular job may also require you to undertake the following:

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

### TEACHER (DENOMINATIONAL SCHOOL)

|  |  |   |  |
|--|--|---|--|
|  | For appointment to a denominational school all teachers are required to be approved as regards religious belief and character by representatives of the church. When seeking approval, a teacher must demonstrate how his/her personal “religious belief and character” enables him/her to undertake the duties of the particular teaching post within the context of a Catholic school. The reference for a Catholic teacher should be provided by the teacher’s parish priest who should be able to testify to the teacher’s personal “religious belief and character” | ✓ |  |
|--|--|---|--|

### Type of Protection of Vulnerable Groups Scheme (PVG Scheme) or Disclosure Check required

|  |  |   |  |                               |
|--|--|---|--|-------------------------------|
| Type of Protection of Vulnerable Groups (PVG) or other Disclosure check (choose only one). | PVG Children <input checked="" type="checkbox"/> | PVG Protected Adults <input type="checkbox"/> | PVG Both <input type="checkbox"/>            | None <input type="checkbox"/> |
|  | Basic Disclosure <input type="checkbox"/>        | Standard Disclosure <input type="checkbox"/>  | Enhanced Disclosure <input type="checkbox"/> |                               |

**Additional Information** – the following information is included in appendices:

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- Skills Framework (if applicable)
- **How** we work matters

**Expected Behaviours** – It is essential that you display the following behaviours as they are expected of all our employees:

- Take Ownership
- Focus on Customers
- Work Together
- Embrace Technology & Information
- Deliver Results