

JOINT HEADTEACHER

Reference No:	SNCT		
Service:	Education Directorate		
Job Family:	SNCT	Grade:	SNCT

Purpose

The role of the Headteacher is, within the resources available, to develop, improve and manage the schools to the benefit of the pupils, their parents and the community the schools serve, through pursuing the objectives and implementing policies set by Fife Council Education Directorate, under the overall direction of the Executive Director of Education Directorate. As a senior officer of the Service, the Headteacher shall also support and contribute to the development of the Council's objectives and policies, as appropriate.

Task or Responsibility - For this role, there is an expectation that all, or a combination, of the following will be undertaken:

Steering the creation and the sharing of the strategic vision, ethos and aims of the schools, to inspire and motivate learners, staff and all members of the learning communities and their partners to set high expectations for every learner.

Person Specification: Skills, Knowledge, Qualifications or Experience - Criteria can apply to more than one task or responsibility

Leadership of collaborative groups focussed on school, cluster, local authority or national improvement priorities

Commitment to the vision, values and core priorities of the Education Directorate

High level of interpersonal skills and abilities required to lead and manage effectively in the school community

Full General Teaching Council for Scotland Registration

Additional qualification(s) in aspects of educational leadership and management.

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Role Profile

Task or Responsibility - For this role, there is an expectation that all, or a combination, of the following will be undertaken:	Person Specification: Skills, Knowledge, Qualifications or Experience - Criteria can apply to more than one task or responsibility	E	D
	<p>For posts within Primary you are required to be fully registered with the General Teaching Council for Scotland (GTCS) in Primary.</p> <p>For posts within Secondary you are required to be fully registered with the General Teaching Council for Scotland (GTCS) in Secondary for the specific subject.</p> <p>You are required to model all behaviour expected of a teacher in Scotland in line with the relevant Professional Standards.</p> <p>Full registration is required for all Permanent posts, for temporary class teacher posts, provisional GTCS registration in the relevant sector will be considered.</p> <p>Candidates holding GTCS registration in Further Education must also hold Primary or Secondary registration to meet the essential criteria as determined by Fife Council.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
<p>Working with others to establish, sustain and enhance cultures of learning and positive ethos in collaboration with the whole school communities to ensure that every learner achieves their potential.</p>	<p>Involvement in supporting and promoting activity focussed on improving life outcomes for the most vulnerable individuals and groups within a school communities</p> <p>Skills in contributing to or leading collaborative groups to support and enhance teaching and learning</p> <p>A clear understanding of confidentiality and can apply that knowledge to all engagements, practices and procedures</p>	<p>✓</p> <p>✓</p> <p>✓</p>	

Role Profile

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Promoting inclusive communities that value diversity and challenge discrimination.			
Building, maintaining and reviewing partnerships with other professions and agencies to support the learning, pastoral and emotional needs of learners.	Ability to communicate effectively; to listen, to express ideas and feelings clearly, engage in professional dialogue and constructive feedback, making use of appropriate media in doing so	✓	
Ensuring that the context and culture are set for others to lead effectively and that there is a clear and agreed focus on self-evaluation and improvement.	Effective participation in approaches to self-evaluation to monitor and review aspects of school improvement	✓	
	Skills in using a range of evidence to monitor and evaluate developments and inform decision-making through self-evaluation systems and processes	✓	
	Creation and utilisation of opportunities for staff, learners, parents or partners to take on leadership roles across and beyond the schools		✓
	Evidence of encouraging the development of leadership qualities in others		✓
Establishing processes and facilitating opportunities for groups to work collaboratively to take forward improvement priorities, as well as monitor and review progress.			
The strategic overview of the planning, delivery and assessment of learning to ensure that school-based decisions are in accordance with the principles of curriculum design and planning.	Detailed knowledge and understanding of the relevant aspects of the Curriculum for Excellence 3-18	✓	

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Setting, and communicating clearly, high expectations of the quality of teaching and assessment at all stages in the schools.	Delivery and development of high quality teaching and assessment within the relevant sector(s)	✓	
Working in partnership with staff, learners, parents and partners in the wider school communities to identify, agree and implement school developments focussed on improving outcomes for all learners in the school communities that are based on a critical knowledge and understanding of contemporary educational policy, development and research.	Partnership working with staff, learners, parents and partners in the wider school communities on aspects of school improvement Evidence of success in building and facilitating partnerships with parents/carers, the wider community and external agencies A knowledge and understanding of current educational thinking and developments in society, education, and teaching and learning Awareness of current legislation and national and local agreements in aspects of school leadership and management, e.g. human resource management, additional support needs and child protection	✓ ✓ ✓	✓
Ensuring a systematic approach to supporting a culture of professional learning, including engaging in career-long professional learning as a 'leading learner', encouraging others to engage in career-long learning to enhance their practice and consistent use of PRD processes.	Engagement with literature, research and policy to inform school improvement priorities, and to support your own professional learning and that of others Knowledge and understanding of the relevant Professional Standards to support self-evaluation as part of your own and others continuous professional learning A commitment to career-long professional learning, integrity and ethical practice	✓ ✓ ✓	

Role Profile

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Making best strategic and operational use of available resources to create, maintain and enhance appropriate learning environments for effective teaching and learning and to support improvement.	Evidence of taking a positive solution-focussed approach to achieving improvement	✓	
Contributing to cluster, local and national developments and discussions to support and enhance the development of others, cross-sector working at all levels and the policy making process.	Contribution to cluster, local and national developments and discussions to support and enhance the development of others, cross-sector working at all levels and the policy making process		✓
Managing the safety and welfare of all within the school's premises, giving due regard to health and safety legislation.	Commitment to promoting and safeguarding the health, welfare and safety of pupils	✓	
Effectively managing resources and school budgets to ensure best value.	Ability to provide a regular and effective service	✓	
Undertaking all other duties as required for the role. Duties will be in line with the grade.			

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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JOINT HEADTEACHER (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

Before confirming appointment: You may be required to obtain PVG scheme membership or a Disclosure check. Please refer to the job advert for clarification of the specific requirement.

Additional Information – the following information is available:

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

Expected Behaviours

Every council employee is expected to lead the way by making decisions and behaving in ways that uphold our community commitments and values.

Please refer to How We Work Matters Guidance to learn more.