

## PRINCIPAL TEACHER

Reference No.	G143.01	Type	Generic
Service	Education and Children's Services		
Job Family	N/A	Grade	

### Purpose

As a member of the extended leadership team, the role of the Principal Teacher is, within their area of responsibility, to develop, improve and manage and support the department/school to the benefit of the pupils, their parents and the community the school serves, through pursuing the objectives and implementing policies set by the Headteacher and Fife Council Education Children's service, under the overall direction of the Executive Director of Education and Children's service.

<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>
Leading and supporting curricular change and improvement to enhance learning and teaching.	<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 (Deliver results – See 'How we Work Matters' Framework)</p> <p>Additional qualification(s) in aspects of teaching and learning</p> <p>Effective participation in aspects of school review and improvement planning (Work together)</p> <p>Experience of contributing to the leadership and management of change</p>	<p>✓</p> <p>✓</p> <p></p> <p>✓</p> <p></p>	<p></p> <p></p> <p>✓</p> <p></p> <p>✓</p>

## Role Profile

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Leading and supporting delivery and development of core curriculum.	Detailed knowledge of the relevant aspects of the Curriculum for Excellence 3-18	✓	
Contributing to quality assurance procedures.	Understand and apply the principles of assessment, recording and reporting	✓	
Contributing to monitoring school progress.	Delivery and development of high quality teaching and assessment within relevant sector(s) (Take ownership)	✓	
Contributing to evaluating outcomes and formulation of the SQIP.			
Taking forward initiatives in line with Curriculum for Excellence and evaluate the outcomes for learners.	Commitment to the pursuit of excellence in educational standards and quality Knowledge of current curriculum developments Commitment to recognising pupil achievement and to raising standards	✓ ✓ ✓	
Researching resources which may enhance learning and teaching.	Use a range of teaching strategies and resources, evaluating and justifying these in terms of curriculum requirements and the needs and abilities of pupils	✓	
Supporting planning for effective learning and teaching.	Contribution to cluster, local and national developments and discussions to support and enhance the development of others Creation and utilisation of opportunities for staff, learners, parents or partners to take on leadership roles across and beyond the school		✓ ✓

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Disseminating good practice to all members of staff to support the raising of attainment and achievement for all.	Involvement in undertaking work associated with the raising of attainment Involvement in promoting and supporting inclusion within schools	✓ ✓	
Ensuring AifL strategies are clearly evident within their own teaching.			
Acting as a model of good practice and mentor to develop good practice amongst staff.	Ability to communicate effectively, verbally and in writing, with colleagues, pupils, parents and external agencies High level of interpersonal skills Evidence of good working relationships in current post Ability to provide a regular and effective service	✓ ✓ ✓ ✓	
Working cooperatively alongside staff colleagues in class where and when appropriate.	Experience of planning coherent and progressive teaching programmes Ability to teach assigned classes together with associated preparation and correction	✓ ✓	
Leading meetings with parents to support them in their child's learning, to inform of school improvement and other initiatives within school.	Partnership working with staff, learners, parents/carers and partners in the wider school community to meet the needs of learners (Focus on customers) Evidence of success in building and facilitating partnerships with parents/carers, the wider community and external agencies	✓	✓

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Keeping an up to date Learning Log and record, undertaking Professional Learning activities and professional reading in support of their professional and school development.	Effective participation in approaches to self-evaluation to monitor and review aspects of teaching and learning	✓	
Attending Professional Learning events and cascading information to staff to enhance their Professional Learning where and when appropriate.	Skills in engaging critically with current research, literature and policy in society and education to lead and develop the curriculum, pedagogy and assessment practices of individuals and teams  Evidence of encouraging the development of leadership qualities in others		✓  ✓
Supporting the PRD process where and when necessary.			
Managing the safety and welfare of all within their area of responsibility, giving due regard to health and safety legislation.	Commitment to promoting and safeguarding the health, welfare and safety of pupils	✓	
Effectively managing resources and budget within their area of responsibility to ensure best value, where appropriate.	An awareness of current developments in digital technologies and an ability to use and apply ICT knowledge and skills to enhance their role (Embrace technology and information)		✓
Undertaking all other duties as required for the role. Duties will be in line with the grade.			

## Role Profile

<b>Additional tasks or responsibilities</b> – this is a generic role, however this particular job may also require you to undertake the following:				
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<b>PRINCIPAL TEACHER (DENOMINATIONAL SCHOOL)</b>				
	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”	✓		
<b>Type of Protection of Vulnerable Groups Scheme (PVG Scheme) or Disclosure Check required</b>				
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