

<b>HEADTEACHER</b>			
Reference No:	SNCT		
Service:	Education Directorate		
Job Family:	SNCT	Grade:	SNCT

<b>Purpose</b>
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 school serves, through pursuing the objectives and implementing policies set by Fife Council Education Directorate, under the overall direction of the Executive Director of the 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.

<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>
Steering the creation and the sharing of the strategic vision, ethos and aims of the school, to inspire and motivate learners, staff and all members of the learning community and its partners to set high expectations for every learner.	<p>Leadership of collaborative groups focussed on school, cluster, local authority or national improvement priorities</p> <p>Commitment to the vision, values and core priorities of the Education Directorate.</p> <p>High level of interpersonal skills and abilities required to lead and manage effectively in the school community</p> <p>Full General Teaching Council for Scotland Registration</p> <p>Additional qualification(s) in aspects of educational leadership and management</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>

## Role Profile

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	<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 a culture of learning and a positive ethos in collaboration with the whole school community 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 community</p> <p>Skills in contributing to or leading collaborative groups to support and enhance teaching and learning</p>	<p>✓</p> <p>✓</p>	

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	A clear understanding of confidentiality and can apply that knowledge to all engagements, practices and procedures	✓	
Promoting an inclusive community that values diversity and challenges 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 school	✓  ✓	✓
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  Skills in engaging critically with current research, literature and policy in society and education	✓	✓
Establishing processes and facilitating opportunities for groups to work collaboratively to take forward improvement priorities, as well as monitor and review progress.			

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<p>Working in partnership with staff, learners, parents and partners in the wider school community to identify, agree and implement school developments focussed on improving outcomes for all learners in the school community that are based on a critical knowledge and understanding of contemporary educational policy, development and research.</p>	<p>Partnership working with staff, learners, parents and partners in the wider school community on aspects of school improvement</p> <p>A knowledge and understanding of current educational thinking and developments in society, education, and teaching and learning</p> <p>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</p> <p>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</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
<p>Setting, and communicating clearly, high expectations of the quality of teaching and assessment at all stages in the school.</p>	<p>Delivery and development of high quality teaching and assessment within the relevant sector(s)</p> <p>Involvement in developments to enhance the transition of learners at key stages of their learning</p>	<p>✓</p>	<p>✓</p>
<p>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.</p>	<p>Engagement with literature, research and policy to inform school improvement priorities, and to support your own professional learning and that of others</p>	<p>✓</p>	

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	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  Skills in coaching and mentoring colleagues, and developing the coaching and mentoring skills of others	✓   ✓	✓
Making best strategic and operational use of available resources to create, maintain and enhance an appropriate learning environment for effective teaching and learning and to support improvement.	Evidence of taking a positive solution-focussed approach to achieving improvement  An awareness of current developments in digital technologies and an ability to use and apply ICT knowledge and skills to enhance their role	✓	✓
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 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 budget to ensure best value.	A strategic and operational awareness of resource management to ensure continuous improvement  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.			

<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>HEADTEACHER (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>			
<b>Before confirming appointment:</b> 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.			
<b>Additional Information</b> – the following information is available:	<b>Expected Behaviours</b>		
<ul style="list-style-type: none"> <li>Skills Framework (if applicable)</li> <li><b>How</b> we work matters</li> </ul>	<p>Every council employee is expected to lead the way by making decisions and behaving in ways that uphold our community commitments and values.</p> <p>Please refer to How We Work Matters Guidance to learn more.</p>		