



## **Post of Principal Teacher of Health and Food Technology (Temporary - Maternity Cover) Person Specification & Remit**

This is a full-time temporary post (maternity cover).  
Deadline for applications **Tuesday 5<sup>th</sup> January 2021.**

Start Date **Monday 22<sup>nd</sup> March 2021**

### **The Health and Food Technology Department**

The department is located in the south campus buildings where most secondary departments are based. Both Home Economics suites are modern and very well equipped with excellent levels of equipment. The suites are linked by a storage space and there is a separate open plan staff area.

The courses currently offered by the department are

- ◆ Primary 6,7,S1, S2 HFT
- ◆ S5-S6 National 5 Hospitality
- ◆ S5-S6 International Cuisine (2 period general interest course; 2 classes)

Demand for both courses in S5-S6 is very buoyant and pupils engage enthusiastically.

The Principal Teacher is supported by a part-time teacher.

### **Person Specification**

The successful applicant will be expected to contribute to all areas of teaching and course development and to lead the overall development of the department.

Applicants should be confident of their ability to work with very able pupils and also be able to respond to the needs of the full range of abilities found in a non-selective environment.

Applicants require to be registered with GTC Scotland and appointment is subject to a satisfactory PVG check.

### **Jordanhill School**

A wealth of information about the school can be found on the [school website](#) and [prospectus](#).

### **Salary**

Scale Point 1            **£45,150**

Promoted post salaries at Jordanhill School are determined using the national Job Sizing toolkit.

## **Duties of Principal Teacher of Health and Food Technology**

Subject to the policies of the school, the Principal Teacher shall perform such tasks as the Rector directs, having reasonable regard to overall workload, related to the following categories:

- ◆ Responsibility for the leadership, good management and strategic direction of colleagues
- ◆ Curriculum development and quality assurance
- ◆ Contributing to the development of school policy in relation to the behaviour management of pupils
- ◆ The management and guidance of colleagues
- ◆ Reviewing the professional learning needs, career development and performance of colleagues
- ◆ The provision of advice, support and guidance to colleagues
- ◆ Implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare
- ◆ Managing and delivering delegated aspects of Developing the Young Workforce
- ◆ Working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate.

In addition, the post holder shall perform the duties expected of all teachers at a level appropriate to the post of Principal Teacher:

- ◆ Teaching assigned classes together with associated preparation and correction
- ◆ Developing the school curriculum
- ◆ Assessing, recording and reporting on the work of pupils
- ◆ Preparing pupils for examinations and assisting with their administration
- ◆ Providing advice and guidance to pupils on issues related to their education
- ◆ Working in partnership with parents, support staff and other professionals
- ◆ Undertaking appropriate and agreed continuing professional development<sup>1</sup>
- ◆ Participating in issues relating to school planning, raising achievement and individual review
- ◆ Promoting and safeguarding the health, welfare and safety of pupils including supervising pupils in the grounds, dining/recreation areas or at school events during the school day
- ◆ Contributing towards good order and the wider needs of the school including supervising pupils at collective activities (Appendix 3).

## **Professional Learning**

All teachers must meet the requirements for Professional Update established by GTCS. Professional learning needs will be assessed against the GTCS Standards and the development needs of the school. Principal Teachers will be expected to evaluate their professional skills against the *Standard for Middle Leaders and the Standard for Career-Long Professional Learning*.

## COLLECTIVE ACTIVITIES (APPENDIX 3)

The teacher working week consists of a number of elements

- ◆ Maximum class contact time (including any class cover)
- ◆ Personal preparation and correction
- ◆ Management time (where appropriate)
- ◆ Collective time (the balance of time remaining)

Collective activities take place within this last element. All teachers in Jordanhill School have a substantial amount of collective time, not least because maximum class contact time is below national norms.

In utilising collective time, the school will seek to provide a minimum of direction and will operate on the basis of trust, mutual support and the promotion of teacher professionalism. We recognise that the contribution of many staff extends beyond their contractual obligations and that we will continue to rely on that commitment to maintain the quality of pupil experience.

Collective activities can be divided broadly into two sets

<b>Staff Focused</b> Curriculum, Communications & Planning	<b>Pupil Focused</b> Out of School Hours Learning
<ul style="list-style-type: none"> <li>◆ Additional preparation and correction</li> <li>◆ Preparation of reports, records etc.</li> <li>◆ Meetings: staff, planning, department etc.</li> <li>◆ Professional review and development and professional learning</li> <li>◆ Curriculum development</li> <li>◆ Parents' meetings</li> <li>◆ Board and PTA activities</li> <li>◆ Trade union meetings</li> </ul>	<ul style="list-style-type: none"> <li>◆ Supported study</li> <li>◆ Music</li> <li>◆ Sport</li> <li>◆ Extended trips</li> <li>◆ Additional supervised pupil activities e.g. clubs, dances</li> </ul>

Both sets of activities are prominent in the school calendar, which is constructed to ensure an appropriate balance of demands during the year.

Due to the nature of their posts, some teachers make a large contribution to OSHL activities. Such specific contractual requirements are addressed within their job descriptions.

The contribution of other teachers also forms part of their job description

- ◆ Contributing towards good order and the wider needs of the school including supervising pupils at collective activities.

By sharing tasks we ensure that no individual is overburdened and strengthen our common sense of purpose.

## Candidate Guidance

In assessing a candidate’s application and performance during the interview the panel will be looking for evidence of some of the characteristics listed below. These are not in any order of priority.

We do not expect any one individual to offer all of these characteristics. Neither do we expect anyone to have particular strengths in all of these areas. However, within your application and certainly in the course of any interview you should be able to provide examples of past actions and behaviours that offer evidence of some of these characteristics.

At interview you should be prepared to talk in the first person singular, no matter how immodest this may sound and take ownership of whatever you are describing.

We would emphasise that **for a newly appointed Principal Teacher** we do not expect candidates to have had wide opportunities to display such characteristics.

<b>Characteristic</b>	<b>Examples of behaviour</b>
<b>Professionalism</b>	A core of strongly held and enacted values <ul style="list-style-type: none"> <li>◆ Respect for others</li> <li>◆ Challenge and support – a commitment to do everything possible for each pupil and enable all pupils to be successful</li> <li>◆ Confidence – belief in one’s abilities to be effective and to take on challenges</li> <li>◆ Creating Trust – being consistent and fair</li> </ul>
<b>Thinking</b>	The drive to ask ‘why?’ and to see patterns <ul style="list-style-type: none"> <li>◆ Ability to think logically, break things down and recognise cause and effect</li> <li>◆ Ability to see patterns and links, even when there is a lot of detail</li> </ul>
<b>Planning and setting expectations</b>	Targeting energy and effort where it will make the most difference <ul style="list-style-type: none"> <li>◆ Drive for improvement</li> <li>◆ Information seeking</li> <li>◆ Initiative</li> </ul>
<b>Leading</b>	Directing, inspiring and motivating others <ul style="list-style-type: none"> <li>◆ Flexibility</li> <li>◆ Holding people to account</li> <li>◆ Managing pupils</li> <li>◆ Passion for learning</li> </ul>
<b>Relating to others</b>	Managing relations and interactions effectively <ul style="list-style-type: none"> <li>◆ Impact and influence</li> <li>◆ Understanding others</li> <li>◆ Team working</li> </ul>