



Post of Principal Teacher Primary (Full Time, Permanent) Person Specification & Remit

An exciting opportunity has arisen for us to recruit a full-time Principal Teacher to our thriving and ambitious Primary department.

The deadline for applications for this permanent vacancy is **9.00am on Friday 1st March 2024**.
Post commences on **Monday 12th August 2024**.

Jordanhill School

Jordanhill School is unique in Scottish education in being the only Grant Aided mainstream school funded directly by the Scottish Government. We are a community comprehensive school and our success is founded on placing our pupils and staff at the heart of everything we do. The school is renowned for its academic excellence and thriving programmes in sport, music and co-curricular activities. The Primary department receives generous support from the PTA and the school's Educational Amenities Trust allowing it to offer an exciting range of enrichment activities.

We offer a wonderful learning environment, excellent resources, and a commitment to help every child achieve to the very best of their abilities. As an all-through school, we take advantage of our close links with colleagues in the Secondary department to allow our pupils to experience Secondary input, especially in upper Primary. Both Primary and Secondary staff work together on whole school activities. We also work closely with our colleagues in Glasgow City schools on professional learning activities, including assessment and moderation.



The Primary department is led by the Primary Headteacher supported by the Primary Depute Head Teacher and two Principal Teachers. The Primary senior leaders work in close partnership with Jordanhill School's Rector and Depute Rector as part of the Senior Leadership Team. As Principal Teacher, you will be a key part of our Primary leadership team. Further information about the school can be found on our web site:

- [Prospectus](#)
- [School Improvement](#)
- [History](#)
- [Jordanhill Journal](#)



Person Specification

Principal Teachers are viewed as lead learners and play a prominent role in all initiatives and developments. While time is allocated for management duties, the post will involve whole class responsibility. The ability to prioritise tasks and manage time effectively is key. In addition, the ability to contribute strong, supportive teamworking skills, as part of the Primary Leadership team is essential.

As a new Principal teacher, you will receive ongoing mentoring and support.

Specific responsibilities may include -

Learning and Teaching

- Model excellent learning and teaching and provide a stimulating learning environment that showcases best practice in pedagogy
- Ensure high standards of learning, attainment, and achievement for all learners

Leadership for Learning

- Responsible for leading specific school improvement priorities and developments
- Primary Link Co-ordinator - communication, planning and organisation of Primary curriculum and activities in partnership with Secondary departments
- Undertake a focused practitioner enquiry investigation to develop own classroom practice. Lead and support other colleagues to engage in practitioner enquiry

Pastoral Role

- Leadership and organisation of school trips for specific stages
- Lead and Coordinate a Primary Pupil Leadership Group
- Offer pupils a lunchtime or after school opportunity to promote wider achievement
- Participating in Primary Assemblies

Management and Support of Staff

- ♦ Attend weekly Primary Leadership meetings
- ♦ Lunch supervision

Applicants require to be registered with GTC Scotland. Appointment is conditional on a successful PVG check prior to commencement in the post, satisfactory references, presentation of qualifications and confirmation of the right to work in the UK. Any offer of employment will be withdrawn if any of the above conditions are not satisfied.

An extract from the Conditions of Service of Teachers is appended for information.

Salary **Scale Point 2** **£55,077** (from 1st January 2024)

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

Duties of Principal Teacher

Subject to the policies of the school, the Primary Principal Teacher shall perform such tasks as the Primary Headteacher 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 and promoting pastoral care and pupil welfare
- ◆ 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
- ◆ 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
- ◆ Participating in issues relating to school planning, raising achievement
- ◆ 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 (see below)

Professional Learning

All teachers in permanent posts will have met the *Standards for Registration (GTCS)* and are expected to perform to the standards exemplified therein.

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*.
<http://www.gtcs.org.uk/standards/standards.aspx>

Collective Activities

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

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

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.

Characteristic	Examples of behaviour
Professionalism	<p>A commitment to the school's aims, vision, and values</p> <ul style="list-style-type: none"> ◆ Display strong communication skills ◆ Respect for others ◆ Challenge and support – a commitment to do everything possible for each pupil and enable all pupils to be successful ◆ Confidence – belief in one's abilities to be effective and to take on challenges ◆ Creating Trust – being consistent and fair
Thinking	<p>The drive to ask 'why?' and to see patterns</p> <ul style="list-style-type: none"> ◆ Ability to think logically, break things down and recognise cause and effect ◆ Ability to see patterns and links, even when there is a lot of detail
Planning and setting expectations	<p>Targeting energy and effort where it will make the most difference</p> <ul style="list-style-type: none"> ◆ Set an ambitious agenda and display a passionate drive for improvements that benefit the pupils, staff, and school. ◆ Information seeking ◆ Initiative
Leading	<p>Directing, inspiring and motivating others to ensure projects are completed and have impact</p> <ul style="list-style-type: none"> ◆ Flexibility ◆ Holding people to account ◆ Managing pupils ◆ Passion for learning
Relating to others	<p>Managing relations and interactions effectively</p> <ul style="list-style-type: none"> ◆ Impact and influence ◆ Understanding others ◆ Strong levels of supportive team working with other Primary leaders and the wider staff team

Selection Criteria

Post of Principal Teacher		
Selection Criteria	Essential- Acceptable levels for effective job performance	Desirable- The attributes of the ideal candidate
Qualifications	As required by GTCS	Additional qualifications such as post graduate degree or leadership qualification
Previous Experience	Extensive, successful teaching experience across all Primary stages.	Successful experience in a promoted post (PT) Evidence of experience in Primary -Secondary transition and liaison. Expertise in teaching or leading upper Primary. Involvement in strategic developments at local authority or national level
Professional Development	Evidence of using professional learning to enhance self and others	Evidence of successfully delivering professional development projects
Working with and leading others	Evidence of successful people leadership and working as part of a team.	Evidence of good leadership skills e.g. 360 reviews, external audits etc.
Management Skills	Evidence of management skills of a high quality	Evidence of keeping projects on-track and delivering agreed outcomes on time.
Implementing Change	Involvement in current developments	Evidence of successful leadership of change projects delivering whole school improvement priorities.
Communication Skills	Ability to communicate at all levels	Articulate, excellent language and presentation skills
Interpersonal Skills	Consultative, good listener, courteous	Highly participative
Commitment to parental involvement in education	Awareness of the importance of parental participation in education	Evidence of successfully involving parents in the education of their children
Commitment to social inclusion	Knowledge of relevant strategies and policies	Evidence of leading inclusive initiatives
Commitment to co-curricular activities	Aware of the importance of co-curricular activities to the development of children and the ethos of the school	Evidence of leading, participation in and sustaining programmes of co-curricular activities

