

BELL BAXTER HIGH SCHOOL

## JOB DESCRIPTION:

## PRINCIPAL TEACHER PUPIL SUPPORT: GUIDANCE

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**JOB PURPOSE**

**It is expected that the Principal Teacher (PT) will provide strong leadership. The PT will develop a vision for change which leads to improvements for learners based on shared school values and robust evaluation of evidence of current practice and outcomes. The PT will be expected to mobilise, enable and support staff to develop and follow-through on strategies for achieving change. The PT will provide effective management through operational implementation and maintenance of the practices and systems required to achieve change.**

Principal Teachers of Pupil Support will adopt a lead role in getting it right for every child in BBHS by implementing and promoting the GIRFEC principles and values. PTs will have a clear understanding that the GIRFEC principles are based on children’s rights and its principles reflect the United Nations Convention on the Rights of the Child (UNCRC).

The Principal Teacher of Pupil Support is responsible for a pupil caseload. The PT will wherever possible deliver the PSE curriculum to their own caseload ensuring the Benchmarks and Experiences and Outcomes are delivered throughout the Broad General Education (BGE) of Curriculum for Excellence. Further to the BGE, the post-holder is also responsible for a range of learning pathways facilitating progression from the BGE throughout the Senior Phase most of which will result in the achievement of SCQF points/accreditation e.g. SQA National Qualifications, National Units and Group Awards including National Progression Awards (NQ in Mental Health, SQA Leadership Award and Personal Development Awards).

At some time in the future, following consultation, the post remit and responsibilities may change in-line with school, local and national priorities.

**JOB SCOPE**

The post-holder will be a proactive member of the extended Senior Leadership Team (SLT) and the post will incorporate whole school responsibilities and duties. These will relate principally to curriculum development, learning and teaching, behaviour management, quality improvement through self-evaluation and supporting whole school initiatives.

The post-holder will be aware of current educational research and effective pedagogical practice to maximise the learning experience and will demonstrate ability to ensure that policies are implemented successfully.

The post-holder will make an effective contribution to achievement of the four capacities and the National Improvement Framework (NIF) Priorities:

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**KEY RESPONSIBILITIES**

**To lead by example by consistently modelling behaviours reflective of shared school values:**

* Engaging in collaboration with other professionals across the school, Authority and the SEIC.
	+ Establishing and promoting open, positive, supporting relationships to support learner’s health and wellbeing, including positive mental health. Promoting a climate of team working and collegiality within the school and wider school community.
	+ Promoting a climate in which learners feel safe and secure.
	+ Contributing to learner’s confidence, self-esteem and wellbeing by celebrating their success and achievements.
	+ Ensuring we know learners well including their individual needs (ASN & SEBN).
	+ Capitalising on every opportunity to demonstrate a genuine interest in learners, their families and staff.
	+ Setting the highest expectations of self and others.
	+ Establishing and promoting open, positive, supporting relationships across the school community to support learner’s health and wellbeing, including positive mental health.

**To strategically lead staff by effectively mobilising, enabling and supporting them to develop and implement strategies to achieve change and improvement:**

* + Providing high quality advice, challenge and support to staff through engagement in and delivery of professional learning ensuring better outcomes for learners.
	+ Ensuring wellbeing, equality and inclusion of all learners.
	+ Effective partnership and multiagency working to support learners’ range of needs.
	+ Awareness of current research and best practice in order that this can be shared and reflected in our practice, systems and processes.
	+ Through regular informative communication with colleagues, learners and families.
	+ Through development and implementation of the Pupil Support Improvement Plan.
	+ Through a relentless focus on facilitating consistent high-quality learning and experiences.
	+ Through development of engaging, relevant curricular materials and assessment resources.

**To effectively manage the operational implementation and maintenance of practices and systems required to achieve improvement and change:**

* + Managing consistent high-quality informal feedback to learners through regular contact.
	+ Managing consistent high-quality formal feedback to colleagues, learners and families through platforms such as On the Button.
	+ Confident and consistent implementation of Additional Assessment Arrangements by all staff.
	+ Ensuring GIRFEC wellbeing indicators are understood and implemented by all staff.
	+ Ensuring awareness and understanding of protected characteristics in curriculum design and delivery. Protected characteristics must also be considered regarding school systems and processes.
	+ Ensuring that learning experiences in PSE are of a consistently high quality and are regularly updated to take account of 21st century issues and fully involve learners in the design of the curriculum.
	+ Ensuring the needs of all learners are met e.g. consistent application of strategies noted in pupil proactive management plans and that learners are at the centre of all planning.
	+ Supporting development of employability skills ensuring learners are ‘work-ready’ and supported into positive and sustained destinations beyond school.
	+ Accurate record keeping in–line with BBHS, Authority and National guidelines and legislation.

**To robustly evaluate evidence of current practice and outcomes leading to improvements for learners:**

* + Including analysis of attainment data available at faculty and school level, but also on national digital platforms such as Insight.
	+ Including rigorous self-evaluation using frameworks such as *How Good Is Our School 4* and *HGIOS: A resource to support learner participation in self-evaluation and school improvement.* Including triangulation of evidence-based information and data, people’s views and direct observation of practice involving staff, learners, parents and other relevant partners.

**WHOLE SCHOOL RESPONSIBILITIES**

* Assist with the maintenance of whole school discipline including participation in the whole school duty rota and the supervision of pupils’ out-with timetabled classes to ensure good order within the school.
* Support the development of extra curricular activities and aspects of the wider life and work of the school.

**QUALIFICATIONS, SKILLS AND KNOWLEDGE**

As per person specification.

**ACCOUNTABILITY**

The Principal Teacher Pupil Support will be accountable to the link Depute Headteacher and ultimately to the Headteacher.

**STAFF DEVELOPMENT**

Fife Council Education and Children’s Services is committed to a policy of staff development. Staff will be expected to participate in training and learning events as appropriate to their professional needs and as provided and agreed by Education and Children’s Services

**GENERAL**

The post-holder will be expected to undertake such short-term duties as might reasonably be expected by the Headteacher and undertake the normal duties of a Principal Teacher as set out in Annex B of 'A Teaching

Profession for the 21st Century.'

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|  Person Specification |
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**Bell Baxter High School**

**PRINCIPAL TEACHER PUPIL SUPPORT: GUIDANCE**

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| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| Educational Qualifications | * GTC Registration
* Degree/Diploma
 | * Additional formal qualification linked to education or leadership e.g. MA, MSc, MEd, PhD or post-graduate qualification (pastoral care, counselling, coaching, mindfulness…)
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| Previous Experience | * Highly proficient classroom practitioner
* Evidence of effective participation and/or leadership of a whole school initiative
 | * High level of competence with IT platforms and digital literacy to support learning and teaching and systems management.
* Participation in school, Authority or national working groups.
* Evidence of recent engagement in leadership development within current school, Authority or SCEL.
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| Leadership and Management Skills | * Evidence of potential/ability to effectively lead e.g. curriculum development.
* Evidence of ability to effectively manage change, to challenge appropriately and take difficult decisions.
* Evidence of very good communication and coaching skills.
* Evidence of ability to motivate colleagues and pupils.
* Evidence of being an effective team player.
* Ability to evaluate evidence, analyse data and prioritise.
* Evidence of development and implementation of relevant systems e.g. tracking key groups of learners, ASN/SEBN support strategies.
 | * Experience of successfully leading a whole school or Authority initiative.
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| Learning and Teaching - Curriculum Development | * Clear understanding of effective pedagogical practice in learning and teaching.
* Experience in developing the curriculum in-line with national expectations.
* Understanding current curriculum issues and proposals for change.
* Holistic awareness of factors impacting on the school curriculum and potential solutions.
 | * Digitally literate to promote effective learning and teaching.
* Participation in a school curriculum working group.
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| Interpersonal Skills | * Clear demonstration of empathy with young people, staff and parents.
* Evidence of ability to develop strong professional relationships.
* Ability to effectively respond to sensitive situations.
* Evidence of reliability and high-level self-efficacy.
* Good listening and negotiation skills.
* Sense of humour.
* Evidence of flexibility.
* Assertive.
 | * Engagement in professional learning to support the development of: emotional intelligence, self-regulation or coaching skills.
* Very good sense of humour.
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| Relationships with Pupils | * Evidence of an understanding of the importance of developing genuine positive relationships.
* Understanding of the link between appropriate learning materials and appropriate learning behaviour.
* Evidence of high expectations of pupils.
* Evidence of promoting and supporting appropriate respectful behaviour at a whole school level.
* Commitment to recognising pupil achievement and to improvement.
* Evidence of understanding and application of GIRFEC wellbeing indicators and the UN Convention on the Rights of every child (UNCRC).
 | * Participation in extracurricular activities.
* Commitment to attendance at whole school events.
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| Professional Development | * Evidence of recent participation in professional development activity related to school leadership and management.
* Evidence of effectiveness as a team member.
* High level of understanding of current educational research, guidelines and relevant legislation.
 | * Evidence of leading a team of staff engaged in professional development activity.
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