



Principal Teacher of English

Queen Victoria School
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Foreword from the Head, Donald Shaw

Working at Queen Victoria School is a truly unique experience. Staff take great pride in their work here and relish the opportunity of being fully involved in both the academic and pastoral life of our wonderful school. We have a very healthy teacher-pupil ratio and classes are typically much smaller than those in the state system. Although we have a long school day (from 08:50 until 16:25), students benefit from studying a wide range of academic subjects and Piping, Drumming, Dancing, Drill and Games. Older students also must join our CCF for at least 2 years. We hold on to our strong ceremonial traditions and our strong links with the military community and have regular parades throughout the year, culminating in Grand Day, our final day of the summer term, which is a wonderful spectacle to be involved in.

Queen Victoria School: School Profile

Founded in 1908, Queen Victoria School in Dunblane is fully-funded for tuition and boarding by the Ministry of Defence to provide stability and continuity of education, within the Scottish system, for the children of UK Armed Forces personnel. Service personnel who are Scottish, or who have served in Scotland, or who have been part of a Scottish regiment are given priority. Fully boarding, co-educational and tri-service (for Army, Navy and RAF children), the School takes around 270 pupils from the ages of 10/11 up to 18.

Vision Statement:

We aim to provide a unique, thriving boarding and educational community in which all pupils and staff work to support and respect one another in realising their full potential.

Statement of purpose:

We exist to provide a caring but stretching learning environment, valued by the military families whom we serve. We embody and promote values of Excellence, Equality, Integrity, Nurture and Positivity. Queen Victoria School has a long tradition of ceremonial excellence; we take pride in this and all that our School has to offer.

Person Specification: Principal Teacher (Secondary)

Reports to	DHT (A) and the Head
Reference Number	95600
Spine Point	PT 3
Hours	35
Status	Permanent
Location	Queen Victoria School
Closing Date	As Advert
Interview Date	To Be Confirmed

Duties and Responsibilities of Principal Teachers

All Principal Teachers have a full-time teaching commitment (as set out in Part 2, Section 2 of the SNCT Handbook - http://www.snct.org.uk/wiki/index.php?title=Part_2_Section_2)

The Principal Teacher of English is responsible to the Deputy Head (Academic) and the Head for all matters relating to:

1. **Curriculum, Management and Development:**

- a. Planning, developing and evaluating all aspects of the English curriculum.
- b. Organising and supervising the preparation and distribution of materials and resources required in the teaching and assessing of the Department.
- c. Liaising and co-operating with relevant outside bodies.
- d. Preparing and updating departmental paperwork.
- e. Liaising with other Departments in monitoring and coordinating cross-curricular themes, including continuity and progression between Primary and Secondary. This will also involve aspects of Literacy across the curriculum.

2. **Departmental Management:**

- a. Exercising leadership within the Department i.e. management, deployment, development and welfare of staff including offering support and guidance relating to teaching methods and content to staff.
- b. Reporting to parents in line with School and National guidelines.
- c. Compiling the departmental budget and requisitioning materials necessary for courses and facilities.
- d. Administering arrangements for national test and internal examinations.
- e. Supervising Student Teachers in training and contributing to the professional

development of colleagues.

- f. Attending Principal Teachers meetings, holding regular Departmental meetings for the Department and carrying out Quality Assurance within the Department and cross curricular evaluation with other Departments.

3. **Pastoral, Games and Extra Curricular:**

Responsibilities are directed by the Head on an on-going basis and are subject to regular review. Present responsibilities in these areas are:

- a. Acting as a House Tutor to a group of pupils for whom you are responsible to Housemaster/Housemistress.
- b. As part of boarding school life, teachers are required to assist in the Hobbies/Extra-curricular programme, which includes a minimum of 1 night per week of 1-hour duration during the Winter and Spring Terms. In addition, teachers are required to assist in a Boarding House according to the agreed House supervision rota. A generous Boarding House Allowance is paid in recognition of this commitment.
- c. Regular attendance at morning assembly is encouraged, as is attendance at our semi-regular Sunday Parades.
- d. Staff are expected to support pupils at events such as sports days and occasional evening socials
- e. A contribution towards games, CCF or outdoor activities is highly valued.

4. **Health & Safety**

Teachers must take reasonable care of their own safety and that of their colleagues and any persons who may be affected by their acts or omissions at work. They are required to co-operate with their employer, as necessary, to enable any duty or requirement imposed on their employer by, or under, any of the relevant statutory provisions to be performed or complied with.

Person Specification: Principal Teacher (Secondary)

Subject/Stage English Education

ESSENTIAL

DESIRABLE

Qualifications

GTCS Standard for Full Registration (must be GTCS registered on taking up appointment).

Additional qualifications or professional recognition.

Qualified to teach English at all SQA stages.

Leading Learning

Evidence of effective contribution to a whole school initiative.

Evidence of success in engaging all stakeholders in children's learning and the life of the school.

Teaching experience across most Secondary stages.

Experience of leading and managing a curriculum change or whole school initiative, for example Eco School Awards.

Knowledge of current initiatives.

Able to evidence commitment to continuous development.

Evidence of inspiring and motivating others.

Demonstrates success in using quality assurance processes to improve outcomes for learners.

Involvement in promoting and achieving an ethos for effective learning.

Contributes to staff development to improve outcomes for learners.

Raising Attainment and Achievement

Knowledge of and commitment to raising attainment and achievement.

Evidence of raising standards of attainment and improving the overall quality of learners' achievements.

Contributes to ensuring that education of the highest standard is delivered to all pupils.

Actively involved in promoting school priorities and developing the full potential of children, staff and parents.

Has participated in the development and implementation of a School Improvement Plan.

Able to evidence commitment to continuous change.

Demonstrates a commitment to self-evaluation and contributes to quality assurance processes to improve outcomes for learners.

Demonstrates success in using quality assurance processes to improve outcomes for learners.

Contributes to staff development to improve outcomes for learners

Person Specification: Principal Teacher (Secondary), cont'd

Subject/Stage English Education

ESSENTIAL**DESIRABLE**

Supporting Learners

Demonstrates a knowledge and commitment to effective practices to include children and keep them safe.

Has experience of working with a variety of partners to support pupil learning.

Can demonstrate a range of effective strategies to promote positive behaviour.

Has made a significant contribution to an area of the Secondary curriculum, learning and teaching or meeting the needs of all pupils including those with additional support needs.

Demonstrates experience of supporting children/young people with additional support needs.

Has good working knowledge of Staged Intervention procedures.

Working Together

Evidence of engagement in a range of areas of school life.

Ability to promote effective teamwork and partnerships.

Evidence of working with pupils, parents/carers, outside agencies and the wider community to improve outcomes for learners.

Experience of good communication in planning, organising and coordinating school activities.

Involvement in presenting to a variety of audiences.

A good knowledge and experience of Boarding School life and/or the Combined Cadet Force.

Demonstrates an ability to seek, initiate and maintain links with the local and wider community.

