



EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT

RECRUITMENT PACK

Job Title	PAIRED HEAD TEACHER (re-advert)
Location	<u>ST PETER'S R.C. PRIMARY SCHOOL</u> (roll 102) <u>ST THOMAS R.C. PRIMARY SCHOOL</u> (roll 38)
Reference No	MOR9906
Salary	£72,156
Closing Date	Sunday 8th September 2024
A relocation package of £5400 (exclusive of VAT) may be available for this post.	

An exciting opportunity has arisen to work across two denominational Primary Schools in Moray as a paired Head Teacher, leading schools in both the coastal town of Buckie (St Peter's RC Primary School) and the more rural town of Keith (St Thomas RC Primary School).

As a paired Head Teacher, you will work across both schools, providing vision, leadership and strategic direction while working in partnership with two supportive whole school communities, in what will be both a challenging and rewarding role as paired Head Teacher. As the Head Teacher of Catholic primary schools, you would also be expected to demonstrate leadership within the faith community and be approved by the Roman Catholic Church as denominational body with regard to religious belief and character. Information in relation to church approval may be accessed from <https://sces.org.uk/church-approval>

St Peter's RC Primary School



St Peter's RC Primary School is situated in Buckie, the third largest town in Moray after Elgin and Forres. The school is one of three Primary Schools in Buckie and is situated in an area known locally as Buckpool. The town itself is situated on the Moray coast and has grown primarily around fishing and shipbuilding; however, in recent years those two industries have been in decline with a significant number of the population being employed in the tourism, food processing, hospitality, oil and gas industries. Most recently, families have been impacted by the changes in the oil and gas industry with increase witnessed in renewable energy employment, where recent considerable investment in Buckie Harbour as

a base for a large operator in the renewable-energy operations and maintenance sector has been made. There are eight associated Primary Schools forming the Buckie Associated Schools Group, comprising the coastal towns of Portgordon, Buckie, Findochty, Portknockie and Cullen and ranging in school roll from 40 to 320 pupils. All Primary Schools feed in to the local secondary school, Buckie Community High School and work closely together on shared priorities.

The school values are “Faith, Hope, Respect, Honesty and Love” where values are lived and celebrated every day and shared in school and across the school community. The school roll is currently 107 pupils (school capacity, 125) with diversity in roll, also serving as the local school for children residing in the Buckpool area of Buckie. Most children enrolled at St Peter’s are of non-denominational status with a number of children having English as an additional language. The school has undertaken a review of the curriculum and curriculum rationale during last session, reflective of faith values and embracing curriculum for excellence design principles. The school has an active Parent Council who are very supportive of the school and particularly in relation to fundraising. Meeting regularly, they also support consultation around ongoing school improvement priorities. The school has Silver Rights Respecting Schools Award, Silver School Sport Award and Core Award for Reading Schools.

The school itself was built in 1864 and is adjacent to St Peter’s RC Church. The school building has been added to over the years, where classrooms are spacious and well equipped in support of delivery of the curriculum. A library, general purpose room, learning support base, hall and resource rooms form the remainder of the building. Outside areas including an enclosed, walled playground and secure garden area provide outdoor learning spaces and play areas for children. The school also benefit from use of the adjacent church grounds. There are five classes formed where the school has 7 teachers and 6 support staff in post including the role of Principal Teacher to support leadership of the school when the Head Teacher is out of school.

St Thomas RC Primary School



St Thomas RC Primary School is situated in Keith, approximately 20 minutes by car from Buckie. Keith is known as ‘the friendly town’ and is a small town located half way between Aberdeen and Inverness. Keith is the fifth-largest community in Moray and is considered a rural agricultural town and first planned town in the North East of Scotland, once renowned for its two fabric mills which at one time, were major employers in the town. Where agriculture remains an important employer in the local area, Keith is also located at the centre of the Scottish Malt Whisky Trail where distilleries – along with service industries including local cooperage, hotels, restaurants, tourism and retail – provide employment for many residents of Keith. Due to location and similar to Buckie, a number of parents also commute daily to other parts of Moray and further afield to Aberdeen. St Thomas RC Primary School forms part of the Keith Associated Schools Group, comprising of 6 associated Primary Schools which feed in to Keith Grammar School. The Associated

Schools Group work together on joint priorities with focus on Numeracy and Maths developments during last session.

The school roll is currently 36 (school capacity, 75) and two classes are organised into the multi-composite year groups of Primary 1, 2, 3 and Primary 4, 5, 6 and 7. Serving Keith and the surrounding area, the school is served by the parish of St Thomas in Keith. Although the school is a denominational RC school, families are also welcomed from other faith groups, communities and cultures. The school is a community where children can develop their full potential across the curriculum, promoting wellbeing and respect so that all members of the school community feel valued, where achievements are valued and celebrated. The school vision at St Thomas is a place where “we learn together based on compassion and respect; inspiring each other to create a positive future for ourselves and others”. School values of aspire, respect, community and creativity are central to learning, life and work of the school aiming to developing children across the four curriculum for excellence capacities. The school is committed to providing a positive and inclusive ethos, based on Gospel Values, where high expectations are set for all learners, and where diversity is valued. Parents and carers are valued as key partners, supporting school improvement activities, fundraising and events throughout the year; the school has a very supportive and active Parent Council.

St Thomas RC Primary School is located adjoined to St Thomas RC Church in Keith. The school building is of a 1970s design, where classrooms are spacious and well equipped with a range of general purpose spaces, main school hall and playground areas. The school is built on the site of the original school building beside St Thomas RC Church. The school has 3 teachers including the role of Principal Teacher to support leadership of the school when the Head Teacher is out of school and 6 support staff forming the wider staff team, all working to ensure the holistic development of pupils, physically, intellectually and also spiritually, emotionally and socially in line with school motto: “Believe - Aim high - Achieve”.

Prospective candidates who wish further information regarding this paired Head Teacher role are also invited to contact Stewart McLauchlan, Quality Improvement Manager - stewart.mclauchlan@moray.gov.uk

MORAY COUNCIL
EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT

Job Description – Head Teacher

PURPOSE

To provide professional leadership and management of the school ensuring the safety of all pupils and conducting the affairs of the school to the benefit of the pupils and the community it serves through pursuing objectives and implementing policies set by the education authority under the overall direction of the Head of Education (Chief Education Officer).

PRINCIPAL DUTIES

The duties of the Head Teacher are:

1. To lead and manage learning and teaching:

- ensure that the school operates in accordance with the general principles outlined in national and local authority guidance
- develop a culture of respect and good behaviour, creating an appropriate ethos and setting high expectations for all within the school community
- support and encourage good practice in learning and teaching, building a culture of excellence
- monitor and evaluate the quality of learning and teaching
- model good practice in all interactions with pupils, including through direct engagement in pupils' learning experiences
- provide pastoral care for all pupils embracing the principles of inclusion and cultural diversity

2. To lead and develop staff, children and young people

- apply knowledge and understanding of leadership concepts and practice, and of strategic and operational management
- demonstrate a clear commitment to collegiality; developing, empowering and supporting effective teams and individuals encouraging leadership at all levels
- review CPD needs, career development and performance of all staff through the Professional Review and Development (PRD) and Employee Review and Development Programme (ERDP) systems, including all appropriate performance and competence processes
- recruit and select staff working within the structure of employment legislation, national and local agreements and policies governing employment
- promote and ensure equality and fairness in school life, complying with all relevant legislation
- demonstrate commitment to the intellectual, spiritual, physical, moral, social and cultural wellbeing of children and young people
- apply appropriate management of staff through relevant policies and procedures.

3. To lead change and improvement:

- apply knowledge and critical understanding of contemporary developments in education policy at local and national level
- create a strategic shared vision and aims for the school, which inspire and motivate children, staff and all members of the school community
- build and maintain professional high quality practice throughout the school promoting continuous improvement in the quality of pupil experience
- apply knowledge and understanding of contemporary developments in society, in the environment and in the wider global community

- use whole school quality assurance strategies to evidence the need for and effectiveness of change
- demonstrate personal commitment to continuous improvement through rigorous self evaluation and improvement planning
- encourage creativity and flexibility in the change process, enabling staff to take responsibility for whole school improvement
- work in partnership with other services and agencies involved with children, young people and their families to effect improvement in learning.

4. Use resources effectively:

- make best strategic and operational use of available resources
- consult appropriately with staff on economic, efficient and effective use of all relevant budgets
- integrate the budget plan with school improvement and staff development plans
- take full responsibility as budget holder for financial and resource management, ensuring that financial regulations are adhered to
- monitor and evaluate the use of the full range of resources, including staff, to support implementation of school policies
- create an effective learning environment through appropriate staff deployment and delegation of tasks to members of the management team and other staff

5. Building community:

- develop and maintain positive partnerships with parents, children and young people, other services and agencies to embrace the agenda of lifelong learning
- create and improve effective working relationships with all those involved with the school and community, working proactively to resolve any issues arising
- maximise joint working with local community groups, building on the principle of interdependence of school and community
- fulfil a key role in the local area, fully embracing the integrated children's service approach
- create a culture of respect and inclusion and a common commitment to the broader community
- ensure that high quality liaison and consultation take place within effective structures, to the benefit of all relevant stakeholders
- contribute to the wider corporate management of Moray Council.

OTHER DETAILS

This job description is indicative of the nature and level of responsibility associated with the post. It is not exhaustive and the post holder may be required to undertake such other duties as may be required by the Head of Education (Chief Education Officer) to meet the needs and responsibility of the Service and the Council.

MORAY COUNCIL EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT

Person Specification – Head Teacher

EDUCATION/QUALIFICATIONS

Essential

- A relevant degree or equivalent
- Appropriate sectoral qualifications
- Full registration with the General Teaching Council for Scotland
- Demonstrable evidence of meeting the Standard for Headship.

Desirable

- Additional management/leadership development/qualifications

EXPERIENCE – candidates should have

Essential

- For Secondary, experience as a member of a secondary school senior management team
For Primary, experience as a fully registered primary teacher.
- Successful experience of involvement in self-evaluation and school improvement planning activities
- Successful experience of monitoring and evaluating the quality of learning and teaching
- Positive attitude and commitment to inclusion
- Leadership involvement in CPD
- Proven track record in working effectively with parents, pupils, staff and the community

Desirable

- For primary, experience as a Principal Teacher or Depute Head Teacher in a primary school
- Experience in managing school budgets
- Experience of participation in local authority or national developments
- Experience of managing challenging pupil behaviour

SKILLS AND KNOWLEDGE – candidates should be able to demonstrate

Essential

- Thorough understanding of the roles of self-evaluation, school improvement planning and standards and quality reporting in achieving excellence
- Understanding of legislative and policy frameworks governing education at local and national levels
- Knowledge and understanding of current relevant educational research
- Understanding of the principles and practices in relation to leadership and leading change
- Highly developed organisational skills, including effective delegation and staff deployment strategies
- Strong team-building skills, focusing on enabling leadership at all levels within the staff group
- Proven ability to consult effectively with a wide range of stakeholders within the school and community
- Strong evidence of very good interpersonal skills
- Knowledge of the integrated services approach and skills in working closely with a variety of agencies
- Evidence of leadership qualities

Desirable

- Previous experience of inter-agency working

PERSONAL ATTRIBUTES – candidates should demonstrate

Essential

- Self-awareness

- Ability to inspire and motivate others
- Effective communication, both verbal and written
- Empathy and active listening
- Approachable manner
- Clear articulation of vision and ideas
- Political insight
- Enthusiasm and passion for learning
- Personal commitment to education and creating a positive learning environment
- Confidence in decision making
- Resilient and adept at managing workload
- Personal integrity

PRE EMPLOYMENT CHECKS

Essential

- Satisfactory PVG (Protecting Vulnerable Groups) check – please see attached notes for further information
- Satisfactory references