



## Head of Computing and Business Faculty Principal Teacher

We are seeking to appoint a Principal Teacher of Computing and Business Education to lead the development of all aspects of the faculty. Date of commencement **Thursday 5<sup>th</sup> January 2017** or by negotiation.

### Computing & Business Faculty

The faculty comprises the Principal Teacher, a teacher of Computing and 3 Business Education teachers (2.0fte). The current teaching commitment is

- ◆ **P6-S2:** 1 BECSIT period per week
- ◆ **S3:** Preparatory courses in Computing, Business Management and Administration & IT
- ◆ **S4:** National 4/5 Computing, Business Management and Administration & IT
- ◆ **S5/S6:** Higher/N5 Computing and Business Management; AH Computing

There are 4 IT suites each with 21 PCs and an interactive whiteboard.

BECSIT is an interdisciplinary **B**usiness **E**ducation **C**omputing **S**cience and **I**nformation **T**echnology programme delivered by the department to pupils from Primary 6 to S2.

### ICT at Jordanhill

Jordanhill School has long been a centre of excellence in the use of ICT. It was the first school in Scotland to be fully accredited for the **ICT Mark** and the school previously won the **Becta ICT in Practice Award for Leadership**.

For several years the school has operated its own 'Sharepoint' portal which underpins much of the daily routines and management of the school. Promethean interactive whiteboards are used in every classroom from P1 to S6. Induction and ongoing training is provided by two members of the teaching staff.

In addition to the IT suites in Computing and Business, specialised suites can be found in Art, Music and Technical with sets of radio laptops and tablets available in every department. The school's wi-fi supports BYOD and our O365 portal provides pupil access to learning resources in school and at home. The school has an IT manager and two full-time technicians who manage and oversee all technical services.



## Person Specification

At this juncture it is essential that applicants are qualified teachers of Computing.

The successful applicant will be expected to contribute to all areas of teaching and course development in Computing and to lead the overall development and quality assurance of the faculty. In tandem with colleagues from Business Education he/she will also develop and deliver core programmes for pupils from P6-S2.

Applicants should be confident of their ability to work with very able pupils up to and including Advanced Higher level. They should 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. An extract from the Conditions of Service of Teachers is appended for information.

We are seeking an individual with the energy and vision to shape the department to meet the needs of the future.

**Salary**            Scale Point 3                            **£42,225** (from 1<sup>st</sup> April 2016)

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

### Inspection 2013 key strengths

- ✓ Consistently innovative and creative lessons which help children and young people to develop an outstanding range of knowledge, skills and attributes.
- ✓ The positive response of children and young people to the very high expectations set by staff.
- ✓ The confident way in which children and young people take responsibility for their learning.
- ✓ Strong progress in learning supported by the P6 to S2 transition programme.
- ✓ Staff team work which helps children and young people to achieve highly.
- ✓ Leadership across the school, particularly that of the rector, which promotes an outstanding culture of reflection and improvement.

## **Duties of Principal Teacher of Computing and Business Education)**

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
- ◆ Managing and developing the co-curricular sports programme
- ◆ 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
- ◆ 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 (see below).

## **Professional Learning**

All teachers in permanent posts will have met the *Standards for Registration (GTCS 2013)* 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 revised 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

<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 out of school hours learning 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 selection process 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. If you can do all this now, then you should be applying for a Head Teacher post.

Characteristic	Examples of behaviour
<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>