



Education, Culture & Sport Service

Highland Local Negotiating Committee for Teachers

LNCT Agreement no. 30 -

Principal Teacher (Pre-School Education)

**Job Specification and
Appointments Procedures**

THE HIGHLAND COUNCIL

EDUCATION, CULTURE & SPORT SERVICE

Appointments Procedures – Principal Teachers (Pre-School Education)

1. Introduction

- 1.1 The Nursery Co-ordinator Teacher (NCT) support system was introduced in the Highland Council area in 2002 and extended across the area in three phases. Attaching an NCT to a cluster of nursery / partner centres was intended to develop a stable staffing model, incorporate support for partner centres, consolidate and improve quality across centres, and co-ordinate and support transitions from pre-school to P1.
- 1.2 Each NCT is attached to a cluster which may include local authority and partner centre provision. In 2008 there were 44 FTE Nursery Co-ordinator Teacher posts. This has gradually decreased to the current position of 41.5 FTE (50 staff).
- 1.3 Some concerns have been expressed by Head Teachers and NCTs that on occasion NCTs are asked to carry out management tasks beyond their job descriptions.
- 1.4 It has proved difficult on occasion to recruit teachers into NCT posts due to a perception that teachers in pre-school find it difficult to move on to a promoted post within the primary sector. In addition, there are currently no promoted posts within the pre-school sector.

2. The way ahead

- 2.1 As part of the 2011/12 - 2012/13 savings measures, the Highland Council agreed at the meeting of 10 February 2011 to rationalise early education provision, including reviewing the role and function of Nursery Co-ordinator Teachers.
- 2.2 Pre-school teacher provision will be reviewed, to ensure it continues to satisfy statutory obligations, while improving equity and taking account of the implementation of Curriculum for Excellence in the pre-school sector. Instead of a large number of teaching staff carrying out direct and indirect teaching, a smaller team will provide a developmental and support role.
- 2.3 In order to facilitate the above, a decision was taken by the Highland Council at its meeting on 10 February 2011 to delete the post of Nursery Co-ordinator Teacher and create the new post of Principal Teacher (Pre-School Education). This new post will reflect the key role of supporter and advisor rather than deliverer of the education input to nursery children.

- 2.4 It is estimated that 22.5 Principal Teacher (Pre-School Education) posts will be created, of which 2 posts will cover provision in the Gaelic Medium sector.
- 2.5 The Principal Teacher (Pre-School Education) job specification is based on Annex B of 'A Teaching Profession for the 21st Century', and will be agreed by the LNCT. It should be noted that all duties specific to the post must be related to and contained within Annex B, and capable of being carried out within contractual time. The job specification for the post of Principal Teacher (Pre-School Education) is attached at Appendix A.

3. Eligibility for Principal Teacher (Pre-School Education) posts

- 3.1 Following the suspension of the requirement to advertise Principal Teacher posts nationally, all new Principal Teacher (Pre-School Education) posts will be advertised using the following procedures.
- 3.2 In the first instance, Principal Teacher (Pre-School Education) posts will be advertised internally to former Nursery Co-ordinator Teachers.
- 3.3 If an appointment is not made as outlined in 3.2, either because no former Nursery Co-ordinator Teacher has applied for the post, or the candidates have failed to meet the criteria for the post, the post will be re-advertised internally to all teaching staff within the relevant cluster schools.
- 3.4 If an appointment is not made from staff within the cluster schools, the post will be advertised within the Highland Council area, and be open to all teaching staff.
- 3.5 If an appointment is not made from staff within the Highland Council area, the post will be advertised nationally.

4. Implementation

- 4.1 Staff eligible to apply for new Principal Teacher (Pre-School Education) posts should indicate interest in the normal manner.
- 4.2 Successful candidates for the posts of Principal Teacher (Pre-School Education) must meet the criteria required to carry out the duties of the post effectively. Meeting the criteria will be demonstrated via the normal application and interview process.
- 4.3 Appointments will be made to new posts following successful interview in accordance with Highland Council's ECS appointments procedures for teaching staff.
- 4.4 Where former NCTs either do not apply for a Principal Teacher post, or are unsuccessful, they will be treated in accordance with the Highland Council's Redeployment and Redundancy policy.

Signed on behalf of the Council

Signed on behalf of the Teachers' Side

Name Hugh Fraser

Name Andrew Stewart

Designation Joint Secretary LNCT

Designation Joint Secretary LNCT

Date 17 June 2011

Date 17 June 2011

APPENDIX A

THE HIGHLAND COUNCIL - EDUCATION, CULTURE & SPORT SERVICE

JOB SPECIFICATION

Post	Principal Teacher (Pre-school Education)
Salary	Salary will be determined by applying the job sizing toolkit as agreed by SNCT
Location	
Responsible to	Head Teacher (Base School)
Duties of the post	The duties of a Principal Teacher are drawn from the outline duties for Principal Teacher set out in Annex B of the Agreement ' <i>A Teaching Profession for the 21st Century</i> '. See Appendix 1
Leadership, management and strategic direction of colleagues	<p>Within allocated areas of responsibility the post holder will:</p> <ol style="list-style-type: none"> 1. Assist the QIO in his/ her responsibility for staff. 2. Assist in the strategic development/direction within the Cluster. 3. Contribute to the effective deployment of resources. 4. Be aware of health and safety requirements and apply these as appropriate. 5. Assist with selection and recruitment of staff.
Curriculum development and quality assurance	<p>Within allocated areas of responsibility the post holder will:</p> <ol style="list-style-type: none"> 1. Assist with the development of the Early Level curriculum. 2. Monitor and evaluate learning and teaching. 3. Contribute to the management of the process of school development planning. 4. Implement and evaluate Quality Assurance procedures.
Cluster policy and implementation	<p>Within allocated areas of responsibility the post holder will:</p> <ol style="list-style-type: none"> 1. Contribute to the development, management and implementation of policy on learning and teaching. 2. Contribute to the development, management and implementation of policy on pupil assessment and attainment. 3. Contribute to the development, management and implementation of policy on pastoral care, pupil welfare and support. 4. Contribute to the development and management and implementation of policy on behaviour management.
Working with partners	<p>Within allocated areas of responsibility the post holder will:</p> <ol style="list-style-type: none"> 1. Lead and / or work in a collegiate way with colleagues across establishments within the Cluster 2. Work with colleagues in other establishments and agencies. 3. Contribute to the work with parents and carers.
Allocation of duties	Principal Teachers will work under the direction of the QIO in accordance with the policies of the pre school centre and the Education Authority. The QIO will determine, from the above sections, specific areas of responsibility and management duties which may vary from time to time without making significant changes to the duties of the post or the level of responsibility entailed. Such variations are a common occurrence and would not normally justify re-job sizing. As a result of such variations, it may be necessary to update this job specification from time to time. If, following consultation and discussion with the QIO, the post holder is dissatisfied with any such variations, the post holder has the right to pursue the matter via the Council's grievance procedures.
Other duties	In addition, Principal Teachers also have the duties and responsibilities of every teacher and a duty to carry out other such tasks and responsibilities as designated by the QIO within the terms of reference of Annex B of <i>A Teaching Profession for the 21st Century</i> . All duties must be capable of being undertaken within contractual time, having regard to workload.
Date	13 April 2011

ANNEX B

Subject to the policies of the school and the education authority, the duties of teachers, promoted and unpromoted, are to perform such tasks as the Headteacher shall direct having reasonable regard to overall workload related to the following categories: -

- (a) teaching assigned classes together with associated preparation and correction.
- (b) developing the school curriculum
- (c) assessing, recording and reporting the work of pupils.
- (d) preparing pupils for examinations and assisting with their administration.
- (e) providing advice and guidance to pupils on issues related to their education.
- (f) promoting and safeguarding the health, welfare and safety of pupils.
- (g) working in partnership with parents, support staff and other professionals.
- (h) undertaking appropriate and agreed continuing professional development.
- (i) participating in issues related to school planning, raising achievement and individual review
- (j) contributing towards good order and the wider needs of the school.

In addition, all Principal Teachers' duties are drawn from the following list:

- (a) responsibility for the leadership, good management and strategic direction of colleagues.
- (b) curriculum development and quality assurance.
- (c) contributing to the development of school policy in relation to the behaviour management of pupils.
- (d) the management and guidance of colleagues.
- (e) reviewing the CPD needs, career development and performance of colleagues
- (f) the provision of advice, support and guidance to colleagues.
- (g) responsibility for the leadership, good management and strategic direction of pastoral care within the school.
- (h) the development of school policy for the behaviour management of pupils.
- (i) assisting in the management, deployment and development of pastoral care staff.
- (j) implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare.
- (k) working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate.