

Temporary Teacher of Modern Languages: *Bo'ness Academy*

Bo'ness Academy #bethebestyoucanbe

ASPIRATION MOTIVATION RESPECT

Recruitment pack for the post of: Temporary Teacher of Modern Languages (Spanish /French)– 12 Months

Post ID: ES4871

Salary: £43, 383-£54, 453 per year

School Address: Gauze Road, Bo'ness, EH51 9AS

School context:

Bo'ness Academy serves the town of Bo'ness as the sole provider of non-denominational secondary education. There are four associated primary schools in our school catchment area.

Bo'ness Academy functions from a modern building, completed under the PPP initiative and opened in 2000. Over the past 10 years the school has seen significant development both in terms of curriculum, pupil support, personnel and resourcing.

The roll sits at approximately 800 and is likely to increase over the coming years as a result of on-going house building in the local area.

The senior management team presently comprises of a Headteacher, three Depute Headteachers, and a Resource Manager.

The school currently has a Year Teams structure. It has established good links with a large number of agencies. The school is committed to multi-agency working as our way of securing the best level of service to pupils.

Extra-curricular activities are actively promoted in the school and there is a good range of sporting, cultural and social provision. There are also active Pupil Leadership Teams within the junior and senior school.

All staff are encouraged and expected to work towards defining and achieving the school's aims and embedding our values of *Aspiration, Motivation and Respect*, contributing to the school's positive ethos. Pupils are encouraged to take responsibility for their own learning and to achieve their full potential in all their formal and informal involvement in the school.

Advert –Temporary Teacher of Modern Languages (Spanish /French)– 12 Months

Bo'ness Academy – £43, 383-£54, 453 per year

Falkirk Council is seeking to recruit class teachers who are highly skilled practitioners, committed to delivering the very best learning and teaching experiences for our children and young people.

The key policy document for Falkirk schools is Learning to Achieve. This was co-created by headteachers, teachers, early years practitioners, support staff, parents/carers, pupils and other partners. It sets out clearly our expectations for our class teachers, namely that they are practitioners who demonstrate commitment to meeting the needs of all learners by:

- reflecting critically on their practice
- being proactive in seeking professional learning opportunities that further enhance their skills and knowledge
- adopting flexible, creative approaches to meet the needs of all learners
- using current educational thinking to inform their practice
- making good use of professional collaboration in school and beyond
- communicating effectively with others

Successful applicants will:
- hold an appropriate secondary qualification
- be **fully registered** with the General Teaching Council, Scotland (GTCS)
- be able to demonstrate that they possess the commitment, knowledge and skills outlined in the Standard for Full Registration

Successful applicants who progress to the next stage of the recruitment process will be invited to attend:
- Classroom observation *
- Short Leet interview

Successful applicants for posts working with children or vulnerable adults will be subject to disclosure checks or the new PVG scheme.

Applicants are encouraged to be explicit in detailing their skills, experience and attributes that they can bring to this post.

Start Date: January 2027

Successful applicants who progress to the next stage of the recruitment process will be invited to attend:

- Short Leet interview at Bo'ness Academy

Successful applicants for posts working with children or vulnerable adults will be subject to disclosure checks within the PVG scheme.

Falkirk Council
Children's Services

LEARNING TO ACHIEVE

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council of the future

FALKIRK COUNCIL – CHILDREN'S SERVICES

JOB DESCRIPTION

Post:	Teacher
Service:	Children's Services
Salary:	Class Teacher

1. The Duties of Teachers

The duties of teachers shall be expressed in the Scheme of Conditions of Service and be:-

Subject to the policies of the school and the education authority to perform such tasks as the Headteacher shall direct having reasonable regard to overall teacher 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 on the work of pupils.
(d) Preparing pupils for examinations and assisting with their administration.
(e) Providing advice and guidance to pupils on issues relating 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 planning, raising achievement and individual review.
(j) Contributing towards good order, and the wider needs of the school.

2. The Working Year for Teachers

The working year for teachers shall consist of 195 days of which 190 days will coincide with the school year for pupils with the remaining 5 days being worked by the individual teacher on duties as planned by the local Council (e.g. in-service training)

3. The Working Hours of Teachers

i. The working week of Teachers under the overall direction of the Head Teacher shall be 35 per week.
ii. An additional contractual maximum of 35 hours CPD per year, e.g.:
- Personal professional development
- Attendance at national or local courses
- School based activities e.g. working groups, curricular development, etc

4. Demands

This job requires contact with vulnerable groups therefore you will required to join the PVG scheme or undergo a PVG scheme update check prior to formal offer of employment.

Person Specification - Post: Teacher

Aspect	Essential (E) Desirable (D)
Qualifications	
Relevant Degree / Qualification and GTCS Registration	E
Maintenance of PVG Scheme Membership	E
Additional relevant qualification(s)	D
Professional Knowledge and Understanding	
Articulates/demonstrates a broad critical understanding of the principles of Curriculum for Excellence (CfE)	E
Articulates an understanding of the professional practices required to deliver CfE	E
Articulates an understanding of pupil learning and demonstrates an ability to develop innovative, creative and imaginative curricular planning	E
Evaluates and justifies the use of a range of teaching strategies / resources in relation to curriculum requirements and pupil need	E
Evidences curriculum development that has led to improvement in teaching and learning	E
Models high standards of literacy and numeracy	E
Demonstrates sound knowledge of the curriculum	E
Demonstrates sound knowledge of literacy, numeracy and health & well-being across the curriculum and their contribution to children's learning and general development	E
Evidences contributions to inter-disciplinary learning	D
Demonstrates experience of contributing to the development of school policy and improvements through, e.g. membership of working/writing/development groups	D
Professional Skills and Ability	
Reflects on and acts to improve professional practice, demonstrating commitment to self evaluation against the Standard for Full Registration	E
Communicates clearly making skilful use of a variety of media including ICT to interact productively with pupils individually and collectively	E
Organises and manages classes, resources and behaviour to achieve safe, orderly and purposeful activity	E
Demonstrates commitment to the use of restorative approaches	E
Understands and applies the principles of assessment, recording and reporting	E
Evidences experience in monitoring and tracking pupil progress to raise achievement	E
Evidences the use of assessment results to improve teaching and attainment/achievement of pupils	E
Demonstrates ability to amend teaching approaches to meet all pupils' needs	E
Demonstrates ability to use assessment information to identify barriers to learning and devise ways of overcoming these, where appropriate with support from others within and out with school	E
Works cooperatively with other professionals, staff and parents / guardians	E

Reports meaningfully to other professionals, staff and parents/guardians	E
Demonstrates consistent application of active methodologies	D
Evidence of leading a curriculum initiative at departmental/ whole school/cluster level	D
Has used the environment and resources outside the classroom and school to support teaching and pupils' learning	D
Has created opportunities and processes that allow the active engagement of other professionals, staff and parents	D

Professional Values and Commitment	
Evidence of commitment to social justice, inclusion, caring for and protecting children	E
Evidence of understanding and application of the principles of GIRFEC	E
Evidence of active involvement in professional dialogue with colleagues	E
Evidence of participation in professional learning related to the needs of the learner, themselves and their establishment as key means to improving practice	E
Proven contribution as an active partner in their school community within department, faculty and school, by demonstrating e.g. experience of sharing practice/working in a team, effective time management and organisational skills	E
Demonstrates a high level of personal motivation and commitment	E
Demonstrates ability to present key ideas/information professionally	E
Has a professional manner and appearance	E
Evidence of facilitating or leading professional learning communities	D
Demonstrates ability to motivate colleagues	D
Evidence of involvement in out of school activities which have enriched the pupil experience	D
Demonstrates awareness of GTC Code on Professionalism and Conduct	D
Demonstrates an understanding of the importance of handling sensitive information and situations appropriately	D
Demonstrates an understanding of the importance of recognising personal achievement	D
Maintain PVG Scheme membership	E
Gaelic language skills	D

Additional Information

The person specification (overleaf) is related to the requirements of the post as demonstrated by the job description. Leeting is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application. Short-listed candidates will be expected to demonstrate evidence during the assessment centre process and interview of the criteria laid down within the person specification.

Please note there may also be vacancies in this subject in neighbouring Falkirk Council schools. **As part of the recruitment process we will provide and share further details to all applicants who are invited to interview.**

Information Resources

Falkirk Council Performance

Falkirk performs - Falkirk Council

Schools Assessment and Performance

Schools: Performance and Improvement - Falkirk Council

School page on Falkirk Council website

Schools: Secondary schools - Bo'ness Academy - Falkirk Council

School website (currently under review) http://www.bonessacademy.com/



Bo'ness Academy @bonessacademy.bsky.social