

Job Profile
Depute Head Teacher

POST	Depute Head Teacher
SCHOOL	Kaimes School
Section 1: Background Information	
School Address	Kaimes School 140 Lasswade Road Edinburgh EH16 6RT
Tel	0131 664 8241
E-mail	admin@kaimes.edin.sch.uk
Management Structure	1 HT, 1 DHT, 3 PTs, BM
Teaching time	Currently under review and TBC
Staff Managed by DHT	10 teachers/14 non-teaching staff

History and Description of the School

Kaimes School is a non-denominational special school situated in the South West of Edinburgh. The school provides education for 96 learners with complex long-term additional support needs. The school currently has 15 secondary phase classes age from s1-s6 and 1 primary aged class. The Senior Leadership Team comprises of one Headteacher, one Depute Headteacher, three Principal Teachers and a part-time Business Manager.

There are 22.22FTE teaching staff and approximately 19.34FTE Pupil Support Assistants, 3.65FTE Nursery Nurses and 0.77FTE Admin.

A key strength of the school is our multi-agency approach to supporting our learners, and school staff work closely with Educational Psychologists, Speech and Language Therapists, the Additional Support for Learning Service, the CAMHS Learning Disability Team, Social Work, Allied Health Professionals and third-sector partners to meet the needs of all learners. We also have an active Parent Council who support us with our work. We pride ourselves on our positive and inclusive ethos and are committed to enabling learners to be the best they can be. This vision is shared with our families and community and very much part of our everyday practice.

Section 2 – The Job Outline

PURPOSE OF THE JOB

The role of the Depute Head Teacher is to assist and, where necessary, to deputise for the Head Teacher in the conduct of school affairs. The Depute Head Teacher occupies a pivotal position in the management of the school. As such, the DHT would be expected to be a leading professional with the experience, knowledge and the range of skills necessary for the post.

MAJOR TASKS/JOB ACTIVITIES

Leadership, good management and strategic direction of the school

- To assist in the effective management of staff, accommodation and resources.
- To play a leadership role in the quality assurance process across the school.
- To lead and manage SQA data input, evaluating achievement in Senior Phase and leading quality assurance of SQA certification.
- To lead and manage 16+, Positive Destination transition from school, working alongside colleagues and agencies.
- To contribute effectively to the production and implementation of the school's improvement plan.
- To take a lead role at identified CAT/working party group/staff meetings.
- To play a key role in the leadership and management of the school.
- To be responsible for the management and leadership of support staff and students/volunteers.

Management and development of the school curriculum

- To be a leading professional in the development of the school curriculum that meets the needs of young people with complex additional support needs including the BGE, Senior Phase and Wider Achievement courses.
- Strategic lead for the development of digital learning across the curriculum
- To manage, support and develop identified curricular areas/stages of the school, to monitor the quality of associated learning and teaching, and to be responsible for the related priorities within the school improvement plan.
- To support and contribute to the community dimension of the school.
- To take a lead role in the construction of the school timetable, including day to day cover arrangements.
- Responsibility for overseeing assessment, tracking and monitoring across the school.
- Shared responsibility for pastoral care across the school.

School policies and implementation

- To contribute to the development and implementation of all school policies.
- To assume the lead role in the development, management and implementation of identified policies and procedures across the whole school.
- Responsibility for Child Protection across the school.
- To assist in the development, management and implementation of the school's positive behaviour guidelines and procedures.
- Responsibility for the implementation of Risk Management Plans as appropriate.
- To contribute to the positive, inclusive and caring ethos of the school.

Management of all staff, provision of professional advice and guidance to colleagues

- To lead work with colleagues across the school.
- To support all pupils and staff, including teaching and non - teaching staff.
- To support and manage student placements, volunteers and supply staff, as required and carry out induction for new staff.
- To lead and manage identified staff.

Promotion of continuing professional development of all staff and ensure that they have an annual review of their development needs

- To review designated members of staff.
- To work with other school managers to ensure the professional development needs of all staff are identified and appropriately met.
- Participation in the selection and appointment of staff to the school when required.

Working in partnership with parents, professionals, agencies and schools

- To work in partnership with parents and carers to support pupils.
- To assist with the management of Health & Safety for all within the school premises.
- To be responsible for risk assessments, as required.
- To work collaboratively with other neighbourhood, cluster and special schools as required.
- To work with other school managers/staff to ensure effective partnership working with a range of professionals, services and agencies to support the implementation of GIRFEC processes.

Other information

- The duties for a teacher/chartered teacher (Annex B)
- To be able to demonstrate effective teaching and learning in the classroom.

ANNEX B: OUTLINE OF TEACHER DUTIES

HEAD TEACHER

The role of the Head Teacher is, within the resources available, to conduct 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 Director of Children and Families. The Head Teacher shall be accountable to the education authority for the following list of duties and for such other duties as can reasonably be attached to the post.

- (a) responsibility for the leadership, good management and strategic direction of the school.
- (b) responsibility for school policy for the behaviour management of pupils.
- (c) the management of all staff, and the provision of professional advice and guidance to colleagues.
- (d) the management and development of the school curriculum.
- (e) to act as adviser to the Parent Council and to participate in the selection and appointment of the staff of the school.
- (f) to promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs.
- (g) working in partnership with parents, other professionals, agencies and schools.
- (h) to manage the health and safety of all within the school premises.

DEPUTE HEAD TEACHER

The role of the Depute Head Teacher is to assist and, where necessary, to deputise for the Head Teacher in the conduct of the affairs of the school.

ADDITIONAL INFORMATION / CONDITIONS

These posts are considered Regulated Work with Vulnerable Children and/or Protected Adults, under the Protection of Vulnerable Groups (Scotland) Act 2007. From 28 February 2011, preferred candidates will be required to join the PVG Scheme or undergo a PVG scheme update check prior to a formal offer of employment being made by the City of Edinburgh Council.

LEAVE

In accordance with the Teachers Conditions of Service the City of Edinburgh Council applies the provisions set out in the Handbook to calculate leave entitlement for anyone joining the Council after the start of the academic year. This calculation will reflect the pro-rated leave entitlement to the end of the academic year.

For permanent teachers and instructors this will then be converted into the monetary value and an adjustment made to your salary will be averaged over the remaining academic salary pay periods. This amount will be notified to the successful candidate in their Statement of Particulars.

For temporary teachers and instructors the recalculation of leave will be carried out at the end of your temporary contract and any adjustment will be made to your final salary.

A similar recalculation of leave will also be made if you change your hours at any time after the start of the academic year.

EMPLOYEE SPECIFICATION: DHT Special school

Council Core Competencies:

These Council Core Competencies apply to all positions:

Being Customer/Client Focused
Working Effectively with Others
Managing Change
Taking Ownership and Responsibility
Communicating Effectively
Planning and Decision Making

These Council Core Competencies apply to positions with responsibility for managing people or resources:

Leading Others
Managing Performance and Developing others
Political Sensitivity

Depute Head Teacher	Essential	Desirable
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<p>Experience</p>	<p>Successful and varied teaching experience including work with pupils with significant additional support needs, at nursery/primary or secondary level.</p> <p>Leading school staff, managing resources and staff development.</p> <p>Contribution to curriculum development and improvement planning at a school/cluster level.</p> <p>School improvement processes including self-evaluation at an individual and school level.</p> <p>Experience of working with staff on the development and implementation of school policy, cross curricular/whole school issues.</p> <p>Experience of working in partnership with parents and external agencies.</p>	<p>Curriculum leadership, development and improvement at relevant stages.</p> <p>Whole-school timetabling experience.</p> <p>Leading and managing all aspects of SQA accreditation.</p> <p>Leading the development of digital learning across the curriculum.</p> <p>Leading Employability, Positive Destination, 16+ transitions.</p>
<p>Knowledge, Skills and Understanding</p>	<p>Knowledge of current national and local authority guidelines and teaching and learning theory in particular meeting the needs of children and young people with significant additional support needs.</p>	<p>Core professional skills development with particular reference to pupils with significant ASL needs.</p>

	<p>Understanding of the strategic importance of school values/ethos and their promotion in the delivery of education in its broadest sense.</p> <p>Strong planning, organising and IT/analysis skills and the ability to tailor education delivery and support to the specific needs of individual pupils, classes and groups within the whole school.</p> <p>Strong partnership working skills with the ability to communicate effectively and establish positive relationships with staff groups, pupils and their families, other key professional partner and external agencies on a wide range of matters relating to teaching and learning.</p> <p>Ability to deal effectively with challenging situations involving pupils, parents or other members of staff.</p> <p>Negotiating and consensus building skills.</p> <p>Ability to initiate, promote and deliver effective assessment and reporting systems i.e. personal plans, IEPs, CSPs etc.</p> <p>Sound knowledge and understanding of the ASL Act.</p> <p>An understanding of current Child Protection legislation/ guidelines and their implications within a special school setting.</p>	
<p>Qualifications and Training</p>	<p>Full GTCS registration or eligibility for this at the time of appointment.</p> <p>Commitment to and evidence of recent professional development.</p>	<p>Demonstrable competence in key areas of Standard for Headship in Scotland or equivalent standards.</p> <p>Headship or Leadership training.</p> <p>Additional qualification in Additional Support for Learning needs.</p>

<p>Job Specific Requirements</p>	<p>Ability to initiate, promote and deliver an effective and stimulating curriculum within the framework of the Curriculum for Excellence guidelines.</p> <p>Ability to set high standards which challenge and inspire pupils and staff to high achievement within Curriculum for Excellence guidelines.</p> <p>Taking personal responsibility for specific projects, either individually or by leading a team.</p> <p>Strong commitment to raising pupil achievement, attainment and self-esteem.</p> <p>Strong resilience at all times, self-reliant and flexible in approach to working in a special school environment.</p> <p>Ability to identify young peoples' needs and promote and provide an appropriate curriculum.</p> <p>Capacity to implement professional standards and performance frameworks for themselves and others.</p> <p>Ability to engage with a challenging school population, in which all pupils have significant and complex ASL needs.</p>	<p>Knowledge of active learning approaches, inc. collaborative learning.</p> <p>Experience of attending and chairing review meetings and pupil support group meetings.</p>
<p>Applicants should always check the Job Vacancy Summary for any specific employee specification requirements for the advertised vacancy.</p>		