

POST: Assistant Curriculum Leader of Health and Wellbeing

SCHOOL: The Royal High School

Section 1: Background information

Headteacher: Pauline Walker

School Address: The Royal High School
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Edinburgh
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School Roll: 1507 for session 2024/25

Staffing Structure: 1 Head Teacher, 4 Deputes, 11 Curricular Leaders of subject, 2 Principal Teachers of support bases, 5 Pupil Support Leaders, 1 Support for Learning Leader

Teaching time: 20 hours



About the School

The Royal High School supports every young person to achieve and attain their very best. We respect individuality and celebrate diversity. We provide opportunities for success through a variety of curricular and extra-curricular options and pathways. We encourage creativity and support our young people to build the skills and resilience they need for the future. We have the courage to aspire to be the very best we can be. We belong to our school and we are very proud of our tradition and heritage.

The school is firmly committed to responding to the needs of all pupils in a positive learning environment. Our School Improvement Plan focuses on:

- Health, wellbeing & resilience
- Learning, teaching & assessment
- Equalities, equity & inclusion

Staff, parents, young people and our partners work together to achieve common goals.

Based in the West of Edinburgh, The Royal High School is one of the oldest schools in Scotland. It has a strong sense of history but prides itself on being very much a school of the 21st Century. It is a non-denominational, 6-year comprehensive, with

young people drawn from 4 catchment primary schools: Blackhall, Clermiston, Cramond and Davidson's Mains.

The school was inspected positively in December 2022.

The Senior Leadership Team (SLT) comprises the Headteacher, four Depute Headteachers and the Business Manager.

There is an integrated Additional Support for Learning Team combining the Guidance and Support for Learning teams as well as our Enhanced Support and Wellbeing Bases. In line with the Authority's integration policies, the school caters for a wide variety of physical, sensory and learning needs. This has been highly successful and forms a key element of our social inclusion strategy.

The school was refurbished in 2004 and enjoys a high standard of accommodation, although social areas are limited, and teaching space has to be rigorously timetabled. The facilities are used extensively outside of normal school hours by the school and the community. The school is designated a Community Sports Hub and the PE facilities were refurbished in 2015 to support this. There is an excellent extra-curricular programme, with partner clubs and staff offering a range of opportunities in which young people can participate. ICT facilities are very good, and all young people have access to a 1:1 iPad device to support their learning at home and in school.

The school has positive links with parents, local businesses and the local community. The Parent Council and Parent Fundraising Group play an important role in the life and work of the school. Meetings are well attended, and discussions are always lively and informative. The school is also supported by an active Former Pupils' Club.

School Improvement Plan:

The school is firmly committed to raising attainment and promoting achievement. The whole School Improvement Plan reflects the City of Edinburgh Council's Priorities and the National Priorities.

Section 2: Job Outline

The Assistant Curriculum Leader will support the Curriculum Leader to manage and lead a team of teaching staff within The Royal High School to ensure high quality teaching and learning with the ultimate aim of maximising attainment and achievement for all students. They will work as the Assistant Curriculum Leader of Health and Wellbeing, specifically working with the Physical Education and Home

Economics Departments. This faculty currently has 10.65 FTE members of teaching staff, including the Curricular Leader.

As well as managing discrete courses, they will be expected to be forward thinking and innovative in terms of delivering the most appropriate courses to all levels of ability at all stages in the school.

They will lead on the S1/2 Health and Wellbeing, S1 Health and Nutrition, S3 certificated courses, Core PE and Academy provision. They will also have responsibility for working with our external providers and support staff that link into the Health and Wellbeing faculty.

The Assistant Curriculum Leader will be an active member of the school management team who will be responsible for the development, implementation and monitoring of effective teaching and learning policies and procedures within the allocated department(s). A knowledge of current theories and practice relating to effective classroom teaching is required, along with an ability to ensure that such theories and practice are successfully implemented within the department and across the school as appropriate, taking account of school, Council and National Priorities.

The Assistant Curriculum Leader will undertake the duties outlined for all teachers as set out in Annex B of 'A Teaching Profession for the 21st Century'. He/she will teach up to 20 hours per week.

The Assistant Curriculum Leader will support the Curricular Leader to undertake duties related to the following:

- a) responsibility for the leadership, good management and strategic direction of colleagues
 - to be responsible for the planning and strategic direction of the Health and Wellbeing Faculty in the school.
 - to oversee the Health and Wellbeing Improvement Plans for the appropriate priority areas and be accountable for their progress.
 - to assist in managing the budget and resources of the faculty.
 - to be involved in the recruitment of staff.
- b) curriculum development and quality assurance
 - to develop and retain an overview of the direction, scope and pace of curriculum development within the Health and Wellbeing Faculty.

- to promote, develop, implement and monitor school policies related to teaching and learning.
 - to work with and advise colleagues in a professionally supportive and practical manner to ensure best practice in the classroom.
 - to promote active participation of students in classroom experiences and their participation in self-evaluation and target setting exercises in line with school policy
 - to oversee arrangements for assessment & reporting within the faculty.
 - to ensure that assessment records are carefully analysed to identify areas of success or concern.
- c) contribute to school policy in relation to behaviour management of students
- to support colleagues in the effective implementation of the school's Positive Behaviour Management Policy
- d) the management and guidance of colleagues
- manage faculty meetings & faculty quality assurance files
 - to ensure that colleagues are familiar with whole-school policies and the whole school improvement plan
 - to maintain a faculty handbook
 - to manage relevant support staff
- e) reviewing the CPD needs, careers development and performance of colleagues
- carry out professional reviews within the faculty where appropriate
- f) the provision of advice, support and guidance to colleagues
- to initiate professional discussion, as appropriate, relating to theories, practices and research information on teaching and learning strategies
- k) working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate
- to be responsible to the relevant Depute Headteacher for the quality of learning and teaching in the Health and Wellbeing faculty
 - to participate in whole school consultation, cross departmental discussion and decision making processes and subject enquiries.
 - to promote and implement effective links with the Integrated Support Team (Guidance, Behaviour and Learning Support staff).
 - to meet parents & specialist agencies as necessary

- to liaise with the school SQA Co-ordinator and other colleagues to ensure collection of accurate data for SQA examinations/results and the construction of internal examination arrangements.

Section 3: Any special requirements

The Assistant Curriculum Leader will have significant relevant experience as a teacher who is qualified to teach Physical Education or Home Economics and has achieved the highest level of professionalism in the classroom. A sound knowledge of current national curricular developments and teaching and learning theory and practice and willingness to keep abreast of such developments and theory will be required. Evidence of a clear ability to implement and evaluate such methodology will also be of critical importance.

The Assistant Curriculum Leader must be able to demonstrate an ability to create, motivate and work effectively within a team and organise workload to meet deadlines. Good management liaison, communication and presentational skills and a commitment to maximising pupil progress are essential to this post.

The Assistant Curriculum Leader should demonstrate:

- proven ability to form good relationships with students, parents, staff and the wider community
- enthusiasm, energy, commitment, initiative, optimism and flexibility
- an empathy with students
- a commitment to personal development

Section 4: Additional Information

The City of Edinburgh Council is an equal opportunities employer and will prevent discrimination, particularly on the grounds of sex, marital status, race, colour, religious belief, political belief, sexuality, nationality, ethnic origin, age, trade union activity, responsibility for dependants or employment status.

Note: Candidates are required to be registered, or eligible to be registered with the General Teaching Council for Scotland (GTCS).