

POST TITLE	SENIOR DEVELOPMENT OFFICER – TEACHING LEARNING AND ASSESSMENT (SEF FUNDED FOR UP TO 23 MONTHS)
DIRECTORATE	COMMUNITIES AND FAMILIES
SERVICE	SCHOOLS & LIFELONG LEARNING
RESPONSIBLE TO	WESTER HAILES LEARNING COMMUNITY

History and Description of the Wester Hailes Learning Community :

Wester Hailes Learning Community reflects the ambition for every pupil to achieve successful outcomes regardless of background or ability and all schools united in achieving this. The LC comprises four schools – Canal View Primary, Clovenstone Primary, Sighthill Primary and Wester Hailes High School.

The vision for all stakeholders is that we deliver the highest quality of Teaching, Learning and Assessment that is inclusive, ambitious and research based so that every child in our schools can make progress through primary and secondary education. The Teaching Learning and Assessment model is one that has been co-constructed by a range of stakeholders and the We Make Wester Hailes TLA standard (see page 2) reflects the quality of our learning and one that all our teaching staff are working toward achieving in every lesson.

The Learning Community catchment area is in a designated area of high deprivation. Free Meal Entitlement for session 23/24 was 49% with two thirds of our pupils requiring a form of support or an additional need for learning.

The successful applicant for this post will be a skilled, effective school leader experienced in and committed to developing pedagogy and people with a proven track record of engaging all stakeholders in professional development and quality control. The post-holder will have a record of regular participation in relevant CLPL as well as a commitment to implementing CLPL for different groups of stakeholders. Furthermore, we are looking for a candidate who has excellent communication and inter-personal skills with the ability to motivate and inspire.

We Make *Wester Hailes*

What are we learning?

- Learning Intentions
- Success Criteria
- Skills
- Context

- Consistent
- Challenging

Making progress?

- Formative Assessment (AiFL)
- Summative Assessment
- Developing skills for learning, life & work
 - Feedback
 - Next steps

- Digital Learning
- Collaborative Learning

- Relationships
- Developmentally Appropriate Pedagogy

How are we learning?

- Differentiation
- Modelling
- Effective Questioning
- Retrieval Practice

- 4 Phase Lessons
- Learning Environment

We lead our learning by...

- What do we know?
- What do we want to know?
- How do we like to learn?
- How will we show our learning?



MAJOR TASKS/JOB ACTIVITIES:

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

The post-holder, as a member of our Learning Community Meetings, will be expected to:

- Establish, sustain and enhance the development of the Teaching Learning and Assessment through rigorous self-evaluation processes that maintains existing good practice whilst encouraging and promoting improvement across all curricular areas with a primary aim of improving outcomes for all pupils.
- Ensure consistent, high quality teaching, learning and assessment for all learners throughout their curriculum journey including engaging with research, setting high expectations, supporting and developing good practice and regularly monitoring and evaluating the quality of learning.
- Develop staff capability, capacity and leadership to support the culture and practice of learning. Develop, empower and support effective and improving teams and individuals to ensure excellence and equity, in terms of outcomes, for all students.
- Build and sustain a range of partnerships for learners, families and to meet the identified needs of all learners. This specifically includes emerging partners, college provision and new industry initiatives that can lead to SCQF level and 5 and 6 awards.
- Allocate resources effectively in line with identified strategic and operational priorities. Make best use of available information and resources to support improvement and a positive student experience to ensure excellence and equity, in terms of outcomes, for all students.
- Report to the Learning Community and City of Edinburgh Council as required on potential attainment outcomes and progress of cohorts, groups or subjects.

Specific duties relating to the post

Leadership, management and strategic direction of colleagues

- To lead and manage the Teaching Learning and Assessment / We Make Wester Hailes programme and its implementation.
- To actively promote the Wester Hailes Learning Community as the best place to make progress for every child and family.
- To lead, manage and coordinate a range of professionals to ensure robust quality assurance and self-evaluation is in place.
- Where required, to assist with the selection and appointment of teaching staff in the Learning Community.
- To line manage the WH Learning Community Transition teacher and subsequent strategic actions.
- To lead colleagues where appropriate during allocated in-service and staff meeting time
- To provide reports and recommendations to the Wester Hailes Learning Community Head Teachers.
- To provide advice, support, challenge and guidance to colleagues in Literacy and Numeracy.
- To be responsible for establishing and disseminating to staff innovative approaches in Learning, Teaching and Assessment
- To be responsible for establishing and disseminating innovative approaches to improving excellence and equity.

Curriculum development and quality assurance

- To recommend any curricular initiatives or programmes that will increase educational attainment and achievement.
- To monitor relevant quantitative data for students in allocated year groups, schools or across the Learning Community.
- To review the Career Long Professional Learning needs (as part of Professional Review and Development and Professional Update), the career development, and performance of PTs within the curriculum vision for the school.
- To engage and attend local and national events that promote our school with a view to implementing new initiatives that have potential to raise attainment and achievement.

Whole school policy and implementation

- To work collegiately with WHLC to implement relevant policy.
- To work collegiately with other staff to implement school policies
- To seek to establish and maintain constructive and positive relationships with colleagues, pupils, parents and community stakeholders
- To assist, as appropriate, in the setting and monitoring of student targets & progress in allocated year groups.
- To attend WHLC meetings as planned across the school session.
- To be responsible for the development of the school Learning, Teaching and assessment policy.
- To work with all stakeholders to promote understanding of school policies and practice
- To
- To liaise with partner agencies and the Career Long Professional Learning (CLPL) Co-ordinator with regard to identification and provision of staff development needs

ADDITIONAL INFORMATION / CONDITIONS:

This post is considered Regulated Work with Vulnerable Children and/or Protected Adults, under the Protection of Vulnerable Groups (Scotland) Act 2007. 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:

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: Flexibility Integrity Respect

Category	Essential	Desirable
Qualification and Experience	Full GTCS registration Required to join PVG Scheme for this type of regulated work	Evidence of postgraduate, or equivalent, study Other, relevant, qualifications Experience of working with a National or regional body – Education Scotland, SEIC or CEC.
Experience to date	Experience of working as DHT/SDO with evidence of practice that has led to successful outcomes. Experience of leading and managing across a range of curricular areas Extensive range of experiences	Experience of implementing Local Authority and National Priorities. Experience of working as a member of a SLT Experience leading and managing staff in various contexts including

	<p>that demonstrate leadership and management across a range of teams</p> <p>Successful implementation of national curriculum guidelines, whole school policies that have led to increased attainment outcomes.</p>	<p>performance.</p> <p>Knowledge of working in an area of considerable disadvantage.</p>
Knowledge, Skills and Understanding	<p>Knowledge of current National & Local Authority Guidelines to Secondary Education</p> <p>Effective and innovative communication skills, with the ability to communicate and establish good relationships with adults & pupils</p> <p>Ability to deliver effective assessment and reporting systems</p> <p>Use of ICT skills</p> <p>Knowledge of policies and practices relating to education and people management, e.g. ASN legislation and GIRFEC principles</p>	<p>Evidence of curriculum development in curricular areas that demonstrate impact and evidence. Organising and working with pupils, staff, school and community groups,</p> <p>Involvement in key improvements across the school, at cluster or authority level</p> <p>Experience in leading curricular developments</p>
Job Specific Requirements	<p>Ability to organise, plan and deliver an effective and stimulating educational curriculum</p> <p>Ability to implement positive behaviour and inclusive policy</p> <p>Ability to identify children's needs and provide an appropriately differentiated curriculum</p> <p>Capacity to self-evaluate</p>	<p>Ability to deal effectively with more challenging situations involving pupils, parents or other members of staff</p> <p>Commitment to raising pupil self esteem</p> <p>Capacity to initiate improved professional performance</p>
Applicants should always check the Job Vacancy Summary for any specific employee specification requirements for the advertised vacancy.		

