

<b>POST TITLE</b>	<b>PUPIL SUPPORT LEADER</b>
<b>DIRECTORATE</b>	<b>COMMUNITIES AND FAMILIES</b>
<b>SERVICE</b>	<b>SCHOOLS &amp; LIFELONG LEARNING</b>
<b>RESPONSIBLE TO</b>	<b>HEAD TEACHER</b>

**POST:** PUPIL SUPPORT LEADER  
**SCHOOL:** CRAIGROYSTON COMMUNITY HIGH SCHOOL

### Section 1: Background information

**Acting Headteacher:** Ian Porter  
**School Address:** 67 Pennywell Road, Edinburgh. EH4 4NL  
**Tel:** 0131 477 7801

**Website:** <https://craigroyston.wordpress.com/>  
**E-mail:** admin@craigroyston.edin.sch.uk  
**School Roll:** 630  
**Staffing Structure:** The Senior Leadership Team comprises the Headteacher, 2 Depute Heads, and a Business Manager. Total staffing complement is made up of 40 FTE Teaching Staff and 12 FTE Support Staff. There are 11 Curriculum Leaders (including 3 Pupil Support Leaders and 1 Support for Learning Leader)  
**Staff Managed by PSL** 0 FTE Teaching Staff  
**Teaching time:** 20 hours

### History and Description of the School:

Craigroyston Community High School is a non-denominational secondary community school serving a catchment area in the north west of Edinburgh. In the school's catchment there are 3 associated Primary Schools; Craigroyston, Forthview and Pirniehall.

The school's catchment is in a designated area of high deprivation. Free Meal Entitlement is 40% and one quarter of our pupil body have additional support for learning requirements. Approximately 10% of our pupil cohort are LAC. The vision for the school reflects this need and a range of nurturing and inclusive measures (including a zero exclusion approach) have been introduced to best support all young people that attend the school. We benefit from close links with a range of partners.

The curriculum rationale is to meet the needs of every young person so that when they leave school they have a portfolio of skills, experiences, qualifications and a knowledge of the job market to ensure they enter a sustained positive destination. To that end the school strongly

encourages all young people to stay on at school until the end of S6. An innovative, aspirational Senior Phase linked to employment, using vocational courses and strong college links as well as traditional subject provision ensures that every young person has a curriculum that suits their needs and ambitions. This approach was recognised by the Commission for Developing Scotland's Young Workforce, resulting in our school being used for a high profile national launch of 'Education Working for all!' as well as being used as an exemplar of good practice within the final report. This gave further confidence to staff and pupils in the direction taken by the school in our vision for our young people.

#### **Accommodation and Facilities:**

The school building includes bright and well maintained rooms. All departments are suited with integral staff bases and are generally well resourced and equipped. The school grounds are surrounded by car parks and playgrounds.

Further information can be obtained at <https://craigroyston.wordpress.com/>

#### **School Improvement Plan:**

The school is firmly committed to raising attainment and promoting achievement. This is a whole school priority in the improvement plan reflects local, CEC and national priorities.

#### **Section 2: Job Outline**

The Pupil Support Leader will be part of a Leadership and Management team of three teaching staff within Craigroyston High School to ensure high quality pupil support with the ultimate aim of maximising attainment and support for all pupils. S/he will work as the Pupil Support Leader with a specific remit to take a joint lead role in managing the Pupil Support department with other Pupil Support Leaders.

As well as managing Pupil Support, s/he will be expected to be forward thinking and innovative in terms of leading, managing and delivering the most appropriate PSE/HWB courses to all levels of ability at all stages in the school.

The Pupil Support Leader will be an active member of the school leadership team who will be responsible for the development, implementation and monitoring of effective pupil support policies and procedures within the school. There will be a need to keep up to date with current theories and practice relating to effective support and effective and inclusive classroom teaching to ensure that appropriate implementation occurs within these departments as they focus on school, Children and Families and National priorities.

The Pupil Support Leader will undertake the duties outlined for all teachers as set out in Annex B of 'A Teaching Profession for the 21<sup>st</sup> Century'. S/he will teach for up to 50% of the pupil week.

The Pupil Support Leader will 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 Pupil Support within whole school priorities
  - To oversee Pupil Support improvement plans for the agreed priority areas and be accountable for their progress
  - To effectively manage the budget and resources of Pupil Support
  - To participate in the recruitment of staff
- b) Responsibility for Curriculum development and quality assurance
- To develop and retain an overview of the direction, scope and pace of curriculum development within Pupil Support
  - To promote, develop, implement and monitor school policies related to teaching and learning and Pupil Support
  - To work with and advise colleagues as key adults in a professionally supportive and practical manner to ensure best practice in supporting pupils
  - To promote active participation of pupils in school experiences and their participation in self-evaluation and target setting exercises in line with school policy
  - To oversee arrangements for assessment and reporting for pupils in their caseload
  - To ensure that assessment records are carefully analysed to identify areas of success or concern and implement appropriate action.
- c) Contribute to whole school policy in relation to behaviour management of pupils
- To support colleagues in the effective implementation of the school's behaviour policies
  - To ensure that colleagues are familiar with relevant whole school policies
  - To ensure pupil records are carefully maintained, analysed and shared with colleagues to inform effective planning and effective learning and teaching
  - To lead and support development work in relation to Pupil Voice
- d) Responsibility for the joint management and guidance of colleagues in Pupil Support
- Joint leadership and management of Pupil Support meetings and quality assurance processes
  - To ensure that colleagues are familiar with whole-school policies and the pupil support improvement plan
  - To develop and maintain a Pupil Support handbook
- e) Responsibility for reviewing the CPD needs, careers development and performance of colleagues
- To lead and/or facilitate CPD for school staff in the area of pupil support
- f) The provision of advice, support and guidance to colleagues
- To initiate professional discussion, as appropriate, relating to theories, practices and research information on pupil support
  - To update school staff on national and local policies, procedures and best practice in pupil support

g) Responsibility for working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate

- To be responsible to the relevant Depute Head Teacher for the quality of whole school pupil support
- To initiate and participate in whole school consultation, cross departmental discussion and decision-making processes and subject enquiries
- To promote and implement effective links with Pupil Support Leaders and staff and the Support for Learning Leader
- Meet parents and specialist agencies as necessary to support pupils at all stages in their school career
- To liaise and work directly with all agencies as part of Getting It Right For Every Child

### **Section 3: Any special requirements**

The Pupil Support Leader will have significant relevant experience as a teacher and have achieved the highest level of professionalism in the classroom. A sound knowledge of current national Health & Wellbeing 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 Pupil Support 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 Pupil Support Leader should demonstrate:

- proven ability to form good relationships with pupils, parents, staff and the wider community
- enthusiasm, energy, commitment, initiative, optimism and flexibility
- an empathy with pupils
- 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).**