

POST TITLE	CURRICULUM LEADER- WELLBEING HUB PROVISION (TEMPORARY FOR UP TO 23 MONTHS)
DIRECTORATE	COMMUNITIES AND FAMILIES
SERVICE	SCHOOLS & LIFELONG LEARNING
RESPONSIBLE TO	HEADTEACHER

POST: CURRICULUM LEADER o.5/ Teacher of Inclusion o.5
SCHOOL: Wester Hailes High School

Section 1: Background information

Headteacher: David Young
School Address: 5 Murrayburn Road Edinburgh EH14 2SU
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Website: www.whed.edin.sch.uk
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School Roll: 410

Staffing Structure: The Senior Leadership Team comprises the Headteacher, 2 Depute Heads, and a Business Manager. Total staffing complement is made up of 38 FTE Teaching Staff and 7 FTE Support Staff. There are 6 Curriculum Leaders including 3 Pupil Support Leaders and 1 Support for Learning Leader

Staff Managed by CL FTE Teaching Staff – TBC
Teaching time: 35.00hrs

History and Description of the School:

Wester Hailes High School (formerly Wester Hailes Education Centre) opened in August 1978 and following a cross party working group and wider consultation was named Wester Hailes High School from June 2021. The vision for the school reflects the need to achieve successful outcomes for all young people regardless of background or ability and the school community is united in achieving this.

The school's catchment is in a designated area of high deprivation.

Free Meal Entitlement for session 21/22 was 47% with one third of our pupils requiring additional support for learning. 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.

The successful applicant for this post will be a skilled, effective school leader experienced in and committed to learning, with a proven ability of engaging all young people in effective learning. 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 excellent communication and inter-personal skills as well as the ability to motivate and inspire.

Accommodation and Facilities:

Wester Hailes High School is currently planning for a new build in August 2025 and the successful candidate will play a role in shaping Wellbeing Hub provision for the future.

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 Wellbeing Hub Curriculum Leader will manage and lead the Wellbeing Hub staff team (PSO & PSA) within Wester Hailes High School to ensure high quality teaching, learning and interventions with the aim of improving attendance and maximising attainment and achievement for all pupils who access the Wellbeing Hub. They will work as the Curriculum Leader of [Name], with a specific remit to plan for and support young people who currently find engagement with mainstream classes challenging and need support to access and engage with the curriculum due to complex additional support needs, often arising from adverse childhood experiences.

The post holder will have experience of working with young people with additional support needs including Social, Emotional and Behavioural Needs and will be able to evidence the impact of their support and intervention. They will be familiar with GIRFEC procedures and the principles of a Nurture approach; they will understand child development and how trauma can impact on young people and their families. The post holder will be able to connect with all young people quickly and build positive relationships over time that will provide young people with a trusted key adult in school.

The post-holder will need to demonstrate strong leadership qualities and work effectively with the Pupil Support DHT to develop inclusive and equitable practices across the wider school. As part of the integrated support team at Wester Hailes High; they will demonstrate excellent inter-personal skills and work closely with PSLs, SFL and subject CLs to remove barriers and improve outcomes for young people. In addition to school staff, the post-holder will work with a wide range of school partners and, where appropriate, seek new school partnerships to develop the provision, supports and strategies needed to achieve the goals of pupil engagement and achievement. To work successfully with colleagues and partners excellent written and spoken communication skills and the ability to share detailed information in a concise and timely fashion will be vital.

The Wellbeing Hub Curriculum Leader will need to be creative in using the space available in the school (including outdoor spaces) as the school decants into alternative buildings during the new build process. An innovative and adaptive approach will be required in developing the timetable for the Wellbeing Hub pupils to maximise the range of learning experiences and opportunities for achievement including Wider Achievement.

The 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 Curriculum Leader will undertake the duties outlined for all teachers as set out in Annex B of 'A Teaching Profession for the 21st Century'.

The Curriculum 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 [Name] Faculty in the school.
- to oversee the Faculty Improvement Plans for the appropriate priority areas, and be accountable for their progress.
- to manage 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 [Name] 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 pupils in classroom experiences and their participation in self-evaluation and target-setting exercises in line with school policy
 - to oversee arrangements for assessment and 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 the behaviour management of pupils
- to support colleagues in the effective implementation of the school's behaviour policies
- d) the management and guidance of colleagues
- manage faculty meetings and 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
- e) reviewing the CLPL needs, careers development and performance of colleagues
- to carry out professional reviews within the faculty
- 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
- g) working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate
- to be responsible for the health and safety of the Wellbeing Hub including managing risk assessments for the department(s), as appropriate
 - to be responsible to the relevant Depute Head Teacher for the quality of learning and teaching in the Wellbeing Hub.
 - to participate in whole-school consultation, cross-departmental discussion and decision-making processes and subject enquiries.
 - to promote and implement effective links with Pupil Support staff (including Support for Learning).
 - to meet parents and specialist agencies as necessary

Section 3: Any special requirements

The Curriculum Leader will have significant relevant experience as a teacher who is qualified to teach Literacy and Numeracy and have 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 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 Curriculum 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).