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| POST TITLE     | DEPUTE HEAD TEACHER         |
| DIRECTORATE    | COMMUNITIES AND FAMILIES    |
| SERVICE        | SCHOOLS & LIFELONG LEARNING |
| RESPONSIBLE TO | HEAD TEACHER                |

**POST:** DEPUTE HEAD TEACHER  
**SCHOOL:** CRAIGROYSTON COMMUNITY HIGH SCHOOL

### Section 1: Background information

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| <b>Headteacher:</b>        | Shelley McLaren  |
| <b>School Address:</b>     | Pennywell Road, Edinburgh  |
| <b>Tel:</b>                | 0131 477 7801  |
| <b>Website:</b>            | <a href="http://www.craigroystonchs.co.uk">www.craigroystonchs.co.uk</a>   |
| <b>E-mail:</b>             | <a href="mailto:admin@craigroyston.edin.sch.uk">admin@craigroyston.edin.sch.uk</a>   |
| <b>School Roll:</b>        | 720  |
| <b>Staffing Structure:</b> | <p>The Senior Leadership Team comprises the Headteacher, 3 Depute Heads, and a Business Manager.</p> <p>Total staffing complement is made up of 60 Teaching Staff and 28 Support Staff.</p> <p>There are 12 Curriculum Leaders (including 3 Pupil Support Leaders and 1 Support for Learning Leader)</p> |

## History and Description of the School:

Craigroyston Community High School is a non-denominational secondary community school serving a catchment area in the northwest of Edinburgh with a roll of 765 pupils. 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.

## **Section 2: Job Outline**

The DHT will manage and lead a team of teaching staff within Craigroyston High School to ensure high quality teaching and learning with the ultimate aim of maximising attainment for all pupils. S/he will work as the link for a number of Faculties with a specific remit to take a lead role in line managing them.

The DHT will be an active member of the senior leadership team who will be responsible for the development, implementation and monitoring of effective teaching and learning policies and procedures within the allocated departments. S/he needs to remain aware of current theories and practice relating to effective classroom teaching and an ability to ensure that appropriate implementation occurs within these departments as they focus on school, Council and National priorities.

The DHT will undertake the duties outlined for all teachers as set out in 'A Teaching Profession for the 21<sup>st</sup> Century'.

The DHT will undertake specific duties that will include a range of, but not specific to, the following:

a) responsibility for the leadership, good management and strategic direction of colleagues

- to oversee the actions to address the whole-school improvement plan including self- evaluation, monitoring and evaluating and the National Improvement Framework
- to lead the improvement of attainment across the whole school
- to be responsible for the planning and strategic direction of a number of faculties within whole school priorities.
- to prepare, develop, promote and implement whole school improvement plans
- to be involved in the recruitment of staff

b) curriculum development and quality assurance

- to take a lead role in the development of whole-school learning and teaching

- 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 oversee faculty Improvement Plans and monitor their progress
- to co-ordinate assessment and reporting systems (including Monitoring & Tracking)
- to oversee and co-ordinate whole-school mentoring approaches
- to be the lead whole-school timetabler
- to oversee ICT in the curriculum

c) co-ordinate all aspects of Support for Pupils

- to co-ordinate Pupil Support arrangements (including general policy)
- to act as the chair of the PSG and of Pupil Support team meetings
- to manage the work of the Pupil Support team including remits and additional responsibilities
- to oversee ASL provision, working with the SfLL
- to act as the Designated Member of Staff for Child Protection
- to support colleagues in the effective implementation of the school's behaviour management policies

d) the management and guidance of colleagues

- to lead a number of faculties (including undertaking regular Shared Classroom Experience activities)
- to act as Student Regent/School Induction Manager
- to ensure that colleagues are familiar with whole-school policies and the whole school improvement plan

e) reviewing the CPD needs, careers development and performance of colleagues

- to co-ordinate the CPD Programme (including Professional Review & Development)
- to carry out professional reviews within the relevant faculties and with other line management responsibilities

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
- to co-ordinate the school's approaches to equality, diversity and inclusion
- to co-ordinate key 'logs': attendance, exclusions, anti-bullying, racism, drug incidents, violent incidents

- g) working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate
  - to co-ordinate primary-secondary links (including membership of the Cluster Management Group)
  - to co-ordinate all SQA arrangements (including timetabling for exams S4-S6)
  - to promote and implement effective links with external agencies (eg *[insert as appropriate]*)
  - to co-ordinate whole-school events (eg *[insert as appropriate]*)
  - to co-ordinate arrangements for educational excursions
- h) the management and guidance of pupils
  - to supervise enrolments S1-S6
  - to act as SLT link for specified Houses/year groups, specifically Bute House, working closely with the relevant PSLs
  - to take a lead role within the school's behaviour management policy, including dealing with exclusions and re-admissions
- i) to carry out all other duties as agreed with the headteacher

## Section 3: Any special requirements

The DHT will have significant relevant experience as a teacher and have achieved the highest level of professionalism in the classroom as well as in middle/senior leadership roles.

The DHT 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 DHT 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).