

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

POST: DEPUTE HEAD TEACHER
SCHOOL: [JAMES GILLESPIE'S] HIGH SCHOOL

Section 1: Background information

Headteacher: Neil McCallum
 School Address: 120 Warrender Park Road, Edinburgh, EH9 1DD
 Tel: 0131 447 1900
 Fax:
 Website: www.jamesgillespies.co.uk
 E-mail: Admin@jamesgillespies.edin.sch.uk
 School Roll: [1850]
 Staffing Structure: The Senior Leadership Team comprises the Headteacher, 5 Depute Heads, and a Business Manager. Total staffing complement is made up of 110 FTE Teaching Staff and 18 FTE Support Staff. There are 19 Curriculum Leaders (including 7 Pupil Support Leaders and 1 Support for Learning Leader)
 Staff Managed by DHT 5-8 FTE Teaching Staff
 Teaching time: 5 hours

History and Description of the School:

James Gillespie's High School, founded in 1803, sits in the heart of the beautiful city of Edinburgh. Our catchment-area includes many of its glories – Edinburgh Castle, the Royal Mile, the University of Edinburgh, the National Gallery and even the Scottish Parliament. Over the 219 years of its history the school has retained a unique status amongst Edinburgh people, with a consistent ethos of high educational standards and valuing students' individual talents and strengths. We continue to be one of the most sought after schools in the country and, since becoming comprehensive in the 70s, we have continued to be a successful, culturally diverse school, educating and meeting the needs and aspirations of boys and girls from aged 11 to 18 years of age.

Our students describe us a great school, visitors regularly comment on our pupils' ease and friendliness and we have very many distinguished former pupils. The multicultural mix, which has evolved over our long history, has been a vast source of strength to the school. A sense of ownership and pride in the school is amply illustrated by the sustained school roll and waiting list to enroll. James Gillespie's 18th century vision for inclusion and high-quality

education endures and continues in the new school campus which was completed in August 2016.

Accommodation and Facilities:

Our school comprises of a main teaching block (Malala Building), a state of the art sports complex (Eric Liddell Sports Building) and an impressive music and drama suite including studio and theatre (Muriel Spark Building) with further teaching accommodation in our grade 1 listed building, Brunstfield House. From August 2022, we will have access to the newly refurbished Darroch Secondary School as an annexe.

School Improvement Plan:

The school is firmly committed to improving attainment, particularly in literacy and numeracy;
Closing the gap between the most and least disadvantaged children;
Improvement in children and young people's health and wellbeing;
Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Section 2: Job Outline

The DHT will manage and lead a team of teaching staff within James Gillespie's 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 21st Century'.

The DHT will undertake specific duties related 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
 - to co-ordinate whole-school events
 - 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 House, working closely with the relevant PSLs
 - to have an overview of UCAS arrangements
 - 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).