

POST TITLE	CURRICULUM LEADER PHYSICAL EDUCATION
DIRECTORATE	COMMUNITIES AND FAMILIES
SERVICE	SCHOOLS & LIFELONG LEARNING
RESPONSIBLE TO	HEAD TEACHER

POST: CURRICULUM LEADER PHYSICAL EDUCATION
SCHOOL: HOLY ROOD RC HIGH SCHOOL

Section 1: Background information

Headteacher: Joan M Daly
School Address: Duddingston Road West, Edinburgh EH15 3ST
Tel: 0131 661 5871
Website: www.holyrood.edin.sch.uk
E-mail: admin@holyrood.edin.sch.uk
School Roll: 1181
Staffing Structure: The Senior Leadership Team comprises the Head Teacher, 3 Depute Head Teachers, a Senior Development Officer and a Business Manager.
Total staffing complement is made up of 80 FTE Teaching Staff and 16.5 FTE Support Staff.
There are 19 Curriculum Leaders (including 5 Pupil Support Leaders and Support for Learning Leader and Curricular Leader Wellbeing Hub)
Staff Managed by CL 6 Teaching Staff
Teaching time: 19 hours

History and Description of the School:

Holy Rood is a Roman Catholic secondary school founded in 1971 and has a current roll of 1181 pupils. It is situated in the conservation village of Duddingston to the east of Holy Rood Park. There are six Catholic primary schools within the Holy Rood catchment area, which covers a large section of the eastern side of the city of Edinburgh. However, as a result of parental choice, the current First Year has attracted pupils from a total of 21 different primary schools.

Holy Rood is an inclusive school based on gospel values which respects the dignity of the individual and firmly puts the child at the centre. The school's Catholic Faith values underpin all aspects of the school's life and work. Insight data evidences that pupil attainment is of a very high standard. In addition, the school has made significant progress in closing the equity gap. Holy Rood is a progressive school and is quick off the mark to embrace current national and local priorities. The school has well-bedded and

successful strategies in place to meet the needs of all pupils, including those with ASN and those who are gifted and talented.

The school has a strong sense of community and has worked hard to achieve very productive links with its cluster primary schools, Further Education Colleges, local businesses and a variety of other community partners. This is reflected in the programme of opportunities for personal development, extra-curricular activities and wider achievement the school offers, and for which it receives well deserved acclaim.

Accommodation and Facilities:

The building is situated within a conservation area and is surrounded by stunning scenery. It is bright and modern and has excellent learning and teaching accommodation. Classrooms are well-equipped with good IT resources provide a very pleasant modern teaching and learning environment. The school's general areas are very spacious and can be used flexibly. The building is self-contained and includes excellent facilities for practical subjects including PE, Science, Expressive Arts, Food and Textile Technology, Design and Engineering Technology and Business Education. Classrooms for non-practical subjects are very well appointed and there is an impressive area of the school set aside for Pupil Support. The importance of numeracy and literacy are reflected in the inspiring dedicated Literacy and Numeracy Hubs. In addition, the school has created a modern and welcoming room to support family engagement. The school's newly created Wellbeing Hub has been carefully planned to support the needs of pupils. The school's Oratory and Library are well designed for their purposes and there is also an appropriate flexibility in how they can be used.

School Improvement Plan:

Continued improvement in attainment/achievement lies at the heart of the school's improvement agenda. The current priorities reflect those of the National Improvement Framework and are designed to build on our very successful interventions to address the poverty related attainment gap. We also continue to work to ensure a high quality and consistent learning experience for all pupils. The school has successfully created a curriculum that provides appropriate and alternative learning pathways for all pupils and our aim is to continue to expand these pathways to support all pupils in reaching their positive destinations. The school aims to deliver the DYW and STEM agenda across the curriculum. In addition, the school is making further improvements to its effective approaches to self-evaluation. The improvement agenda is driven through a number of School Improvement Groups and all staff are expected to play an appropriate leadership role in achieving whole school, as well as faculty targets.

Section 2: Job Outline

The Curriculum Leader will manage and lead a team of teaching staff within Holy Rood RC High School to ensure high quality teaching and learning with the ultimate aim of maximising attainment and achievement for all pupils. He/she will work as the Curriculum Leader of Physical Education, with a specific remit to take the lead role in managing BGE and Senior Phase courses.

As well as managing discrete courses, he/she will be expected to be forward thinking and innovative in terms of delivering the most appropriate courses to all levels of ability at all stages in the school.

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. 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 faculty 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'. He/she will teach up to 19 hours per week.

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 Physical Education 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 in Physical Education across the school.
 - 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 Physical Education Faculty including managing risk assessments, as appropriate
 - to be responsible to the relevant Depute Head Teacher for the quality of learning and teaching in Physical Education
 - to participate in whole-school consultation, cross-faculty 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
 - to liaise with the school Qualifications Scotland Coordinator and other colleagues to ensure collection of accurate data for Qualifications Scotland examinations and post-result service requirements and the construction of internal examination arrangements.

Section 3: Any special requirements

The Curriculum Leader will have significant relevant experience as a teacher who is qualified to teach Physical Education 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).