

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

POST: SUPPORT FOR LEARNING LEADER
SCHOOL: TYNECASTLE HIGH SCHOOL

Section 1: Background information

Headteacher: Hazel Kinnear
School Address: 2 Mcleod Street, Edinburgh, EH11 2ND
Tel: 0131 337 3488
Website: www.tynecastlehighschool.org.uk
E-mail: admin@tynecastle.edin.sch.uk
School Roll: 867
Staffing Structure: The Senior Leadership Team comprises the Headteacher, 3 Depute Headteachers and a Business Manager. Total staffing complement is made up of 77 Teaching Staff and 30 Support Staff. 12 Curriculum Leaders (including 3 Pupil Support Leaders and 1 Support for Learning Leader)

History and Description of the School

Tynecastle High School is a six-year comprehensive secondary school which has served west-central Edinburgh with distinction for over 100 years. The school moved to a fantastic new site in January 2010 and has first class educational facilities. The school is thoroughly rooted in its local communities, with learners drawn from Balgreen, Craiglockhart, Dalry and Stenhouse Primary Schools.

The school roll is just over 850. The school offers a wide range of subjects and successfully presents students for SQA exams at all levels. There is a strong sense of pride in the school demonstrated by students, staff and parents.

A bank of strategies supports the successful integration of pupils with a wide range of needs and abilities in the school and the curriculum. As well as a strong record in supporting young people into the world of work, the school has, over many years, successfully supported significant numbers of high attaining students into a wide range of courses at Universities across the UK. Staff know their students well and a high priority is set by all staff on pastoral care and on ensuring pupils' welfare. The atmosphere is welcoming and warm with respectful relationships underpinning purposeful learning.

School Improvement Plan

The school is firmly committed to improving Equalities, Equity and Inclusion as well as Health, Wellbeing and Resilience. Teaching and Learning is, of course, another key area.

Section 2: Job Outline

The Support for Learning Leader will lead a team of teaching and support staff within Tynecastle High School to ensure high quality support for pupils who have additional support needs both behaviorally and educationally, with the ultimate aim of maximising attainment and achievement for all pupils. S/he will work as the Support for Learning Leader with a specific remit to take a lead role in managing this area, covering the following subjects: Literacy, Numeracy and Health and Wellbeing. This faculty currently has 7.5 FTE Pupil Support Assistants and 2 Support for Learning Teachers.

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

The SfL 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 SfL 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 SfL 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 faculty 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 faculty.
 - 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 the Wellbeing Hub).
 - to meet parents and specialist agencies as necessary

Section 3: Any special requirements

The SfL Leader will have significant relevant experience as a teacher. 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 SfL 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 SfL 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).