

POST TITLE	DEVELOPMENT OFFICER (PEF FUNDED) 23 MONTH SECONDMENT FROM AUG 2026 TO JUNE 2028
DIRECTORATE	Children, Education & Justice Services
SERVICE	SCHOOLS & LIFELONG LEARNING
RESPONSIBLE TO	HEAD TEACHER

POST: Development Officer (PEF Funded)

SCHOOL: GRACEMOUNT HIGH SCHOOL

Section 1: Background information

Headteacher: Ross Hunter

School Address: 136 Lasswade Road

Tel: Edinburgh

Fax: 0131 664 3902

Website: www.gracemounthighschool.co.uk

E-mail: admin@gracemount.edin.sch.uk

School Roll: 700

Staffing Structure: The Senior Leadership Team comprises the Headteacher, 3 Depute Heads, a Business Manager and a Senior Development Officer.

Total staffing complement is made up of 51 Teaching Staff and 20 Support Staff.

There are 14 Curriculum Leaders (including 3 Pupil Support Leaders, 1 Support for Learning Leader, 1 Wellbeing base lead and 1 Enhanced Support base lead)

Staff Managed 1 Teaching Staff and 1 PSO

Teaching time Max of 22.5 hours

History and Description of the School:

Gracemount High School is a six-year non-denominational secondary school located in south-east Edinburgh, serving approximately 700 pupils. Established in 1959 as a junior secondary school, it became a fully comprehensive six-year high school in the late 1960s. The current school building, developed through the PPP programme, opened in 2003.

Our associated primary schools are Gracemount Primary School and Frogston Primary School, with whom we maintain strong and effective partnerships.

The school employs approximately 55 FTE teaching staff, supported by a highly committed team of more than 20 support staff. Our Senior Leadership Team, led by Headteacher Ross Hunter, currently consists of three Depute Headteachers, a Senior Development Officer, and a Business Manager. Together, they lead on a range of strategic, curricular, and operational responsibilities that support high-quality learning, teaching, and pupil wellbeing.

The changing social demographics of our community present both opportunities and challenges in meeting the diverse needs and aspirations of our learners. Gracemount High School is an ambitious school, committed to delivering the highest quality educational experience and securing the best possible outcomes for every young person, regardless of background.

Attainment levels continue to improve, and the proportion of pupils progressing to positive destinations remains consistently above expected levels. Our curriculum is designed to equip young people with the knowledge, skills, and qualifications needed for future success. This includes SQA National Qualifications, alongside a range of wider accreditation opportunities such as NPAs and Foundation Apprenticeships.

The school is firmly committed to raising attainment and promoting achievement. Our School Improvement Plan aligns with the priorities of the City of Edinburgh Council and national priorities, and is informed by *How Good Is Our School?* 4 (HGIOS4) and the National Improvement Framework. Staff joining our dynamic and forward-looking school will benefit from a range of professional learning and development opportunities.

The school recently reviewed its Vision and Values for 2026. We have a clear vision statement and set of values that are promoted throughout the school and wider community. We are committed to challenging all pupils to achieve their full potential academically, while also recognising and nurturing their wider talents and strengths. We aim to develop responsible, respectful young people who will make a positive contribution to their community. All staff are encouraged to consider how they can contribute to this shared vision. We also place a strong emphasis on high-quality pastoral care and personal development.

As a member of staff at Gracemount High School, you will be expected to uphold the school's ethos and values, promoting a caring environment, a strong sense of belonging, and a commitment to learning and achievement.

Further information about the school can be found on the Gracemount High School website ([*Gracemount High School Edinburgh*](#))

Accommodation and Facilities:

Gracemount High School was built under PPP and opened in 2003. It is a modern and bright building with excellent facilities, served by a very efficient facilities management team.

It provides an excellent environment for teaching and learning in the 21st century. It has very good IT and wi-fi facilities to support our approach to digital learning. Our learning resource centre (Library) is very well maintained and accessed by all pupils throughout the school year.

More specialised facilities such as PE, HE, CDT, Science, Music, Dance and Drama are all supported by excellent facilities and all classrooms are a good size and well maintained.

School Improvement Plan:

The core priorities of Gracemount High School are clearly in line with CEC priorities and the National Improvement Framework. We are highly inclusive in our approach and we strive to ensure the very best for all our young people.

Documents for the school can be found here [Improvement and Quality - Gracemount High School](#)

Gracemount High School is committed to advancing equality of opportunity for all. We understand and value diversity and work actively towards creating a positive, purposeful and safe school environment. We have a clear set of values that set out what we believe is important for all members of our school community.

School Vision Statement – A statement of our intent

Committed to Care and Excellence

School Values

Responsible – we come to school ready to learn, participate and contribute to the success of our school.

Respectful – we respect ourselves, our environment and the rights of others.

Safe – we all work to ensure our school community is safe and understand that everyone matters.

The success of our school and our young people is built upon a shared sense of commitment to our vision and values. By placing the young people at the heart of our community we develop their knowledge, skills and confidence so they can build a strong sense of who they are and fully understand what they are capable of achieving.

We are looking to appoint an outstanding, energetic and committed teacher who will join a group of committed and hardworking staff and place young people at the heart of what they do. Applicants must have a willingness to lead, learn and contribute to whole school improvement with a focus on Pupil Support and raising attainment.

Section 2: Job Outline

The Senior Development Officer will be focused on improving outcomes for our most disadvantaged young people who are at risk of disengaging from education. A pupil-centered and solution focused approach will be essential.

Our Senior Development Officer will take responsibility in delivering a comprehensive education program and coordinating work with partner agencies and school staff to secure the best outcomes for at risk young people including taking a lead on Care Experienced young people.

Work will include supporting identified young people to achieve a minimum of 5 qualifications by the end of S4. The candidate will also support with literacy and numeracy development and help to support attainment at level 3, 4 and 5.

Tracking of progress and reporting on the attainment of targeted groups will be essential.

Our Senior Development Officer is expected to be forward thinking and innovative in terms of leading, managing and delivering on key outcomes related to the National Improvement Framework and Pupil Equity Fund. They will have a highly developed awareness of key educational issues and be highly motivated to ensure the best outcomes for all young people.

There will be a need to keep up to date with current theories and practice to ensure that appropriate implementation of Pupil Equity Funding occurs across the school as they focus on school and national priorities.

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

The key accountabilities related to this role are as follows:

1. 1.1 Self-Evaluation for Self-Improvement
 - Analysis and evaluation of data. The post-holder will engage in effective improvement planning and be able to analyse and use evidence to ensure a clear focus on closing the poverty related attainment gap for the most at risk/disadvantaged learners.
2. 1.2 Leadership of Learning
 - Develop a collegiate learning culture to take forward improvement priorities in line with Pupil Equity Funding.
3. 1.3 Leadership of Change
 - Strategic planning for continuous improvement. The post-holder will guide and manage the strategic direction of key areas related to the Pupil Equity Fund planning and inclusion planning. They will be able to take account of the assessment of risk to ensure strategies for achieving change are followed through.
4. 1.5 Management of resources to promote equity
 - The post-holder will make best use of available resources to create, sustain and enhance a motivating learning environment for effective learning for our most at risk/disadvantaged learners.
5. 2.1 Safeguarding and child protection
 - Arrangements to ensure wellbeing. The post-holder will aim to build positive and sustained relationships so our most at risk/disadvantaged young people and their families are supported to engage and succeed.

6. 2.2 Curriculum

- The post-holder will work to create flexible learning pathways which leads to raised attainment through meeting the needs of our most at risk/disadvantaged learners.

7. 2.3 Learning, Teaching and Assessment

- The post-holder will contribute to the development of an ethos which reflects a commitment to children's rights and positive relationships. They will aim to ensure learners experiences are appropriately matched to their needs.
- The post-holder will take responsibility for the planning, tracking and monitoring of pupils identified to be at the most risk and will be able to provide clear information on attainment.

8. 2.4 Personalised Support

- The post-holder will work with relevant school and partner staff to ensure learners needs are identified and targeted support, including specialist support, is implemented where required. They will attend and contribute to YPPM's where required.
- The post-holder will be highly responsive to circumstances of at risk children, including Young Carers, looked after young people and children living in poverty. They will work with key school staff and partners to remove barriers to learning.

9. 2.5 Family Learning

- The post-holder will work closely with school staff and other relevant partners to minimise the impact of poverty and inform targeted support.

10. 2.6 Transitions

- The post-holder will work on an enhanced transition programme to ensure the needs of the most at risk/disadvantaged children at all stages are met.

11. 2.7 Partnerships

- The post-holder will work to develop and promote partnership working. They will ensure engagement is regular, structured, supportive and efficient in order to meet the needs of our most at risk/disadvantaged learners.
- There will be a clear strategy for growing partnerships and the post-holder will be responsible for allocation PEF resources to develop partnerships.

12. 3.1 Ensuring wellbeing equality and inclusion.

- The post-holder will work to ensure our most at risk/disadvantaged young people are present, participating, achieving and supported within the school environment.

13. 3.2 Raising attainment and achievement.

- The post-holder will work to raise attainment over time for key groups of young people. They will use the schools tracking system to develop an understanding of progress of these young people and ensure effective systems are in place to promote equity for these learners.

14. 3.3 Creativity and Employability

- Increasing employability skills. The post-holder will work closely with the 16+ team within the school to support a move into positive and sustained destinations.

Section 3: Additional Information

The City of Edinburgh Council is an equal opportunities employer and is committed to preventing discrimination on the grounds of sex, marital status, race, colour, religion or belief, political opinion, sexual orientation, nationality, ethnic origin, age, trade union activity, caring responsibilities, or employment status.

We welcome applications from student-centred professionals who demonstrate high expectations, strong commitment, and rigorous professional standards. A willingness to contribute to the wider life of the school is a key quality shared by our motivated and dedicated staff team.

Note: Candidates are required to be registered, or eligible to be registered with, the General Teaching Council for Scotland (GTCS).