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

POST: Support for Learning Leader
SCHOOL: BOROUGHMUIR HIGH SCHOOL

Section 1: Background information

Headteacher: Kate Fraser
School Address: 111 Viewforth, Edinburgh
Tel: 0131 229 9703
Website: <http://boroughmuirhighschool.org>
E-mail: admin@boroughmuir.edin.sch.uk
School Roll: 1625
Staffing Structure: The Senior Leadership Team comprises the Headteacher, 4 Depute Heads, and a Business Manager. Total staffing complement is made up of 108 FTE Teaching Staff and 23 FTE Support Staff. There are 17 Curriculum Leaders (including 5 Pupil Support Leaders and 1 Support for Learning Leader)
Staff Managed by CL 3 FTE Teaching Staff
Teaching time: 20

History and Description of the School:

Boroughmuir High School is situated in the Fountainbridge area of south-central Edinburgh. Providing comprehensive education for S1-S6 pupils, it is a co-educational and non-denominational secondary situated at the northern edge of its own catchment area. The school celebrated its Centenary in 2004. The new school building opened on the Fountainbridge site in February 2018, the previous school building having been in Bruntsfield for more than a century. The pupils who attend the school come predominantly from the three associated Primaries: Buckstone, South Morningside, and Bruntsfield with whom we have excellent working relationships.

Boroughmuir is a high achieving, ambitious school. All staff, both teaching and support, play a crucial role in achieving the school's vision that all young people are supported to achieve their potential. Up to eight National Qualifications are offered to S4 pupils. An extensive diet of Higher courses are offered to S5/6 pupils, with an ever broadening range of other accreditations such as NPAs. Moreover, access is available to neighbourhood provision at Firrhill, James Gillespie's, Liberton, St Thomas of Aquin's and Gracemount, and some senior pupils choose to attend courses run by Edinburgh College. The school continues to realise high levels of

attainment in National Qualifications, Higher and Advanced Higher. In SQA examinations the overall results are well above City of Edinburgh and National levels.

Boroughmuir High School is firmly committed to supporting the totality of the curriculum, exemplified by the wider curricular, leadership and enrichment opportunities afforded to all our young people. All staff are encouraged to consider how they can contribute to this programme. This contributes to the really positive relationships across the full school community.

Boroughmuir High School was also awarded the accolade of Sunday Times Scottish State School of the Year in 2018 and 2012.

School Improvement Plan:

The school is firmly committed to raising attainment, promoting achievement and closing the attainment gap. This improvement plan Session 2025/2026 reflects local CEC and national priorities and is formed around HGIOS₄ and the National Improvement Framework. Infrastructure is in place that all stake holders contribute to this process.

Accommodation and Facilities:

The new school building has been opened since February 2018. It offers state of the art teaching spaces and is in a canal side location offering opportunities for creative outdoor learning.

Section 2: Job Outline

The Support for Learning Leader will manage and lead a team of teaching staff within Boroughmuir High School to ensure high quality teaching and learning with the ultimate aim of maximising attainment and achievement for all learners. They will work as the Support for Learning Leader with a specific remit to take a lead role in managing the Sfl department. This department currently has 1.5 members of teaching staff in addition to the SflL.

The SflL also has regular engagement with a large team of PSAs and a newly appointed PSO.

The Support for Learning Leader will have a maximum of 20 hours pupil contact time. This contact may be with a class, smaller groups or individual pupils.

As well as managing the delivery of individual and group programmes they will be expected to be forward thinking and innovative in terms of ensuring the delivery of the most appropriate support across the curriculum to all levels of ability at all stages in the school.

The Support for Learning Leader will be an active member of the school management team who will be responsible for the development, implementation and monitoring of effective support for learning policies and procedures across the school. There will be a need to keep up to date with current theories and practice relating to effective and inclusive classroom teaching and to ensure that appropriate implementation occurs across school departments as they focus on school, Children and Families and national priorities.

The Support for Learning Leader will have a whole school leadership responsibility to ensure the delivery of universal, targeted and additional support, as appropriate. Depending on the level of need, this support may be delivered by a classroom practitioner, specialist staff or partners.

The SfLL is the lead teacher for the organisation and coordination of Additional Assessment Arrangements (AAA) for SQA, prelims, SNSA and other forms of school assessments.

The Support for Learning Leader will have responsibility for the learning support base and support hub within the school.

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

The Support for Learning 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 Support for Learning Department within whole school priorities
- to develop the departmental improvement plan and be accountable for its progress
- to manage budget and resources of the Support for Learning department/ work collaboratively with the ASL Team to maximise school budgets and resources inc. accommodation and teaching materials to support learners with additional support needs.
- to participate in the recruitment of staff as appropriate

b) Responsibility for curriculum development and quality assurance

- to work with and advise colleagues in a professionally supportive and practical manner to ensure best practice in the classroom
- to engage in cooperative teaching with subject teachers to:
 - model and demonstrate teaching approaches and resources (inc. the effective use of ICT)
 - ensure learners' needs are planned for and met in the classroom
- to support curriculum design and development across subject departments/faculties to ensure an appropriate and inclusive environment through differentiation, personalisation and choice
- to ensure effective procedures for assessing learners' needs, planning and providing quality assurance of support across the school
- to promote active participation of all learners in classroom experiences, self-evaluation and target setting exercises in line with school policy
- to contribute to whole school self-evaluation and improvement planning processes
- to ensure the educational needs of children and young people are identified and addressed within the Child's Plan, and according to proportionate and

agreed processes (eg IEPs, CSPs)

- to undertake specific observations, diagnostic assessment and standardised assessment of individuals to identify and plan for learners' needs and report on their progress.
- to ensure the provision of targeted support through the planning of individual and group programmes, which take account of learners' age and stage.

c) Responsibility for whole school policy and implementation

- to promote, develop, implement and monitor school policies and procedures to ensure compliance with legislation related to:
 - Additional Support for Learning
 - Inclusion, equality and fairness
- to ensure assessment records are carefully analysed and appropriately shared to inform planning and effective learning and teaching
- to ensure that colleagues are familiar with relevant whole-school policies
- to lead and support development work in relation to pupil voice

d) Responsibility for the management and guidance of colleagues

- to lead or contribute to Child Planning meetings and processes, as appropriate.

e) Responsibility for reviewing the Professional Learning (PL) needs, career development and performance of colleagues

- to advise senior managers on the PL needs of staff in light of the school population, legislative frameworks, national, local and school improvement priorities.
- to lead and/or facilitate PL for school staff in the area of additional support for learning
- to develop the work and professional development of SFL teaching staff

f) The provision of advice, support and guidance to colleagues

- to ensure school staff and staff from partner services/agencies are kept informed and updated about the needs of individuals and groups of learners within the school
- to update school staff on national and local policy, procedures and best practice in this area

g) Responsibility for working in partnership with parents, other specialist services/agencies and staff in other schools as appropriate

- to take a lead role in consultation with and involvement of staff from partner and specialist services/agencies, inc the referral of individual learners, to ensure their needs are appropriately identified, support is effectively coordinated and needs are met
- to coordinate and support appropriate assessment arrangements for learners with additional support needs
- to organise the effective deployment of Sfl staff and learning assistants, including the monitoring and evaluation of their work with individuals and groups
- to build partnerships with, and report to the parents of learners with additional

support needs

- to contribute to transition processes, information and arrangements for all relevant learners
- to be responsible to the relevant Depute Head Teacher for the quality of whole school Support for Learning.