

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

POST: CURRICULUM LEADER, [Enhanced Support]
SCHOOL: BROUGHTON HIGH SCHOOL

Section 1: Background information

Headteacher: Roberta Porter
School Address: 29 E East Fettes Avenue, Edinburgh EH4 1EG
Tel: 0131 332 7805
Website: <https://www.broughton.edin.sch.uk/>
E-mail: admin@broughton.edin.sch.uk
School Roll: Approx 1300
Staffing Structure: The Senior Leadership Team comprises the Headteacher, 5 Depute Heads, and a Business Manager. Total staffing complement is made up of **96.73** FTE Teaching Staff and **25.52** FTE Support Staff. There are 8 Curriculum Leaders (including [no] Pupil Support Leaders and 1 Support for Learning Leader)

Staff Managed by CL **Broughton High School Enhanced Support includes:**
1 Curriculum Leader Enhanced Support (advertised post)
1 Wellbeing Hub PSA
1 Wellbeing Hub PSO
1 Enhanced Support teacher
1 Enhanced Support PSO
2 Enhanced Support PSWs
1 Enhanced Support PSA

Teaching time: [20] hours

History and Description of the School:

Broughton High School is founded on the values of respect, inclusion and integrity. We have high aspirations for our young people and believe that together we achieve more. We are a non-denominational secondary school with roll of approximately 1300 pupils, working in partnership with our associated primaries of Flora Stevenson, Ferryhill, Granton and Stockbridge serving our local community in North-West Edinburgh. Broughton fully integrates and embraces three specialist provisions into the life and work of the school: the City of Edinburgh Music and Dance Schools, and the SFA Performance School.

We believe in enabling every young person to fulfil their potential as an individual and as a member of their wider community. We emphasise the importance of excellent teaching and learning and strive to deliver flexible learning pathways that meet the needs of all young people.

Accommodation and Facilities:

We have excellent facilities and accommodation.

Enhanced Support accommodation comprises our Wellbeing Hub with sensory room and our Inclusion Hub (Enhanced Support classroom). We work closely with Faculties across the school to enhance teaching and learning experiences for our pupils

School Improvement Plan:

The school is firmly committed to Inclusion.

Key school improvement priorities linked with this post include:

Developing adaptive teaching and learning approaches

Embedding CIRCLE across the school.

CLPL relating to inclusion

Maximising attainment and achievement for all pupils: literacy, numeracy as well as Health & Wellbeing

Developing our enhanced support provision as part of our Integrated Support Team.

Section 2: Job Outline

The Curriculum Leader will manage and lead a team of teaching staff within Broughton High School to ensure high quality teaching and learning with the ultimate aim of maximising attainment and achievement for all pupils. S/he will work as the Curriculum Leader of Enhanced Support, with a specific remit to take a lead role in managing this curriculum area, covering the following subjects: English, Maths, Science, Health & Wellbeing and other accredited wider achievement courses. This faculty currently has 2 FTE members of teaching staff, including the Curriculum Leader.

As well as managing discrete courses, s/he 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(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 Curriculum Leader will undertake the duties outlined for all teachers as set out in Annex B of 'A Teaching Profession for the 21st Century'. S/he will teach up to [no] 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 [Name] 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 [Name] 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 [Name] 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 [Name] 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 Support for Learning).
- to meet parents and specialist agencies as necessary
- to liaise with the school SQA Co-ordinator and other colleagues to ensure collection of accurate data for SQA 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 [*insert subject(s)*] 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).