

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

POST: **FIXED TERM 0.5 PUPIL SUPPORT LEADER**
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: **1206**
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 **78** FTE Teaching Staff and 16.5 FTE Support Staff.
There are 18 Curriculum Leaders (including 5 Pupil Support Leaders, a Wellbeing Leader and a Support for Learning Leader)
Staff Managed by PSL **0 FTE Teaching Staff**
Teaching time: **5 hours**

History and Description of the School:

Holy Rood is a Roman Catholic secondary school founded in 1971 and has a current roll of 1206 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.

Our school was recently inspected by HMIE in March 2026, when the Quality Indicator 2.3 Learning , teaching and assessment was evaluated as **very good** , and the Quality Indicator 3.2 Raising attainment and achievement was evaluated as very good. The Summarised Insection Findings can be accessed on the HMIE website :: [Holy Rood RC High School | Inspection Report | His Majesty's Inspectorate of Education in Scotland](#)

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. Holy Rood is very strong in its promotion and delivery of all aspects of the DYW and the STEM agenda. Digital learning was identified by HMIE as a significant strength of the school.

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 school's Nurture Room has been carefully planned to support the needs of pupils and is of the highest quality. 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 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 departmental/faculty targets.

Section 2: Job Outline

Fixed Term Pupil Support Leader – Senior Phase

We are seeking a committed and skilled Pupil Support Leader to work with pupils across the Senior Phase, supporting attainment, engagement, and progression into positive destinations. The successful candidate will provide targeted support to pupils in areas such as UCAS applications, college pathways, apprenticeships, and wider post-school options. They will monitor pupil progress, coordinate interventions, and contribute to whole-school improvement by working collaboratively with colleagues, parents/carers, and external partners. A strong commitment to inclusion, effective communication, and ongoing professional learning is essential.

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

The Pupil Support 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 for up to 50% of the pupil week.

The Pupil Support 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 Pupil Support within whole school priorities
 - To oversee Pupil Support improvement plans for the agreed priority areas of specific responsibility within this and be accountable for progress
 - To effectively manage the budget and resources of Pupil Support
 - To participate in the recruitment of staff
- b) Responsibility for Curriculum development and quality assurance
 - To develop and retain an overview of the direction, scope and pace of curriculum development within Pupil Support
 - To promote, develop, implement and monitor school policies related to teaching and learning and Pupil Support
 - To work with and advise colleagues as key adults in a professionally supportive and practical manner to ensure best practice in supporting pupils

- To promote active participation of pupils in school experiences and their participation in self-evaluation and target setting exercises in line with school policy
 - To oversee arrangements for assessment and reporting for pupils in their caseload
 - To ensure that assessment records are carefully analysed to identify areas of success or concern and implement appropriate action.
- c) Contribute to whole school policy in relation to behaviour management of pupils
- To support colleagues in the effective implementation of the school's behaviour policies
 - To ensure that colleagues are familiar with relevant whole school policies
 - To ensure pupil records are carefully maintained, analysed and shared with colleagues to inform effective planning and effective learning and teaching
 - To lead and support development work in relation to Pupil Voice
- d) Responsibility for the joint management and guidance of colleagues in Pupil Support
- Joint leadership and management of Pupil Support meetings and quality assurance processes
 - To ensure that colleagues are familiar with whole-school policies and the pupil support improvement plan
 - To develop and maintain a Pupil Support handbook
- e) Responsibility for reviewing the CLPL needs, careers development and performance of colleagues
- To lead and/or facilitate CLPL for school staff in the area of pupil support
- f) The provision of advice, support and guidance to colleagues
- To initiate professional discussion, as appropriate, relating to theories, practices and research information on pupil support
 - To update school staff on national and local policies, procedures and best practice in pupil support
- g) Responsibility for working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate
- To be responsible to the relevant Depute Head Teacher for the quality of whole school pupil support
 - To initiate and participate in whole school consultation, cross departmental discussion and decision-making processes and subject enquiries
 - To promote and implement effective links with Pupil Support Leaders and staff and the Support for Learning Leader
 - Meet parents and specialist agencies as necessary to support pupils at all stages in their school career
 - To liaise and work directly with all agencies as part of Getting It Right For Every Child

Section 3: Any special requirements

The Pupil Support Leader will have significant relevant experience as a teacher and have achieved the highest level of professionalism in the classroom. A sound knowledge of current national Health & Wellbeing 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 Pupil Support 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 Pupil Support 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).