

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

POST: PUPIL SUPPORT LEADER
SCHOOL: ST THOMAS OF AQUIN'S RC HIGH SCHOOL

Section 1: Background information

Headteacher: Mr Christopher Santini
School Address: 12-20 Chalmers Street
Tel: 01312298734
Website: st-thomas-of-aquins.org.uk
E-mail: admin@st-thomasaquins.edin.sch.uk
School Roll: 838
Staffing Structure: The Senior Leadership Team comprises the Headteacher, 3 Depute Heads, and a Business Manager. Total staffing complement is made up of 42.66 FTE Teaching Staff and 15.48 FTE Support Staff. There are 15 Curriculum Leaders (including Pupil Support Leaders and 1 Support for Learning Leader)

History and Description of the School:

St Thomas of Aquin's vision is of a community where all belong, guided by honesty and compassion, aspiring to grow in faith and learning, and supporting each other to fulfil our God-given potential. The school and Faculty improvement cycle focusses on the leadership of staff and pupils to improve the learning experiences which will then translate into the best attainment and achievement outcomes for pupils. St Thomas of Aquin's is focused on improving literacy and numeracy outcomes for all pupils; closing the attainment gap between the most and least disadvantaged pupils; improvement in pupils' health and wellbeing; and improvement in employability skills and sustained, positive school leaver destinations for all pupils.

For further information regarding St Thomas of Aquin's RC HS please refer to the school website: <https://www.st-thomas-of-aquins.org.uk>

Accommodation and Facilities:

Situated on Chalmers Street in Edinburgh, the re-building of the school was completed in 2002 and has since been awarded the SCALA award for design in public buildings for 2003. The school includes a library; a learning & nurture hub, a secondary resource provision; an oratory; a chaplaincy base; a games hall; a dance studio; an art and design suite including an audio-visual room; two drama rooms; three music practice rooms; a recording studio; an assembly hall; a Senior Leadership Team (SLT) and Pupil Support suite; a support for

learning area; 18 staff bases; a staffroom; a small and large flexi-base; and three interview rooms. The school grounds occupy a site on Chalmers Street with a small playground, a monitored back gate entrance, a main entrance and a community entrance. The building is wheelchair accessible.

School Improvement Plan:

The school is committed to achieving excellence through continuous improvement based on routine critical self-evaluation. We focus on key Health and Wellbeing; Learning and Teaching; and Attainment and Achievement outcomes and will review our performance against the quality indicators and advice outlined in 'How good is our school 4' (HMIe: 03/07), working collegially as a learning community, in order to maximize success for all our learners. In line with CEC and National Priorities, the school improvement plan for 2025/26 will focus on:

- Improvement in children and young people's attainment/achievement, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Section 2: Job Outline

The Pupil Support Leader will be part of a Leadership and Management team within St Thomas of Aquin's RC High School High School to ensure high quality pupil support with the ultimate aim of maximising attainment and support for all pupils. S/he will work as the Pupil Support Leader with a specific remit to take a joint lead role in managing the Pupil Support department with other Pupil Support Leaders.

As well as managing Pupil Support, s/he will be expected to be forward thinking and innovative in terms of leading, managing and delivering the most appropriate PSE/HWB courses to all levels of ability at all stages in the school.

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 and be accountable for their 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 CPD needs, careers development and performance of colleagues
 - To lead and/or facilitate CPD 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).