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| <b>POST TITLE</b>     | <b>CURRICULUM LEADER – MATHEMATICS</b><br><b>(TEMPORARY UNTIL 29<sup>TH</sup> JUNE 2027)</b> |
| <b>DIRECTORATE</b>    | <b>CHILDREN, EDUCATION &amp; JUSTICE SERVICES</b>                                            |
| <b>SERVICE</b>        | <b>SCHOOLS &amp; LIFELONG LEARNING</b>                                                       |
| <b>RESPONSIBLE TO</b> | <b>HEAD TEACHER</b>                                                                          |

**POST:** **TEMPORARY CURRICULUM LEADER, MATHEMATICS FACULTY**

**SCHOOL:** **GRACEMOUNT HIGH SCHOOL**

**Headteacher:** Ross Hunter

**School Address:** 136 Lasswade Road

**Tel:** Edinburgh

**Fax:** 0131 664 3902

**Website:** [www.gracemounthighschool.co.uk](http://www.gracemounthighschool.co.uk)

**E-mail:** [admin@gracemount.edin.sch.uk](mailto:admin@gracemount.edin.sch.uk)

**School Roll:** 700

**Staffing Structure:** The Senior Leadership Team comprises the Headteacher, 3 Depute Heads, and a Business Manager. Total staffing complement is made up of 50 Teaching Staff and 19 Support Staff. There are 12 Curriculum Leaders (including 3 Pupil Support Leaders and 1 Support for Learning Leader)

**Staff Managed by CL** 2 Teaching Staff

**Teaching time:** 18 hours, 20 minutes out of the 35 hour working week

### **History and Description of the School:**

Gracemount High School is a non-denominational secondary school with a roll of around 700 pupils which serves the community of Southeast Edinburgh. The school was founded in 1959 as a junior secondary school and since the late 1960s has been a fully comprehensive six-year high school.

Gracemount High School was built under PPP and opened in 2003. The school's leadership team comprise the Head Teacher, three Depute Head Teachers, a Senior Development Officer and a Business Manager. We have a complement of 50 teaching staff and 20 support staff. We are a successful and thriving school community that serves a socially diverse community. Over 70% of our students live in quintile 1 and 2 of the Scottish Index of Multiple Deprivation. We are proud of every one of our students and our staff are skilled, conscientious, and caring.

We are looking to appoint a highly skilled and motivated Temporary Curriculum Leader for Mathematics with a passion for making a difference and impacting positively on our community

and on young people's lives. The candidate must have a strong commitment to inclusion, school improvement and understand the challenges of working in an area of significant deprivation.

For further information on our school please visit our website [here](#).

This post is regulated work with children and/or protected adults under the Protection of Vulnerable Groups (Scotland) Act 2007. The preferred candidate will be required to join the PVG Scheme or undergo a PVG Scheme update check. Where an individual has spent a continuous period of 3 months or more out with the UK in the last 5 years, an Overseas Criminal Record Check will be required. You will be required to provide this check. An unconditional offer of employment and commencement in the post will be subject to the outcome of both these pre-employment checks being deemed satisfactory.

Salaries will be in accordance with the Scheme of Salaries and Conditions of Service for Teaching Staff in School Education.

We are committed to a diverse and inclusive workforce where everyone feels valued and able to be their best. We particularly encourage applications from women for senior roles, as well as people from minority ethnic backgrounds, people with disabilities or neurodivergent people, care experienced people, carers and LGBT+ people across all levels of the organisation, all of whom are currently underrepresented. All applicants will be considered fairly based on skills and experience. Disabled and care-experienced applicants who meet the minimum job criteria will be guaranteed an interview.

#### **School Vision Statement – A statement of our intent**

"Committed to Care and Excellence" – candidates must be able to bring our vision to life in the day-today work in our school.

**School Values** - Our school values of Responsible, Respectful and Safe underpin our positive culture and ethos; where building the confidence and celebrating success of our young people is at the heart of what we do.

**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 caring for our young people and placing them 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 believe in challenging all our students to achieve their full potential both academically and through realising their wider gifts and talents. We are also committed to developing the qualities and values in our young people which will ensure they become responsible citizens of whom this community can be proud.

Gracemount High School was the very first local authority secondary school to achieve the Rights Respecting School Gold Award, 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.

### **School Improvement Plan:**

The core priorities of Gracemount High School are in line with CEC priorities and the National Improvement Framework. All members of the Senior Leadership Team have participated in the Simon Breakspear Agile Leadership Programme and have a firm understanding of how to lead to school improvement based on clear thinking, responsive actions and lean monitoring. We are highly inclusive in our approach, and we strive to ensure the very best for all our young people.

A copy of the school's improvement plan and other key policies can be found [here](#).

### **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 21<sup>st</sup> 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.

### **Section 2: Job Outline**

The Curriculum Leader will be an active member of the school's Extended Leadership Team (ELT) and 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 CL will undertake specific duties related to the following:

- a) responsibility for the leadership, good management and strategic direction of colleagues
  - to oversee the actions to address the whole-school improvement plan including self-evaluation, monitoring and evaluating and the National Improvement Framework
  - to support the improvement of attainment across the whole school
  - to be responsible for the planning and strategic direction of a number of faculties within whole school priorities.

- to prepare, develop, promote and implement whole school improvement plans
- to be involved in the recruitment of staff

b) curriculum development and quality assurance

- 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 oversee faculty Improvement Plans and monitor their progress

c) the management and guidance of colleagues

- to lead several faculties including undertaking regular Shared Classroom Experience activities.
- to ensure that colleagues are familiar with whole-school policies and the whole school improvement plan

d) reviewing the CPD needs, careers development and performance of colleagues

- to co-ordinate the CPD Programme (including Professional Review & Development)
- to carry out professional reviews within the relevant faculties and with other line management responsibilities

e) 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

f) working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate

- to promote and implement effective links with external agencies

g) the management and guidance of pupils

- to supervise enrolments in identified Year Groups
- to act as SLT link for house groups working closely with the relevant PSLs
- to take a lead role within the school's behaviour management policy, including dealing with exclusions and re-admissions

h) to carry out all other duties as agreed with the headteacher

### **Section 3: Any special requirements**

The CL will have significant relevant experience as a teacher and have achieved the highest level of professionalism in the classroom.

The CL 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 CL 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 dependents or employment status.

**Interview dates to be confirmed**

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