

POST TITLE	DEPUTE HEADTEACHER
DIRECTORATE	COMMUNITIES AND FAMILIES
SERVICE	SCHOOLS & LIFELONG LEARNING
RESPONSIBLE TO	HEAD TEACHER

POST: DEPUTE HEADTEACHER
SCHOOL: QUEENSFERRY HIGH SCHOOL

QHS School Video - <https://vimeo.com/759563018>

Section 1: Background information

Headteacher: Craig Downie
School Address: 80 Station Road, South Queensferry EH30 9JX
Tel: 0131 319 3200
Website: www.queensferryhigh.co.uk
E-mail: admin@queensferry.edin.sch.uk
School Roll: 1282
Staffing Structure: The Senior Leadership Team comprises the Headteacher, 4 Depute Headteachers and a Business Manager. Total staffing complement is made up of 93.5 FTE Teaching Staff and 30 Support Staff. There are 17 Middle Leaders (8 Curriculum Leaders, 6 Pupil Support Leaders, the Support for Learning Leader, the Enhanced Support Leader and the Wellbeing Hub Leader)
Staff Managed by DHT Up to 6 Curriculum Leader Links

History and Description of the School

Queensferry High School is a non-denominational secondary school built in 1969, which serves the area of northwest Edinburgh. It serves the communities of Echline, Queensferry, Dalmeny and Kirkliston. We have a strong ethos at Queensferry High School and are proud to create an atmosphere and learning environment which prepares young people with the knowledge and skills for a successful adult life. Our school values include being Responsible, Supportive, Ambitious, Honest, Fair and Committed, with Respect at the heart of our core values.

School Improvement Plan

The school is firmly committed to improving attainment/achievement, particularly in literacy and numeracy; closing the attainment gap between the most and least advantaged children; improving young people's health and wellbeing; improving employability skills and positive

destinations for all young people. These are whole school priorities and reflect local, CEC and national priorities.

Accommodation and Facilities

The school moved into the brand new building in the summer of 2020 under the Government's Scotland's Schools for the Future Initiative. We have excellent resources and each room is fully equipped with up-to-date IT resources. The grounds are surrounded by a car park and playing fields. The new build has capacity for 1,200 students and has commanding views of the Forth estuary (including the three bridges).

Further information can be obtained at Queensferry High School – Work Hard and be Kind (queensferryhs.co.uk)

Please note that this job description below covers the remit of all 4 DHTs. The actual DHT remit for this post will be negotiated with the Headteacher, however, it is likely that the successful candidate will be asked to lead on **Learning & Teaching**.

Section 2:

The Job Outline

The DHT will be an active member of the senior leadership team who will share responsibility for the development, implementation and monitoring of effective teaching and learning policies and procedures within the school with the ultimate aim of maximising attainment for all students. The DHT needs to remain aware of current theories and practice relating to effective classroom teaching and an ability to ensure that appropriate implementation occurs within allocated faculties as they focus on school, Council and National priorities. The DHT will work as the link for up to 4 curricular areas.

The DHT will undertake the duties outlined for all teachers as set out in 'A Teaching Profession for the 21st Century'. The DHT may teach for up to 12 hours per week.

The role of the Depute Headteacher is to assist and, where necessary, to deputise for the Headteacher in the conduct of the school's affairs.

The **4 DHTs** will undertake specific duties related to the following:

(a) Responsibility for the leadership, good management and strategic direction of the school.

- Prepare, develop, promote and implement whole school improvement plans.
- School Co-ordinator responsibilities from the following: Learning and Teaching, Curriculum, Continued CLPL, Study Support, Primary transition, Mentoring and Tracking, Enrolments.
- Head of Pupil Support:
 - Equalities Co-ordinator
 - Additional Support for Learning Team Leader
 - 16 plus Co-ordinator

- Improving attainment as Year Head or Head of House.
 - Senior leadership link with faculties (up to 5), responsible for quality assurance.
 - Shared responsibility for day to day running of school.
- (b) Responsibility for school policy for the behaviour management of pupils.
- To lead with regard to overall pupil conduct and support as year head, including attendance and punctuality. Also recruit and manage House/ School officials, prefects and the common room.
 - Responsible for school transport – safety and behaviour of pupils.
- (c) The management of staff, and the provision of professional advice and guidance to colleagues.
- Head of Pupil Support – oversee all aspects of the work of Support for Pupils and Support for Learning.
 - Initial Teacher Education (Student Regent) and Induction manager for all staff new to school.
 - Faculty link offering support and challenge to Curriculum leaders of faculties.
- (d) The management and development of the school curriculum.
- As a member of Senior leadership team to contribute to the development of whole school curriculum.
 - Participate as a member of the school timetabling team.
 - Curriculum choice and management; class organization.
- (e) To participate in the selection and appointment of the staff of the school.
- Participate in the recruitment and selection process for faculty teaching staff and for staff other than teachers.
- (f) To promote the continuing professional development of faculty staff and to ensure that staff have an annual review of their development needs.
- Responsibility for whole school CPD.
 - Responsibility for CPD for faculty staff and to ensure that staff have an annual review of their development needs.
- (g) Working in partnership with parents, other professionals, agencies and schools.
- Delegated Named Person responsible for maintaining good relationships with partnership services and agencies in support of young people and families within Queensferry CHS.
 - Liaison with colleges and universities.
 - Responsibility for reporting to parents and parents' evenings.
 - Act as SQA Co-ordinator.
 - Charities Co-ordinator.
 - Liaison with Primary school staff.
- (h) To carry out all other duties as agreed with the Headteacher.

Section 3: Other Requirements

The Depute Headteacher will have significant relevant experience as a teacher who is qualified to teach in a secondary curricular area and has 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 Depute Headteacher 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 Depute Headteacher should demonstrate:

- proven ability to form good relationships with students, parents, staff and the wider community
- enthusiasm, energy, commitment, initiative, optimism and flexibility
- an empathy with students
- 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.

Candidates are required to be registered/eligible to be registered with GTCS.

EMPLOYEE SPECIFICATION:

Depute Head Teacher	Essential	Desirable
Experience	Able to demonstrate wide teaching experience with knowledge of all stages Experience of collation and analysis of attainment data eg SQA	Experience of assisting with school timetabling Experience of co-ordinating SQA activities

	Management experience including the management of resources, staff development/curriculum development Experience of self-evaluation at a personal and school level Contribution to educational curriculum improvement planning/development at school/cluster level Experience of working in partnership with parents and external agencies Involvement in the establishment of school policies	Working with pupils with a range of learning needs Relevant experience in more than one school Leading on participating in school/cluster working parties
Knowledge, Skills and Understanding	Awareness of appropriate leadership and management theory Ability to demonstrate effective administrative skills of a high order Ability to demonstrate effective management skills Awareness of current learning theories and their implications for teaching Awareness of current curriculum principles and proposed changes Understanding of current Child Protection legislation Ability to demonstrate high level of inter-personal skills.	Ability to use IT to support learning and teaching, and for school administration and management purposes An understanding of the Additional Support for Learning Act

	Ability to motivate and lead a team An understanding of the principles of pupil support strategies Ability to prioritise, organise and plan ahead	
Qualifications and Training	Educated to degree level or equivalent Appointment subject to current and full GTCS Registration	Leadership and Management training
Competencies (Governed by GTCS)	Professional knowledge and understanding Professional skills and abilities Professional values and personal commitment	
Job Specific requirements	Ability to demonstrate commitment to personal development and/or evidence of recent professional development appropriate to the role as a senior school manager Ability to work in partnership with others in a wide range of school matters and by sharing the responsibility for decision making Ability to demonstrate initiative and make decisions in emergency situations Ability to take personal responsibility for specific projects,	

	either individually or by leading a team Ability to prioritise competing work demands and to deploy strategies to manage workload effectively Ability to relate to and form effective relationships with pupils, staff, parents and members of the wider community in order to create a purposeful working environment Ability to set high standards which challenge and inspire pupils and staff to high achievement Ability to demonstrate understanding of the purposes and processes of professional review and development	
Applicants should always check the Job Vacancy Summary for any specific employee specification requirements for the advertised vacancy.		