



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

POST: PUPIL SUPPORT LEADER
SCHOOL: GRACEMOUNT HIGH SCHOOL

Section 1: Background information

Headteacher: Ross Hunter
School Address: 136 Lasswade Road
Tel: Edinburgh
Fax: 0131 664 3902
Website: www.gracemounthighschool.co.uk
E-mail: admin@gracemount.edin.sch.uk
School Roll: 600

Staffing Structure:

The Senior Leadership Team comprises the Headteacher, 2 Depute Heads, and a Business Manager. Total staffing complement is made up of 49 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 PSL o
Teaching time [11.25] hours (subject to local agreement)

History and Description of the School:

Gracemount High School is a small non-denominational secondary school with a roll of approximately 600 (although expected to rise significantly) pupils which serves the community of South East 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 (Public-Private-Partnership) and opened in 2003.

The rapid change in the social demographics of our community presents the school with the widest of challenges in supporting the diverse needs and aspirations of a complex and socially diverse community.

In line with Curriculum for Excellence we have provided a new, exciting and relevant curriculum which would best support learner’s needs. We value all our students equally and provide them with a range of individualised education programmes which are designed to meet their needs

and prepare them for the next stage of their journey when they leave school. Our positive destination figures reflect a genuine commitment to ensuring positive outcomes for all young people.

Our "Gracemount Guarantee" is designed to offer opportunities for personal achievement throughout the Broad General Education and we have developed a senior phase approach based on personalisation and choice which is designed to ensure all our students have the opportunities to realise their full potential. Parents and students have been highly complementary of the new approach which has improved the life chances of many of our youngsters.

One of the many positives is our commitment to learning through ICT. As part of this commitment all our students in S4-6 have an iPad to support both their learning in school and at home. This exciting initiative enables our students to access the very latest resources and innovative learning methodologies.

Recently the school embarked on a review of its Vision and core values for 2025. As a result, we now have a clearly defined vision statement and set of values that are promoted in the school and across the community.

The school's philosophy is reflected in these and in our motto which is "Committed to Care and Excellence". 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.

We were the first secondary school in Edinburgh to achieve the UNICEF Rights Respecting School Gold Award and we are very proud of this.

The school has a website which can be viewed at www.gracemounthighschool.co.uk

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 21st 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.

School Improvement Plan:

The core priorities of Gracemount High School are clearly in line with CEC priorities and the National Improvement Framework. We are highly inclusive in our approach and we strive to ensure the very best for all our young people.

Gracemount High School is 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. We have a clear set of values that set out what we believe is important for all members of our school community.

GRACEMOUNT HIGH SCHOOL – School Vision and Values

Vision Statement – “Gracemount High School creates a Responsible, Respectful and Safe community that values learning, success and wellbeing”.

School Values

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 placing the young people 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 can achieve.

We are looking to appoint an outstanding, energetic and committed Pupil Support Leader who will join a group of committed and hardworking staff and place young people at the heart of what they do. Applicants must have a willingness to lead, learn and contribute to whole school improvement with a focus on Pupil Support.

Section 2: Job Outline

The Pupil Support Leader will be part of a Pupil Support team of four staff including a Curriculum Leader for Support for Learning. Within Gracemount High School they work to ensure high quality pupil support with the aim of maximising attainment and support for all pupils. S/he will work as the Pupil Support Leader for Tiree House with a specific remit related to parental engagement and work experience. They will also be the lead for the JET programme within the school. They will 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 schools extended 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).