



St Aidan's High School



Depute Headteacher – Remit

Main Duties and Responsibilities

1. Leadership and Management (HGIOS?4 QI 1.1, 1.2, 1.3. 1.4. 1.5)

Year Depute Headteacher responsible for S2

Lead and manage the Faculty Heads of the link faculties: Languages and Drama; Maths & Business and Expressive Arts, modelling the GTCS Standards for Leadership and Management.

Create and review improvement plans for strategic SLT remits within the School Improvement Plan

Review link faculties' annual Faculty Improvement Plan aligned with the School Improvement Plan and NLC priorities.

Chair regular faculty link meetings, ensuring effective communication, collaborative working and shared accountability.

Support link Faculty Heads with faculty self-evaluation using HGIOS?4, including classroom visits, learning conversations, work sampling, pupil voice and attainment analysis.

Manage resources and devolved budget, ensuring best value, appropriate stock control, compliance with health and safety requirements and promotion of equity and social justice.

2. Curriculum (HGIOS?4 QI 2.2)

Ensure curriculum coherence, progression and appropriate challenge from S1 to S6, in Literacy and Numeracy, including effective transition from associated cluster primary schools.

Ensure that link faculties maintain up-to-date course documentation: course outlines, schemes of work, assessment calendars, internal verification records and Qualifications Scotland prior verification materials.

Lead curriculum innovation, particularly in Literacy and Numeracy across learning and interdisciplinary learning, in line with the Curriculum Improvement Cycle frameworks.

3. Learning, Teaching and Assessment (HGIOS?4 QI 2.3)

Develop, promote and evaluate the school's Learning, Teaching and Assessment policy, including Digital Learning, to ensure highly effective learning and teaching across the school.

Ensure that learning experiences are engaging and that teaching is adaptive

Carry out a planned programme of classroom visits, learning conversations and quality assurance, providing constructive and developmental feedback as part of the whole school self-evaluation and quality assurance calendar.

Ensure assessment is valid, reliable and effectively informs next steps in learning.

Lead internal moderation and contribute to cluster and school moderation activities.

Ensure pupils receive timely, high-quality feedback in line with school policy.

Facilitate the completing of SNSAs and ACEL data collection.



4. Raising Attainment and Achievement (HGIOS?4 QI 3.2)

Use Power BI dashboard, Insight, SEEMIS, Results Machine and 'SEEK' our whole school tracking systems to monitor pupil progress through the BGE and into the Senior Phase identifying those requiring support or challenge.

Lead year group tracking and reporting processes, ensuring data is accurate and used to inform timely interventions.

Set, monitor and review attainment targets in collaboration with the HT.

Plan and implement targeted interventions to maximise attainment.

5. Wellbeing, Equality and Inclusion (HGIOS?4 QI 3.1)

Promote the wellbeing of all learners in line with GIRFEC and the SHANARRI indicators.

Ensure appropriate planning for pupils with Additional Support Needs, including those with GIRFME plans

Promote equity and inclusion, working to reduce the poverty-related attainment gap through high-quality universal provision and targeted support.

Liaise effectively with Pupil Support staff, Support for Learning colleagues and partners, where appropriate

6. Staff Leadership and Professional Learning (HGIOS?4 QI 1.3)

Oversee Professional Update (PU) and Professional Review and Development (PRD) for all staff in line with GTCS and NLC procedures.

Identify individual, faculty and whole staff CLPL needs and facilitate appropriate professional learning opportunities.

Support and mentor probationer teachers, student teachers and new staff.

Promote a culture of professional enquiry, collaboration and distributed leadership.

7. Whole-School Contribution (HGIOS?4 QI 3.2)

Contribute to the Senior Leadership Team (SLT) and the Extended Leadership Team (ELT) and participate in whole-school working groups as required.

Lead or contribute to whole-school improvement priorities.

Promote the school through transition activities, progress evenings, course choice events and wider school events.

8. Other Duties

Undertake such other duties as may reasonably be required by the Headteacher, in line with the SNCT *Handbook of Conditions of Service* (Job Profile for Depute Headteacher) and the post-holder's contract.