



**The Edinburgh Academy**

## **Head of Support for Learning Senior School**

**From August 2019**

**Independent Co-educational Day School**

**Senior School: 625 pupils aged 11 -18**

**Junior School: 396 pupils aged 5 -11**

**Nursery: 93 pupils aged 2 - 5**

Scottish Charity No: SC 016999

## **The Edinburgh Academy Introduction**

The Edinburgh Academy is an academically selective, independent, co-educational day school for pupils aged 5 -18 years with a reputation for being caring and friendly. The Edinburgh Academy aims to be forward-looking and progressive but also greatly values its long held traditions. The School has a strong reputation for individual attention and excellence in its pastoral care and co-curricular provision. The School consists of a Senior School containing approximately 625 pupils and a Junior School containing approximately 396 pupils, and we have a Nursery department of around 100 pupils. The School is a member of HMC.

### **The School's Place in Edinburgh**

The School was founded in 1824 and has been regarded as a leading educational establishment within the City of Edinburgh and across Scotland ever since. Original Directors included the leading literary names of their age such as Sir Walter Scott. Robert Louis Stevenson and James Clerk Maxwell were also pupils at the School. The Senior School occupies a site in Henderson Row, less than a mile from Princes Street and at the northern limits of the Georgian 'New Town', of which it was designed to be a part.

Further details about the School and its resources can be found on the School website - [www.edinburghacademy.org.uk](http://www.edinburghacademy.org.uk)

### **Classes and Assembly**

7ths (S6) and 6ths (S5) classes are organised by tutor groups studying either Highers, Advanced Highers or GCE A-level. A School Assembly is held at 8.40am each morning, and is attended by the whole school. School Services for the whole school are held on several occasions during the session.

### **Exam Results**

The Edinburgh Academy uses both English and Scottish examination boards. Nearly all subjects now present SQA National 5, Higher and Advanced Higher examinations. Each year, a significant number of our 7ths (S6) hold unconditional and conditional offers at very competitively sought universities on the basis of their Higher results and their Advanced Higher/A-level predictions. Yearly academic results can be found on the School website.

### **Games and Activities**

At the Edinburgh Academy, sport offers opportunities at all levels. The PE curriculum is varied, encompassing a wide variety of team games and individual sports. The School runs teams in a large number of major and minor sports and encourages pupils to represent the School at one or more sports at any age group.

In Music, there are about 20 performing groups including orchestras, choirs, wind bands, a big band and several chamber groups.

In Drama, there are usually three or four main productions each year. There is a fully active LAMDA qualification schedule in acting, reading for performance, mime, public speaking and Musical Theatre in place.

# Head of Support for Learning (Senior School) Job Description

## Support for Learning Department Details

### Introduction

#### Curriculum offered and organisation of teaching groups

The Department works towards a policy of inclusion in the younger years of the Senior School and support is generally offered in the classrooms. A small number of pupils in each year group from P7 (Geits) to 5ths (S4) may be withdrawn from class once a week for additional support. For a very few pupils, more in-depth support is offered in place of a subject. Senior pupils (S5-6) may be offered study support classes.

Members of the SfL Department team teach with subject specialists to deliver supportive strategies in the lower sets of English and Maths.

The Department supports all pupils preparing for public examinations under the Joint Council for Qualifications and the Scottish Qualifications Authority.

### Staff

The Department consists of one Head of Department, one full-time SfL teacher, one full time ESOL/SfL teacher and one part-time (0.7) member of staff. One full time Classroom Assistant is employed on a one-year fixed contract to support pupils in subject classes across all year groups as required.

### Accommodation and resources

The Department occupies four teaching classrooms. One room is dedicated to the Transition Years. One room is dedicated to the teaching of ESOL. Another room is equipped with a Smart Board, Apple TV and computers, with additional annexe housing three computers for quiet study. The fourth room also has Apple TV with iPads for pupil and staff use.

### Purpose

- To use a range of strategies in teaching individuals or small groups within the Support for Learning Departments
- To collaborate with class and subject teachers and work co-operatively with them to offer additional support within class
- To create a safe, stimulating and supportive learning environment that enables pupils to succeed in their learning
- Set very high expectations and champion the right of every student to succeed
- Understand the barriers that students face and the pedagogy and support that make most difference to their life chances
- Work in partnership with parents and lead development of teachers' practice in meeting the needs of SfL pupil students across the school
- Initiate, develop and sustain the work of our SfL Department in offering targeted programmes of support for literacy, numeracy and emotional resilience
- To work closely with and build on the success of our Junior SfL Department

The Support for Learning Department (Junior and Senior School) operates a whole school policy in their provision for pupils with Additional Support Needs.

### The Post

The successful candidate should be an experienced classroom practitioner, able to teach in the range of Primary 7 to Senior Secondary. An important aspect to the post will be the years leading up to and following the transition from Junior to Senior School. A degree in a relevant area is essential. A proven ability in teaching children with Additional Support Needs and having appropriate qualifications in Specific Learning Difficulties is highly desirable. Enthusiasm, energy, flexibility and patience are also important qualities.

The appointment will be made without regard to gender or ethnic origin.

The school operates a 45 period week and the Head of Support for Learning is likely to teach approximately 37 periods, inclusive of 3 or 4 periods of contribution to the school's co-curriculum. An additional allowance of 6 periods is given for the performance of the administrative and managerial tasks described below. In practice therefore, the successful candidate will teach around 28 periods within the department which should allow him or her to teach pupils from at least five of the school year groups.

### **Duties and Responsibilities**

We are seeking to make a full time appointment. We are looking for an excellent, committed and dynamic teacher who will lead this important area of the curriculum.

The Head of Support for Learning is expected to use his/her professional judgement, within such reasonable guidelines as the Rector shall from time to time specify, in determining what is in the best interests of pupils, staff and school. He/she may advise the Rector or Deputy Rectors, consult with colleagues or act in accordance with that judgement as may be appropriate in any particular circumstances.

#### **AIM:**

To manage the various resources made available to the Department with the object of providing the most effective and efficient learning environment for pupils at the Edinburgh Academy.

**The specific responsibilities relating to the Head of Support for Learning will be:**

- A Strategic direction and development of SfL provision in the Senior School - with the support of, and under the direction of the Rector and SMT to:**
- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum
  - Support all staff in understanding the needs of SfL pupils and ensure that objectives to develop SfL are reflected in the school development plan
  - Regularly monitor progress of objectives and targets for pupils with SfL from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
  - Analyse and interpret relevant school, local and national data and advise the Rector on the level of resources required to maximise achievement
  - Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- B Teaching and learning - to:**
- Support the identification of, and disseminate the most effective teaching approaches for pupils with SfL
  - Collect and interpret specialist assessment data to inform practice
  - Work with pupils, class teachers and key stage managers to ensure realistic expectations of pupils
  - Monitor the use of resources, teaching activities and target setting and develop a recording system for progress
  - To support pupils using Assistive Technology e.g. Text to Speech software, Computer Dictation.
- C Leading and managing staff - to:**
- Achieve constructive working relationships and establish opportunities for the teachers to review the needs, progress and targets of pupils with SfL
  - Provide regular information to the Deputy Rectors, Rector and governing body on the evaluation of SfL and ESOL provision
  - Advise on and contribute to the professional development of staff
  - Support the deployment of classroom assistants for cover work and monitor associated standards
- D Effective deployment of staff and resources - to:**
- Advise the Rector, SMT and governing body of priorities for expenditure and deployment of staff, and utilise allocated resources with maximum efficiency
  - Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SfL policies
  - Take on any additional responsibilities, which might from time to time be determined

**The responsibilities common to all Heads of Department also include:**

1. All matters relating to the teaching and examining of subject areas administered by the Department.
2. Contributions to and leading the highest quality teaching and learning up to and including 7ths (S6), throughout the Senior School.
3. All aspects of the fabric and resources of the Department.
4. Matters relating to the recruitment, welfare, discipline and performance of those staff members whose timetable lies wholly or partly within the Department.
5. Contribute to and promote the collegiate philosophy, which underpins departmental activities at the Edinburgh Academy, delegating responsibilities as appropriate.
6. Support colleagues in their professional development and contribute to the school Professional Review process.
7. Matters relating to the administration of the Department's share of the academic budget, and any other departmental finance which may be required.
8. Matters of inter-departmental or whole school concern, including health and safety issues, the internal ethos and external image of the school.
9. Promote and protect children's welfare in all aspects of their contribution to school life and follow school Health and Safety guidelines.
10. Contribute to the Department's co-curricular activities and participate in the wider school programme of co-curricular activities.
11. Work closely with the Head of the Junior School in developing suitable continuity in studies by pupils and their transition between Schools.
12. Contribute to the overall marketing and development of the Schools reputation and promote the profile of the Support for Learning Department within the extended Academy community.

**The following duties and responsibilities are associated with all teachers at the Edinburgh Academy:**

- To plan, prepare and teach lessons to all assigned pupils according to their educational needs
- To assist pupils in setting targets for their learning
- To assess, record and report on the progress of the pupils within the guidelines written in the Staff Handbook
- To engage with the wider School Curriculum in a manner which is consistent with the ethos of the School
- To carry out such administrative and other routine tasks as are outlined in the Staff Handbook
- To demonstrate a commitment to both individual professional development and to the developing curriculum in the School
- To carry out any other duties and to assume any other responsibilities as the Rector shall from time to time reasonably request
- To be conscious at all times of the importance of the external image of the School and to act in a professional and constructive manner with pupils, parents and external agencies

**Short-listed candidates will be asked to plan and teach a lesson. The current Head of Department will contact candidates selected for interview with more details.**

**Reporting**

The Head of Support for Learning will report to the Deputy Rectors on matters of whole school commitments, professional development and personal absence.

**Remuneration Package**

The Academy pay scale shadows the national scale for teachers and promoted posts, but also offers a special supplement in recognition of the extra contributions made by teachers outwith their classroom duties. The Academy supplement, in common with all teaching positions, currently runs at an 8% addition to national scale points.

The successful candidate will be entitled to join the Scottish Public Pension's Agency's teachers' superannuation scheme.

The terms and conditions may be discussed at interview.

**Applications**

Applications are welcome from well-qualified graduates for this post of Head of Support for Learning. Candidates should complete all sections of the application form, which should be emailed to [rectoroffice@edinburghacademy.org.uk](mailto:rectoroffice@edinburghacademy.org.uk)

Candidates are welcome, if they wish, to send a copy of their curriculum vitae, including full details of qualifications and experience, and/or a covering letter explaining why they think they are particularly suited to the role and how it may fit in with future aspirations. However, please note that this is entirely optional and the short listing for interview will be based on the application form. The appointment will be made without regard to gender or ethnic origin. Further details are available from the Rector's Office - 0131 624 4911 [rectorsoffice@edinburghacademy.org.uk](mailto:rectorsoffice@edinburghacademy.org.uk)

**The closing date for application is Monday 18<sup>th</sup> 2019. With Interviews expected to be during week beginning 25<sup>th</sup> February.**

#### **Conditions of Appointment**

The appointment will be subject to satisfactory references, verification of identity and proof of qualifications, and to a satisfactory medical screening.

#### **Child Protection**

The Edinburgh Academy is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and PVG Disclosure Scotland.

#### **Equal Opportunities**

The School is an Equal Opportunities employer, and welcomes applications for this post from appropriately qualified persons regardless of age, disability, gender, race or sexual orientation.

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**Barry Welsh**  
**Rector**  
**January 2019**