



George Watson's College is seeking to appoint a full-time permanent Director of Inclusion and Additional Support from August 2018.

THE SCHOOL

George Watson's College is renowned as a large, inclusive and vibrant co-educational school offering all-through education for children from 3-18. Despite its size, everyone remarks that it has a small-school 'feel': the close-knit and friendly relationships amongst all its constituents are a hallmark of the School. Its motto – *ex corde caritas* (Love from the Heart) – is central to its values as it seeks to sustain what is described as 'The Watson's Family'.

This tangible sense of togetherness is significantly enhanced by everyone being on one purpose-built site, which is located in the attractive residential district of Morningside, to the South West of the centre of Edinburgh. Edinburgh itself is the second strongest city economy in the UK, outside of London, with the highest percentage of graduates and professionally qualified adults in the UK and over 25% of school age children attending fee-paying schools. Watson's is proud of its independent status and, whilst remaining true to its Scottish roots, seeks to sustain and develop an international perspective. The curriculum is adapting to the innovations inherent in Scotland's new Curriculum for Excellence and the new Scottish National Qualifications. In addition, the School offers its older pupils the opportunity to take the International Baccalaureate Diploma programme. Watson's is the only school to offer this alternative alongside Scottish qualifications.

The School welcomes a wide range of academic ability, and has very high academic standards, with 90% of pupils going on to Higher Education and a large proportion of pupils achieving outstanding success. Watson's also has excellent facilities, and offers a huge range of courses as well as extra-curricular activities. In addition, it has particular strengths in Sport, Music, Drama, Outdoor Education, Technology and in Support for Learning. The School is very well resourced with a campus-wide IT network.

The current Principal, Mr Melvyn Roffe took up his post in August 2014. He is a member of the Headmasters' and Headmistresses' Conference (HMC)

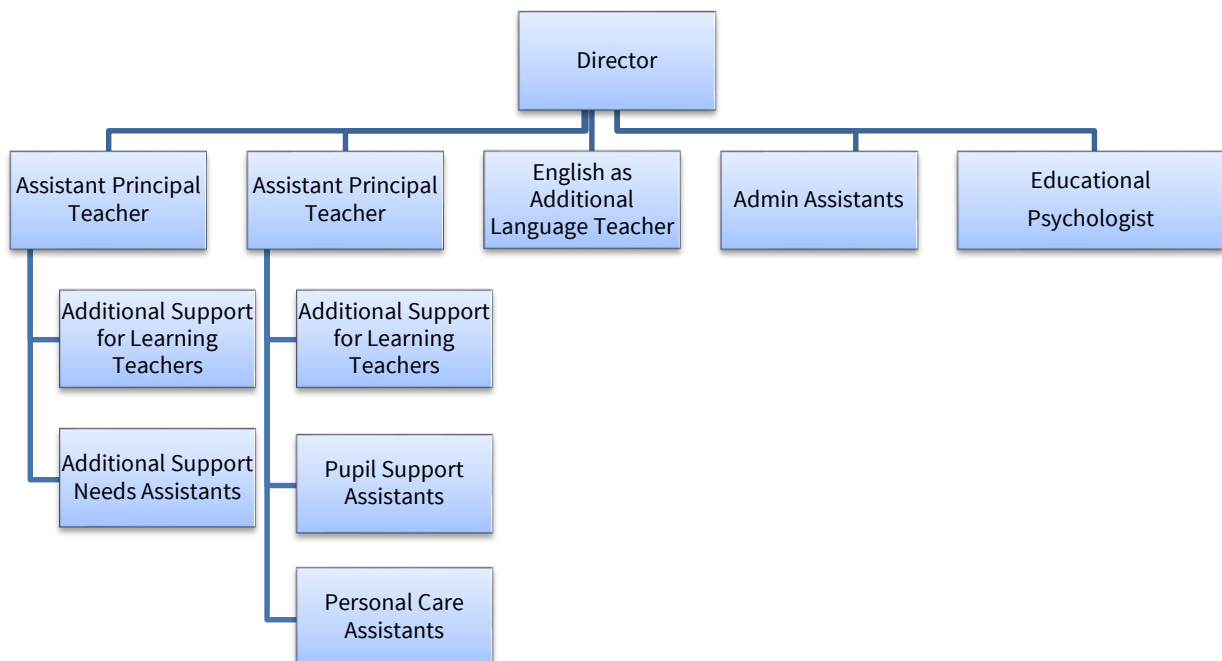
JOB PURPOSE

The postholder will be responsible for directing and leading the provision of additional support for pupils across the School, ensuring that the work of the department has the greatest possible impact on pupils' wellbeing, attainment, achievement and progression.

JOB INFORMATION

Line Manager:	Deputy Head (Senior School), Pupil Wellbeing and Guidance
Key accountability to:	Deputy Heads (Junior School), Pupil Health and Wellbeing
Membership of:	Senior School Leadership Forum, JSLT2, Parents' Support for Learning Network
Accountability for:	Assistant Principal Teachers of Additional Support, Teachers of Additional Support, Educational Psychologist, Pupil Support Assistants, Personal Care Assistants, Additional Support Needs Assistants and Administrative Assistants in the Additional Support Department.

REPORTING STRUCTURE



KEY RESPONSIBILITIES /AREAS OF ACCOUNTABILITY

- To establish and direct a single Inclusion and Additional Support Needs provision for all pupils at George Watson's College, to support the inclusive approach to success that the School has long championed and to ensure that the needs of all pupils can be met within legal, regulatory and financial parameters.
- To develop a group of high performing and dedicated staff (both teachers and support staff), ensuring that they have the skills and resources to make a transformational impact on the lives and educational outcomes of pupils.
- To do so in a way that accords with the wider approach to 'Getting It Right for Every Child' established by the Children and Young People (Scotland) Act 2014 and our status as a UNICEF Rights Respecting School.
- To lead and manage additional support for pupils across GWC ensuring consistency and seamless progression throughout each pupil's time at the School.
- To ensure that the work of the department has the greatest possible impact on pupils' wellbeing, attainment, achievement and progression in line with our motto '*ex corde caritas*': challenge yourself, care for others.
- In addition to the responsibilities of a senior teacher and under the standard contract for teachers at George Watson's College, the Director of Inclusion and Additional Support works with the leaders, teachers and support staff to embody and enhance the vision and values of the School.
- The responsibilities of the Director of Inclusion and Additional Support span the whole School – from Nursery to Senior 6.

Core areas of accountability:

- To position Inclusion and Additional Support at the heart of George Watson's College so that pupils of all ages are assisted to overcome their challenges and fulfil their potential.
- To lead and manage Additional Support, including support for pupils with English as an Additional Language and pupils with care needs, in the Junior School and the Senior School through the department's staff, resources and facilities.
- To effectively manage and deploy other teachers and support staff in the department as well as the department's financial and physical resources.
- To ensure that the provision of Additional Support at Watson's is at least as good as any other in Scotland and draws on excellent practice elsewhere in the world whilst conforming with the legal requirements relevant to independent schools in Scotland.
- To teach and contribute to the 'case load teacher' system within the Department
- Within the School's approach to self-evaluation, to monitor and evaluate the attainment and achievement of pupils in receipt of additional support, to take appropriate actions and to evaluate the impact of these.
- With other senior teachers, to play a full part in the Child Planning process, as required.
- The Director of Inclusion and Additional Support shall undertake such other responsibilities as the Principal may from time to time reasonably require.

Relationships

The success of the post will depend on the ability to build strong, productive, respectful relationships with a wide range of colleagues.

These include:

- Pupils who benefit or may benefit from additional support, and their parents and families
- Teachers, Educational Psychologist and other members of the department.
- Deputy Head of the SS, Pupil Wellbeing and Guidance as line manager.
- Deputy Heads of the JS, Pupil Health and Wellbeing for routine liaison.
- Principal Teachers Guidance in the Senior School and Deputy Heads in the Junior School.
- Principal Teachers across the School.
- Heads of Senior and Junior School and Admissions Registrar, in respect of admissions.
- Curriculum Support Service in respect of examinations.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Qualifications	GTC Standard for Full Registration.	Additional qualifications of professional recognition.
		Additional professional qualification relating to pupil support.
Leadership of Learning	Proven ability to manage caseload and teaching commitment.	Evidence of Team Leadership
	Excellent time management skills.	Proven ability to enthuse and inspire others whether it be colleagues or young people.
	ESSENTIAL	DESIRABLE
Leadership of Learning	Evidence of clear task management skills and ability to meet deadlines.	Experience of Pupil Support / Pastoral Care.
	Working knowledge of legislation associated with supporting young people.	Ability of working with partner agencies.
	Knowledge of pupil planning and proven ability to write Health & Wellbeing Plans.	
	Ability of working with partner agencies.	
	Pupil centred approach to all areas of work.	
Raising Attainment and Achievement	Knowledge of and commitment to raising attainment and achievement.	Has influenced whole school developments that resulted in improved outcomes for learners.

	Contributes to ensuring that education of the highest standard is delivered to all pupils.	Evidence of raising standards of attainment and improving the overall quality of learners' achievements.
	Has participated in the development and implementation of a school improvement plan.	Able to evidence commitment to continuous change.
	Demonstrates a commitment to self-evaluation and contributes to quality assurance processes.	Evidence of contribution to staff development to improve outcomes for learners.
	Knowledge of and commitment to major policies relating to inclusion and support.	
Supporting Learners	Demonstrates a knowledge and commitment to effective practices to include children and keep them safe.	Demonstrates experience of supporting children/young people with additional needs.
	Knowledge of and experience in applying a variety of effective strategies to promote positive behaviour.	Has contributed effectively to support behaviour planning for young people with additional support plans.
	Understands the role and responsibility of the teacher in additional support legislation.	Has experience of working with a variety of partners to support pupil learning.
	Ability to plan appropriately to meet the needs of all learners.	
	Has good working knowledge of Staged Intervention procedures.	
Working Together	Ability to communicate effectively with children and colleagues and contribute to a positive school ethos.	Has experience of collegiate working in a school initiative.
	Demonstrates qualities to promote positive partnership working with children, parents/carers and staff in a school community.	Has participated or led parents/carers events.
	ESSENTIAL	DESIRABLE
Working Together	Ability to communicate effectively with parents and carers and outside agencies.	

Review

This Job Description shall be reviewed annually as part of the School's Performance Review programme.

REMUNERATION

Teaching staff at George Watson's College are paid at a level which is currently 8% higher than the Scottish Teachers' Pay Scales. The salary is pensionable under the Scottish Teachers' Superannuation Scheme.

DISCLOSURE SCOTLAND - PROTECTION OF VULNERABLE GROUPS SCHEME

All staff must be prepared to undergo screening to confirm their suitability to work with children and young people.

CONTINUING PROFESSIONAL DEVELOPMENT / PROFESSIONAL REVIEW

All staff are required to participate in appropriate programmes of continuing professional development and undergo professional review as set out in the School's policy.

APPLICATION PROCESS

To apply, please send a letter of application of not more than 800 words giving us more information about you and why you would like the role, addressed to Mr Melvyn Roffe, Principal. The letter, completed application form and diversity monitoring form must reach Jane Robinson, Head of Human Resources by email (vacancies@gwc.org.uk) no later than noon on Wednesday 31 January 2018.

Any specific questions relating to the advertised post can be put directly to Mrs Lesley Dorward, Deputy Head - Pupil Wellbeing and Guidance.

Closing date: Wednesday 31 January 2018 at noon.

Interviews are scheduled to take place on Thursday 8 February 2018.