



Erskine Stewart Melville

DEPUTY HEAD (STUDENT PROGRESS)

SCHOOL	<ul style="list-style-type: none"> ESM Senior School
DEPARTMENT	<ul style="list-style-type: none"> ESM Senior School Leadership Team
REPORTS TO	<ul style="list-style-type: none"> Senior Deputy Head (Learning)

ROLE DETAILS	
PURPOSE OF THE ROLE	<ul style="list-style-type: none"> The Deputy Head (Student Progress) reports directly to the Senior Deputy Head (Learning) and is a key member of the Senior School's Senior Leadership Team. They have particular responsibility for developing how we monitor and evaluate student progress, coordinating the school's reporting process, coordinating examination and assessment strategies, overseeing the academic work of the Assistant Head (Inclusion), student tracking in S4 – S6 and supporting a number of Academic Heads of Department
ACCOUNTABILITY	<ul style="list-style-type: none"> The Deputy Head (Student Progress) is accountable to the Principal through the Head of School and the Senior Deputy Head (Learning)
AUTHORITY	<ul style="list-style-type: none"> The Deputy Head (Student Progress) has full delegated authority for those parts of their leadership responsibilities delegated to them by the Senior Deputy Head (Learning). They will have direct responsibility for a number of Academic Heads of Department and they will oversee the academic work of the Assistant Head (Inclusion).
RELATIONSHIPS	<ul style="list-style-type: none"> The Deputy Head (Student Progress) works closely with colleagues to ensure that Erskine Stewart Melville is led and managed efficiently and effectively They work in collaboration with the Deputy Head (Curriculum and Standards), Chief Digital and Transformation Officer, the Academic Administrator and the Senior Deputy Head (Teaching and Learning Primary 1- 7). The Postholder works closely with all the members of the Erskine Stewart Melville Senior Leadership Team

DUTIES AND KEY RESPONSIBILITIES	<p>Teaching and Wellbeing</p> <ul style="list-style-type: none"> Develop how we monitor and evaluate student progress Coordinate the school's reporting processes Coordinate the school's parents' evening processes Lead the examinations post results service in August Coordinate examination and assessment strategies for all years throughout the ESM Senior School, including CATs Quality Assurance responsibility with examination bodies Oversee the academic work of the Assistant Head (Inclusion) Responsible for student tracking in S4 – S6 and interventions to drive academic standards and support the student body Support subject choice for S4-S6 students
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	<ul style="list-style-type: none"> • Supporting a number of Academic Heads of Department • Teach 4 hours per week. <p>Working with Others</p> <ul style="list-style-type: none"> • Compliance with all ESM policies and procedures • Treat people fairly, with dignity and respect to maintain a positive school culture • Ensure effective planning, delegation and support of responsibilities • Develop a culture of high expectations for all and taking action when performance and behaviour do not live up to these • Take responsibility for personal development, both personally and for all members of the school community <p>Supporting the Leadership of the School</p> <ul style="list-style-type: none"> • To carry out the PRD of those allocated to the post holder by the Head of School • To fully lead and deliver leadership objectives agreed as part of the SIP process • Work collegiately as part of the leadership team to ensure staff and student standards are maintained • Commit to good health and safety practice and ensure familiarity with ESM health and safety policies, procedures and guidelines • Any other activities as delegated by the Head of School or the Principal
EXTRA-CURRICULAR ACTIVITES	<ul style="list-style-type: none"> • Play a full and active part in the extra-curricular life of the school • Attend school events as required as a leadership contact • Be the emergency contact, as required, during term and holiday time for school trips.

PERSON SPECIFICATION		
	Essential Criteria	Desirable Criteria
Experience	<ul style="list-style-type: none"> • Previous line management experience • Experience of managing change • Track record of raising student attainment 	<ul style="list-style-type: none"> • Previous experience of working in the Scottish-school sector
Education/Qualifications	<ul style="list-style-type: none"> • GTCS Registration 	
Skills/ Abilities/ Capabilities	<ul style="list-style-type: none"> • A leader who inspires the values of trust, transparency, inclusivity and respect • Highly developed interpersonal skills including diplomacy, patience, empathy and tolerance • Excellent written and verbal communication skills • Flexible, strategically minded and solution-focused in approach • High level decision-making skills • Sets high expectations for themselves and others, able to work under pressure and lead by example • A collaborative and innovative approach to leadership • Able to self-evaluate, be willing to learn and adapt in order to evolve practice • Commitment to continuous professional development • Commitment to fully inclusive education and equality of opportunity • Inspires, challenges, motivates and empowers others to develop a shared vision and drive forward progress. <p><u>Leading and Managing</u></p> <ul style="list-style-type: none"> • Leads from the front and by example • Coaching style of leadership • Has courage and flexibility to identify and implement change effectively • Has sound budget management skills • Plans, prioritises, organises and delegates 	

	<ul style="list-style-type: none"> • Has strong analytical skills • Ensures School compliance with applicable legal and regulatory requirements. • Commitment to School Improvement • Implements diversity, inclusion and access strategies. <p><u>Development of Self and Empowerment of Others</u></p> <ul style="list-style-type: none"> • Appreciates the impact of change on the school and individuals • Challenges, influences and motivates others • Nurtures professional interpersonal relationships with staff and students • Develops individuals' capabilities • Empowers and sustains an effective team • Uses courage, care and curiosity to deal with conflict 	
<p>Personal Attributes</p>	<ul style="list-style-type: none"> • Boundless energy and resilience to allow challenges to be viewed as opportunities • Dealing with every situation calmly and professionally • Strong commitment to seeing and bringing out the best in students • A desire for fairness, dignity, and respect in every interaction • Excellent oral and written communication skills • Excellent self and time-management skills • Active listening and authenticity • The highest level of personal integrity. • Ability to deliver constructive feedback 	