



## Teacher of Additional Support for Learning

George Watson's College is seeking to appoint a Teacher of Additional Support for Learning (ASL) in our Senior School working with S1 – S6. The post is part time (0.8 FTE) and temporary to cover maternity leave. It will start as of March 2026 and will likely end around April 2027.

### THE SCHOOL

George Watson's College is one of the country's best co-educational independent day schools. 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 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 Curriculum for Excellence and the new Scottish National 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 Principal, Lisa Kerr, took up post in 2024. Leadership of the Senior School is delegated to Louise Clarke, Head of the Senior School, and the Senior School Leadership Team, including three Deputy Headteachers and three Assistant Head Teachers. A similar structure exists in the Junior School.

### The Senior School

The leadership of the Senior School is delegated by the Principal to the Head of Senior School who works closely with a team of Deputy and Assistant Headteachers and Principal Teachers. The leadership model enables Principal Teachers to shape the character of their department within an overall ambition for the Senior School and George Watson's College as a whole. Principal Teachers are encouraged to play a role in the development and implementation of practice in all aspects of the Senior School, especially in improving curriculum design, pupil support and learning and teaching.

Our work with pupils and amongst ourselves is characterised by good relationships which, in turn, creates the context for better learning. We aim to be an inclusive school and to find ways to recognise and celebrate our diversity. We have achieved Gold Status as a Rights Respecting School and we have been awarded Gold Level by LGBT+ Youth Scotland.

Approximately two-thirds of pupils in the Senior School have progressed there from the Junior School. On arrival, they have a carefully worked out induction programme which includes a residential experience together in the first term.

In First and Second Year, a diverse and stimulating timetable balances challenging academic progression with a variety of learning experiences, including in two foreign languages. Pupils study many of their subjects in their form classes but are set in English and Mathematics. This enables them to progress at a pace that provides the appropriate level of challenge and provides them with an opportunity to mix with the rest of their year group.

From Second Year, pupils discuss their personal targets and study options with teachers, through to their key certificate examinations, and we ensure that they choose subjects and levels that match their abilities and aspirations.

At Watson's we are proud of the exceptionally broad range of certificate courses we offer. Available at various levels of certification within the national qualifications framework, our extensive provision includes subjects across the spectrum of arts, sciences and social sciences, with a notably wide selection of languages, including Mandarin Chinese.

It is important that we prepare pupils for the increased independence they will require after school. A programme of study skills encourages independent thought and enquiry. Throughout their time at Watson's, pupils make confident use of our outstanding IT facilities and our Library.

### **The Additional Support for Learning (ASL) Department**

Additional Support for Learning has been a central feature of the work of Watson's for many years. Pioneering work at the School in the 1970s and 1980s led to a new approach to both teaching and examining across Scotland. This tradition of enabling each child to succeed to the best of their ability remains as powerful as ever and this is at least in part as a result of the strong and diverse team of ASL teachers, an EAL teacher, Pupil Support Assistants and an Educational Psychologist that comprise our current department. The Department works closely with Pupil Support colleagues (including teachers of Guidance and Nurture) to provide full support from which all pupils can benefit. The team also works closely with all academic departments in supporting many neurodiverse learners. The Department coordinates Alternative Assessment Arrangements for public examinations.

### **The Role / Job Purpose**

Reporting to the Head of Department, the purpose of the role is as follows:

- To support and help lead the Senior School's commitment to inclusion and additional support

for learning in its widest possible sense. This support encompasses needs ranging from S1 to S6, including cognitive difficulties, developmental delays, difficulties experienced by non-native English speakers, social or emotional challenges, as well as needs arising from unusual abilities or gifts. It also involves tailored and dedicated enrichment opportunities where indicated.

- To empower and support colleagues in the School's core task of ensuring that every child has the opportunity to reach their potential.
- To develop, in collaboration with colleagues, effective structures that facilitate these wide-ranging facets of support and a nurture a culture within the Senior School that allows them to be a realistic and effective part of everyday school life
- To support the Head of Department in embedding GWC's approach to inclusive educational practice within a local and national context and to do so in a way that accords with the GIRFEC approach espoused by the Scottish Government and our status as a United Nations' Rights-respecting school
- To lead and manage additional support for pupils as Caseload Teacher across 3 Senior School Year Groups. This will be in liaison with subject teachers, Pupil Support colleagues and the Educational Psychologist as appropriate. ASL Caseload Teachers are supported by our team of experienced Pupil Support Assistants.
- To ensure that the work of the department has the greatest possible impact on pupils' wellbeing, attainment, achievement and progression in line with our values, namely Be Kind, Join In, Aim High and Respect All.

### **Key Duties / Responsibilities**

- To assist in establishing, monitoring and evaluating departmental aims and priorities.
- To have a significant teaching role appropriate to the caseload within the Department and responsibility for teaching specialised programmes of work for pupils with additional support needs.
- To play a key part in the Child Planning process, when circumstances require this.
- To help monitor and evaluate the attainment and achievement of pupils (S1-S6) in receipt of additional support and to take appropriate actions to evaluate the impact of these.
- To work collaboratively with pupils, other staff, professionals and parents to build confident approaches to learning.
- To provide consultancy for subject teachers about the additional support needs of pupils. This may include:
  - Sharing of insight, experience and resources.
  - Contributing to professional learning sessions for staff.
  - Offering guidance on accessible resources/materials, curriculum, equipment and approaches.
  - Sharing effective strategies, disseminating information from professional learning reading and courses attended.

- To work with colleagues to ensure the early identification of pupils' additional support needs. The ASL Caseload teacher will be involved with observations, formative and summative assessments, screening and dissemination/feedback to parents/carers, staff and multi agency colleagues.

## **JOB SPECIFICATION**

### **Line Management**

The Teacher of ASL is accountable directly to the Head of Department (HoD).

### **Relationships**

The success of the post will depend on the ability to build strong, respectful relationships with a wide range of people. These include:

- Pupils who benefit - or may benefit - from additional support and their parents/ carers.
- The HoD as line manager.
- ASL Teachers in the Department.
- Pupil Support Assistants in the Department.
- Relevant Pupil Support colleagues (Guidance, Nurture and Careers, for example).

### **General Responsibilities**

It is expected that the person appointed will contribute effectively in maintaining the ethos of high expectation and enthusiasm throughout the department, in the classroom and across the Senior School.

The person appointed will be responsible for the learning and teaching of pupils and classes employing effective pedagogy, using their skill and experience to enable pupils to become self-regulated and successful learners in achieving their potential in the subject to the full.

They will abide by the Code of Conduct for Staff at George Watson's College. A contribution to the wider life of the School is an expectation of all staff.

### **Specific Responsibilities**

The person appointed will:

- maintain the Standard for Full GTCS registration. They will be required to undertake relevant CPD, be observed and write up all activities in the GTCS Profile.
- work effectively as a member of the department to facilitate outstanding teaching and learning and ensure pupils are properly prepared for assessment and examinations.
- set high expectations for all pupils, to deepen their knowledge and understanding to maximise achievement.
- prepare and provide activities that are suitable for learners' needs.
- develop new resources and course materials, in collaboration with the other staff in the Department.

- assess, record and report on work of pupils as required by the School, ensuring that assessments are punctual, meaningful and informative.
- attend parent evenings and communicate with parents whenever necessary and contribute effectively and positively to the corporate life and welfare of the School.
- act as a Form Tutor as required, carrying out the administrative, pastoral and advisory responsibilities of these roles.

### **Additional Responsibilities**

The Teacher of ASL should also be willing to undertake such other responsibilities as the Head of Department or Head of Senior School may from time to time reasonably require.

### **PERSON SPECIFICATION**

The person appointed will:

- be a classroom teacher who is registered (or eligible for registration) with the General Teaching Council for Scotland.
- be a dynamic and creative teacher.
- have excellent teaching, administration, organisation and course planning skills.
- be prepared to contribute to the extra-curricular activities of the Senior School.

### **REMUNERATION**

Teaching staff at George Watson's College are paid a competitive salary. 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**

Please include 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 Clare Adams, Head of Additional Support for Learning Senior School.

Any specific questions relating to the advertised post can be put directly to Clare Adams by emailing [c.adams2@gwc.org.uk](mailto:c.adams2@gwc.org.uk)

Candidates called for an interview will be asked to deliver a lesson to a small group of pupils as part of the selection process. Details of this will be sent beforehand.

If you require more information about the School, please visit our school website.

**Closing date: Sunday 1 February 2026**

Interviews are scheduled to take place on: **Tuesday 17 February 2026**