The University of Edinburgh

College of Arts, Humanities and Social Science

The Moray House School of Education

Opportunity for Secondment Commencing 1st August 2018

Senior Teaching Fellow: Educational Leadership and Learning

Applications are invited for the position of Senior Teaching Fellow: Educational Leadership and Learning. This is a 23-month, 1.0 FTE fixed-term seconded position. A job-share arrangement would be considered.

A dynamic, enthusiastic individual is sought to take forward this exciting opportunity of supporting the development of the new Masters in Leadership and Learning with a particular focus on the Into Headship postgraduate certificate, working through collaborative partnerships with key stakeholders. The Masters in Leadership and Learning role includes a focus on one or more of the three key areas: practitioner enquiry and teacher leadership; middle leadership and management; Into Headship. Whilst the remit will focus predominantly on the Into Headship strand, the exact remit for this post will be responsive to the skill set of the individual(s) appointed and how that skill set complements the skill sets of existing programme team members to help build a cohesive and dynamic team.

Successful applicants will have considerable experience of teaching in the primary or secondary sector and be registered with the General Teaching Council for Scotland. They will have significant current or recent experience of working within a headteacher post or equivalent. Successful applicants will have a well-established reputation in the field of educational leadership, have experience of leading learning and be recognised for their knowledge and/or practice of social justice leadership.

The University of Edinburgh Teacher Education Partnership comprises the University of Edinburgh, City of Edinburgh Council, East Lothian Council, Fife Council, Midlothian Council, Scottish Borders Council and West Lothian Council, along with representation from national organisations. In addition, Stirling Council and Clackmannanshire Council work collaboratively with the Partnership. For the Into Headship programme, five local authorities work in partnership with the University of Edinburgh.

For informal enquiries please contact:
Dr Zoë Robertson, Programme Director for MEd Leadership & Learning (zoe.robertson@ed.ac.uk)

Salary: Equivalent of University Grade UE08. However, as a secondment, the existing employer salary will apply.

Application Process:
Candidates for this post should:

- Discuss the feasibility of the secondment opportunity with their line manager
- Submit a full CV, with a supporting reference from their line manager, along with a covering letter explaining why they wish the secondment and why they think they are suitable for it by email only, to schoolsecretary.education@ed.ac.uk
Interview date TBC.

For job descriptions and selection criteria, please see the appropriate Job Description attached to this document.

Closing date for applications: **Friday 4 May 2018**

The secondment will be for a period of 23 months, commencing 1st August 2018.

1. **Job Details**

   Job title: Senior Teaching Fellow: Educational Leadership and Learning  
   School/Support Department: Moray House School of Education  
   Unit: Institute for Education, Teaching and Leadership  
   Line manager: Head of the Institute of Education, Teaching and Leadership

2. **Job Purpose**

   The Senior Teaching Fellow’s role is to build on the partnerships between the School of Education and Local Authorities in order to develop sustainable practices of reciprocal benefits to teachers and tutors across the Masters in Educational Leadership and Learning, and related career-long professional learning. The Masters in Leadership and Learning includes a focus on three key areas of: practitioner enquiry and teacher leadership; middle leadership and management; **Into Headship**. The role is to strengthen the team involved in the Masters programme through research-led teaching, assessment and leadership on programmes and contribute to the strategic development of educational leadership and learning within the School of Education. In that regard, the main aims of the Senior Teaching Fellow’s role are:

   - To enable a continuum of support for teacher learning across the Masters in Educational Leadership and Learning.  
   - To develop enhanced knowledge and understanding of teacher professional learning across the Partnership  
   - To support the development of new and innovative models of career-long professional learning provision

3. **Main Responsibilities**

   1. Programme development: Establish processes for the development of collaborative delivery of high quality provision for learning and development across the Masters in Leadership and Learning with a particular focus on the 60 credit PG Cert **Into Headship**  
   2. Course development: Support the development of new provision for the Masters in Leadership and Learning with a particular focus on the 60 credit PG Cert **Into Headship**  
   3. Teaching: Lectures, workshops and assessment across both career long professional learning and the Masters in Leadership and Learning with a particular focus on the 60 credit PG Cert **Into Headship**  
   4. Teaching: Postgraduate student supervision
5. Academic Leadership, Management and Administration: Complete tasks delegated in relation to the role of Programme Director for the Masters in Leadership and Learning with a particular focus on the 60 credit PG Cert Into Headship

6. Academic Leadership, Management and Administration: Course Organiser role for the Masters in Leadership and Learning with a particular focus on the 60 credit PG Cert Into Headship

7. Academic Leadership, Management and Administration: Personal Tutor for students progressing through the Masters in Leadership and Learning with a particular focus on the 60 credit PG Cert Into Headship

8. Additional tasks by agreement with the Programme Director of the Masters in Leadership and Learning

4. Key Contacts / Relationships

Indicative key contacts include:

**Internal:** Programme Directors of the Masters in Leadership and Learning
PG Programme Directors
Leaders of programmes or CLPL related to teacher professional learning
Other Moray House staff as appropriate

**External:** Local Authority personnel
Headteacher supporters of participants on the PG Certificate Into Headship
GTCS personnel
Personnel in other national organisations (including SCEL/Education Scotland)

5. Qualifications and Education

The successful applicant will:

**Essential**
- Have a first degree or postgraduate Certificate or Diploma in Education
- Be a GTCS registered teacher currently in a full time permanent position in teaching or education
- Have significant current or recent experience of working within a headteacher post or equivalent and/or supporting the learning and development of headteachers/those aspiring to headship
- Have a well-established reputation in the field of educational leadership
- Have skills in managing, motivating and supporting people (students, colleagues)
- Have experience of leading learning with a particular focus on practitioner enquiry and teacher leadership and/or middle leadership and management and/or headship preparation
- Be recognised for their knowledge and/or practice of social justice leadership
- Possess a current full driving licence

**Desirable**
- Have completed a Masters level (SCQF level 11) headship preparation programme
- Have a relevant Masters degree or above, and/or advanced professional qualification (such as Chartered Teacher status)
6. **Knowledge, Skills and Experience Needed for the Job**

**Essential**

- Current knowledge and understanding of Scottish Government education and related policies, including in relation to teacher education and professional learning
- Experience in planning, leading implementation, evaluation and quality assurance of initiatives within education
- Ability to take appropriate initiative, prioritise and meet deadlines
- Experience and demonstrated success in working to improve professional learning
- Ability to work independently to deadlines and collaboratively as a member of a team and across sectors
- Ability to think critically and contribute to transformative processes in education
- Demonstrate excellent interpersonal skills
- Demonstrate excellent written and presentational skills
- Good knowledge of school, local authority and the university sectors, particularly in relation to professional learning
- Ability to effectively represent the work of the University in the field, locally, and nationally, in relevant networks and/or in public activities
- Experience of supervising and/or mentoring colleagues
- Experience of leading and managing staff in an educational setting

**Desirable**

- Experience of contributing to Local Authority or national curriculum or pedagogical developments
- Experience of providing high quality teaching at postgraduate level
- Experience of the academic management of postgraduate courses
- Experience of curriculum design, development and assessment
- Administrative experience of managing teams
- Ability to systematically audit and evaluate data to inform next steps

7. **Dimensions**

The MEd Leadership and Learning offers a range of flexible postgraduate learning, career responsive pathways and provides choice, whilst ensuring coherence and progression. The design features of the programme enable participants to choose their entry pathway and related entry and exit point, dependent on personal and professional considerations such as career phase, specific interest areas and professional aspiration. The core processes that link the various programme components include a focus on practitioner enquiry and a focus on educational leadership. These are expressed in terms of impacting on the learning of the individual for the enhancement of own and school practice, for the ultimate benefit of pupils. This is reflective of the expectations articulated within the Standard for Career-long Professional Learning (GTCS, 2012). The design features of the MEd Leadership and Learning make a wider civic contribution to Scottish education and its communities of practice, through practitioners and their schools.

8. **Job Context and any other relevant information**

make explicit a number of enhanced expectations for teachers and school leaders. Enhanced understandings of and practice in leadership and learning have been identified as pivotal to all educational professionals through career-long professional learning, which now carries with it an expectation of being at Masters level. An expectation has been placed on all teachers, regardless of role or remit, to contribute to school leadership and learning.

The Moray House School of Education has long standing experience of developing and delivering high quality, sector leading professional learning including postgraduate programmes, balancing theory, research, policy and practice perspectives. Building on this recognised excellence, the University of Edinburgh Teacher Education Partnership continues to work collaboratively to develop flexible models of career long professional learning to include a specific focus on leadership and learning. More recently, the development of the MEd Leadership and Learning programme has been designed both to respond to the changing needs of educational professionals and to respond to recent changes in Scottish educational policy.

This Senior Teaching Fellow’s role is designed to enable the successful applicant to make a valuable contribution to contemporary developments in both educational leadership and learning through working across The University of Edinburgh Teacher Education Partnership.