



Role Profile

PROFESSIONAL LEARNING & LEADERSHIP DEVELOPMENT OFFICER				Purpose			
Reference No.	I592.01	Type	Permanent	The role of the Professional Learning & Leadership Development Officer is to support the Education Service in developing the professional learning and leadership strategy within the context of the National Improvement Framework, Education & Children's Services Improvement Plan 2017-20, GTCS professional standards, Curriculum for Excellence and HGIOS 4.			
Service	Education & Children's Services						
Job Family	Professional Learning Team	Grade	T23 is £52,725				
Task or Responsibility - For this role, there is an expectation that all, or a combination, of the following will be undertaken:				Person Specification: Skills, Knowledge, Qualifications or Experience - Criteria can apply to more than one task or responsibility		E	D
<ul style="list-style-type: none"> Lead the design, delivery and continuous improvement of Fife's E&CS Professional Learning & Leadership Framework of courses and programmes based on professional enquiry, leadership at all levels and effective collaboration. Embed Professional Review & Development (PRD) policy across the Service: plan, coordinate and deliver reviewer training; maintain and develop online CPD/PRD system; monitor and evaluate the system; monitor and evaluate the effectiveness of the PRD policy. Design, develop and co-ordinate the Headteacher Induction Programme to support new Headteachers in the early years of Headship. Develop and deliver programmes to support the professional learning of middle leaders across the service. Support the design and delivery of the Headteacher Engagement Days, Senior Leader Learning Communities and Principal Teacher Sessions throughout the academic year. Collaborate with national partners and agencies e.g. Universities, GTCS and SCEL to design and deliver professional learning opportunities that 				Significant experience of leading and managing change and improvement in school or early learning centre that has a positive impact on learners. Experience of leading a range of approaches to career-long professional learning that improves pedagogy, culture and relationships. Engagement with literature, research and policy to support your own and others professional learning. Effective participation in approaches to self-evaluation to monitor and review aspects of effective continuous self-improvement. Partnership working with staff, learners, parents and partners in the wider school community to meet the needs of learners. Involvement in supporting and promoting activity focussed on improving life outcomes for the most vulnerable individuals and groups within a school community.		E	

E = Essential Criteria D = Desirable Criteria

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<p>will support the local and national improvement agenda, e.g. Into Headship.</p> <ul style="list-style-type: none"> Engage with colleagues across the South East Improvement Collaborative to identify opportunities for sharing of best practice and effective collaborations. 			
	<p>Commitment to the vision, values and core priorities of the Education and Children’s Services Directorate. Detailed knowledge and understanding of current local and national policy driving change and improvement. Detailed knowledge and understanding of current educational thinking coming through literature and research. Skills in practitioner enquiry which has led to positive change. Knowledge and understanding of the GTCS Professional Standards to support self-evaluation as part of your own and others continuous professional learning. Skills in coaching and mentoring colleagues. Skills in the use of ICT to aid communication, presentation and professional learning.</p>	E	
	<p>Significant experience of leading and managing change and improvement in school or early learning centre that has a positive impact on learners. Experience of leading a range of approaches to career-long professional learning that improves pedagogy, culture and relationships. Engagement with literature, research and policy to support your own and others professional learning. Effective participation in approaches to self-evaluation to monitor and review aspects of effective continuous self-improvement. Partnership working with staff, learners, parents and partners in the wider school community to meet the needs of learners. Involvement in supporting and promoting activity focussed on improving life outcomes for the most vulnerable individuals and groups within a school community.</p>	E	

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	Experience of working with staff in both primary and secondary schools. Contribution to cluster, local and national developments and discussions to support and enhance the development of others.		D
	Additional qualification(s) in aspects of educational leadership and management.		D
	Ability to devise, write and deliver creative professional learning programmes. Skills in developing the coaching and mentoring skills of others.		D
	Ability to motivate, support and encourage others. Evidence of encouraging the development of leadership qualities in others.		D
Undertaking all other duties as required for the role. Duties will be in line with the grade.			

Additional tasks or responsibilities – this is a generic role, however this particular job may also require you to undertake the following:

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Job Title (Specialists Tasks)			

Type of Protection of Vulnerable Groups Scheme (PVG Scheme) or Disclosure Check required				
Type of Protection of Vulnerable Groups (PVG) or other Disclosure check (choose only one).	PVG Children <input checked="" type="checkbox"/>	PVG Protected Adults <input type="checkbox"/>	PVG Both <input type="checkbox"/>	None <input type="checkbox"/>
	Basic Disclosure <input type="checkbox"/>	Standard Disclosure <input type="checkbox"/>	Enhanced Disclosure <input type="checkbox"/>	

Additional Information – the following information is available:
<ul style="list-style-type: none"> • Skills Framework (if applicable) • How we work matters

Expected Behaviours – It is essential that you display the following behaviours as they are expected of all our employees:
<ul style="list-style-type: none"> • Take Ownership • Focus on Customers • Work Together • Embrace Technology & Information • Deliver Results