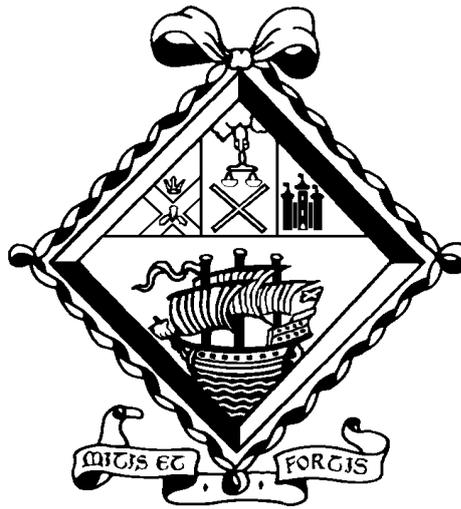


ERSKINE STEWART'S MELVILLE SCHOOLS' GOVERNING COUNCIL

The Mary Erskine School



APPOINTMENT OF TEACHER OF ENGLISH (part-time, maternity cover)

THE MARY ERSKINE SCHOOL

The Mary Erskine School comprises approximately 740 girls aged 12-18. Founded in 1694 by Mary Erskine and the Company of Merchants of the City of Edinburgh to educate and care for the daughters of city burgesses who found themselves in reduced circumstances, it is the oldest girls' school in Scotland and one of the oldest in the whole of the United Kingdom. Throughout its history, the school has been administered by the Edinburgh Merchant Company.

Since 1978 the school has been twinned with **Stewart's Melville College**. Through this arrangement, the senior schools are separate and single-sex but are each led by the Principal, while all the girls and boys below the age of 12 are educated together in the **ESMS Junior School**. Senior school boys and girls come together in orchestras, choirs, drama and musicals, as well as in numerous Outdoor Education projects and in the Combined Cadet Force. Since August 1999, the Sixth Year has become a genuinely 'twinned' experience, with boys and girls jointly comprising a single academic, pastoral and social unit.

The Mary Erskine School was inspected by Her Majesty's Inspectors in 2017 and was highly commended in the subsequent report. It was named The Sunday Times Scottish Independent Secondary School of the Year 2012.

The Erskine Stewart's Melville Schools have a charitable foundation and today provide financial assistance to over 150 bursary holders, who attend Stewart's Melville College or The Mary Erskine School.

BUILDINGS

The school, named The Mary Erskine School in 1944 to mark the 250th anniversary of its foundation, has been housed on various sites in the city - the Cowgate, Bristo, Lauriston and Queen Street - and the buildings are depicted on the engraved glass panels in the entrance hall. In October 1966 the school moved to purpose-built accommodation on the magnificent 38 acre site adjoining Ravelston House. These new facilities have been enhanced by the building of a Sixth Form Centre in 1995 and by the more recent refurbishment of the Science Laboratories, Art Department, Home Economics Department, Careers Department, Library, ICT suite, the provision of two floodlit Astro turf hockey pitches, and the construction of six new tennis courts.

A new Sports Hall was completed in October 2000. It houses the National Cricket Academy and the Scottish Cricket Offices. A community sports facility is in operation seven days a week, outwith school hours and the project, which is linked to the sports facilities at Queensferry Road, are managed by the Community Sports Development Manager.

CURRICULUM

The Erskine Stewart's Melville Schools are committed to the all-round personal development of all children in their care. Their education is underpinned by nine values: appreciation, commitment, confidence, enthusiasm, grace, integrity, kindness, respect and responsibility.

The school follows its own curriculum prior to examination years. The Curriculum for Excellence is not followed. Girls generally sit the public examinations prescribed by the Scottish Qualifications Authority. It is normal for girls to sit a combination of eight subjects at National 5 and to proceed to Higher courses in S5. The majority will return for a final year in Sixth Form, with a high proportion taking Advanced Highers. 'A' Levels are offered in Art and in Music.

TEACHERS

There are approximately 80 teachers at the school. They rely on an excellent team of support staff, whose high standards contribute greatly to the quality of the school.

PROFESSIONAL REVIEW AND DEVELOPMENT

All teaching and support staff participate in a three-year cycle of professional review.

EXTRA CURRICULAR ACTIVITIES

Teachers are expected to play a full and active part in the extra-curricular life of the school. The ability to contribute to any of our extensive extra-curricular activities including Sports, the Combined Cadet Force and the Duke of Edinburgh Award would be most welcome.

THE DEPARTMENT

The Department consists of eight members of staff who have a wide range of experience and a shared enthusiasm for English. Mrs Katherine Yip has been Head of Department for the past five years. Mrs Elizabeth Smith is the Assistant Principal Teacher responsible for the curriculum in S1 and S2.

From S1, girls are set in broad ability bands. Set sizes are small: between 12 and 24 girls.

Teaching in S1 and S2 broadly follows 5-14 Guidelines. In S3 and S4 pupils follow the National 5 Course. All pupils take Higher in S5. Sixth Form is twinned with Stewart's Melville College. There are currently 26 students studying English at Advanced Higher with two sets taught at The Mary Erskine School and one at Stewart's Melville College. Results, at all levels, are outstanding.

THE POST

This is a part-time post from August 2018 to June 2019 to cover maternity leave. The successful candidate is likely to have a range of classes, which will include teaching at National 5, Higher and Advanced Higher levels, with a total teaching allocation of approximately 15 hours per week.

The generic job description for a teacher at The Mary Erskine School is appended.

REMUNERATION AND OTHER CONSIDERATIONS

Remuneration will be on the school's own scale, which is above that paid in the State Sector, and is dependent on qualifications and experience.

All teachers are entitled in term time to school lunch free of charge in return for supervisory duties.

Please note that the school operates a No Smoking Policy and smoking is not permitted on the school campus at any time.

APPOINTMENT PROCEDURES

Applications should be in the form of a letter, addressed to the Principal, and should be supported by a full *Curriculum Vitae* along with the names, addresses and contact details of two referees. They should be sent by email to recruitment@esms.org.uk or by post to the HR Administrator, Erskine Stewart's Melville Schools, Ravelston, Edinburgh EH4 3NT.

The closing date is 12 noon on Friday 2 March 2018.

Job Specification for a Classroom Teacher

in Erskine Stewart's Melville Schools

(Updated November 2007)

Every teacher in the Schools is expected to possess, or work towards possessing, the competencies and skills which are recognised nationally by the GTC and in accordance with the Schools' policies. These competencies and skills are listed below.

Teachers are expected to respond to the needs of the subject department (Senior School) or year group (Junior School) by following reasonable instructions from their Head of Department or Year Group Leader.

Curriculum Content

- ◆ demonstrate a sound knowledge of, and practical skills in, the subject or subjects forming the content of his or her teaching, at a level which allows him or her to stimulate and challenge pupils, and to recognise and address barriers to pupils' learning specific to the subject being taught.
- ◆ be able to play his or her full part in developing pupils' skills in literacy and/or numeracy.
- ◆ be able to use ICT and appreciate how to apply it effectively in learning and teaching (once trained).
- ◆ to contribute to the personal and social education of pupils within the Schools.
- ◆ with colleagues, be able to plan and prepare coherent teaching programmes and lessons, including homework, which ensure continuity and progression in children's learning.
- ◆ have a knowledge of the learning process, curriculum issues and child development.

Communication and approaches to teaching and learning

- ◆ be able to motivate and sustain the interest of all children in a class.
- ◆ explain to and communicate with children clearly and in a stimulating manner.
- ◆ question children effectively, and respond to their questions and support their contribution to discussions.
- ◆ employ a range of teaching strategies, including use of homework to reinforce and extend work in class, and be able to select strategies appropriate to the subject, topic and children's needs.
- ◆ select and use in a considered way, and in a number of different learning and teaching situations, a wide variety of resources.
- ◆ demonstrate the ability to teach individuals, groups and classes.
- ◆ set expectations and pace of work which make appropriate demands on all children and ensure that more able and less able children are effectively challenged.
- ◆ identify and respond appropriately to children with difficulties in learning and recognise when to seek further advice in relation to their specific educational needs.

- ◆ respond appropriately to cultural, gender, linguistic, religious and social differences, and to disabilities among children.
- ◆ encourage children to take initiatives in, and become responsible for, their own learning.
- ◆ work co-operatively with other professionals and adults in the schools.
- ◆ set an example to children in conduct and appearance.
- ◆ evaluate and justify the approaches taken to learning and teaching.

Classroom Organisation and Management

- ◆ be able to organise classes and lessons to ensure that all children are productively employed when working individually, in groups or as a class.
- ◆ be able to demonstrate knowledge about, and to apply, the principles and practices which underlie good discipline and which promote positive behaviour.
- ◆ be able to create and maintain a stimulating, purposeful, orderly and safe learning environment for all children.
- ◆ be able to manage children's behaviour fairly, sensitively and consistently by the use of appropriate rewards and sanctions and know when it is necessary to seek advice.
- ◆ demonstrate a knowledge of, and contribute to, strategies to prevent bullying.
- ◆ be able to evaluate and justify actions when managing children's behaviour.

Assessment

- ◆ demonstrate an understanding of the principles of assessment and the different kinds of assessment which may be used.
- ◆ be able to assess children's attainment in line with the Schools' policy and against national standards where assessment leads to certification.
- ◆ be able to monitor, assess, record and report on aptitudes, needs and progress of individual children.
- ◆ be able to provide children with constructive oral and written feedback on their progress on a regular basis.
- ◆ be able to use the results of assessments to evaluate and improve teaching and to improve the standards of attainment.

National and Whole School Issues

- ◆ demonstrate an understanding of the Scottish educational system.
- ◆ demonstrate a knowledge of and uphold and support Schools' policies, Schools' Development Plans and his or her Department's Development Plan.
- ◆ demonstrate a working knowledge of his or her contractual, pastoral and legal responsibilities.
- ◆ demonstrate an awareness of his or her responsibilities for contributing to the ethos of the School, for example by promoting positive relationships among staff, parents and children.
- ◆ be able to report to parents about their children's progress and discuss matters related to their personal and social development in a sensitive and constructive way.
- ◆ demonstrate an understanding of the way roles and responsibilities are shared among staff and how to obtain help from staff within the Schools, including those with responsibility for the curriculum, guidance, learning support and staff development.
- ◆ be willing and able to contribute to the extra-curricular life of the Schools.
- ◆ demonstrate an understanding of and adhere to the guidelines in the ESMGC child protection policy.

The values, attributes and abilities integral to teachers

- ◆ be committed to and enthusiastic about teaching as a profession and encouraging children to become learners.
- ◆ be committed to promoting children's achievements and raising their expectations of themselves and others, in collaboration with colleagues, parents and Governors.
- ◆ value and promote the moral and spiritual well-being of children.
- ◆ self-evaluate the quality of his or her teaching and set and achieve targets for professional development.
- ◆ demonstrate the abilities associated with analysing situations and problems, seeking solutions and exercising sound judgement in making decisions.
- ◆ value and promote equality of opportunity and fairness and adopt non-discriminatory practices, in respect of age, disability, gender, race or religion.
- ◆ demonstrate a commitment to undertaking continuing professional development in order to keep up-to-date with and respond to changes in education.