



# Role Profile

<b>Professional Learning Development Officer</b>				<b>Purpose</b>			
Reference No.	I576.01	Type	Individual	The role of the Professional Learning Development Officer is to support the Education Service in improving professional learning and the quality of professional practice of staff in our schools. The Professional Learning Development Officer will work as part of the Professional Learning & Pedagogy Team to provide clear, high quality advice and effective support for schools to improve leadership of improvements in learning and teaching.			
Service	Education						
Job Family		Grade	HT/DHT 3 - T20 (47,085)				
<b>Task or Responsibility</b> - For this role, there is an expectation that all, or a combination, of the following will be undertaken:				<b>Person Specification: Skills, Knowledge, Qualifications or Experience</b> - Criteria can apply to more than one task or responsibility		<b>E</b>	<b>D</b>
<p>The Professional Learning Development Officer will have the following specific responsibilities:</p> <ul style="list-style-type: none"> <li>To lead the development and delivery of aspects of our Professional Learning Framework in Fife.</li> <li>To work collaboratively within the Professional Learning team to support the professional learning of our teachers and school leaders.</li> <li>To work collaboratively within the Probationer Induction manager to engage with probationer teachers, Supporters and Headteachers as appropriate in ensuring that all aspects of the Teacher Induction Scheme are in place in all Fife schools.</li> <li>To lead the development, delivery and/or facilitation of professional learning opportunities for staff across all sectors to lead improvements in learning and teaching.</li> </ul>				<p><b>Essential Qualifications</b></p> <ul style="list-style-type: none"> <li>Full General Teaching Council for Scotland (GTCS) registration</li> </ul> <p><b>Desirable Qualifications</b></p> <ul style="list-style-type: none"> <li>Additional qualification(s) in aspects of leading improvements in teaching and learning.</li> </ul> <p><b>Essential Skills, Abilities &amp; Knowledge</b></p> <ul style="list-style-type: none"> <li>Commitment to the vision, values and core priorities of the Education and Children’s Services Directorate.</li> <li>A knowledge and understanding of current educational thinking and developments in society, education, and teaching and learning.</li> <li>Skills in using a range of evidence to monitor and evaluate developments in teaching and learning.</li> </ul>			

## Role Profile

<b>Task or Responsibility</b> - For this role, there is an expectation that all, or a combination, of the following will be undertaken:	<b>Person Specification: Skills, Knowledge, Qualifications or Experience</b> - Criteria can apply to more than one task or responsibility	E	D
<ul style="list-style-type: none"> <li>• To support networks and collaborations across sectors focussed on improving learning and teaching.</li> <li>• To evaluate the impact of the work of the Professional Learning &amp; Pedagogy Team (as appropriate) on staff's confidence, skills, knowledge and understanding and on outcomes for all learners in our schools.</li> <li>• To work in partnership with colleagues within the South East Improvement Collaborative, Universities, SCEL, GTCS and other partners who support the professional learning framework in Fife.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the relevant Professional Standards to support self-evaluation as part of your own and others continuous professional learning.</li> <li>• Skills in coaching and mentoring colleagues, and developing the coaching and mentoring skills of others.</li> <li>• Ability to devise, write and deliver creative professional learning programmes.</li> <li>• A commitment to career-long professional learning, integrity and ethical practice.</li> <li>• Skills in contributing to or leading collaborative groups to support and enhance teaching and learning.</li> <li>• Ability to communicate effectively; to listen, to express ideas and feelings clearly, engage in professional dialogue and constructive feedback, making use of appropriate media in doing so.</li> <li>• A clear understanding of confidentiality and can apply that knowledge to all engagements, practices and procedures.</li> </ul> <p><b>Desirable Skills, Abilities &amp; Knowledge</b></p> <ul style="list-style-type: none"> <li>• An awareness of current developments in digital technologies and an ability to use and apply ICT knowledge and skills to enhance their role.</li> <li>• Skills in engaging critically with current research, literature and policy in society and education to lead and develop the curriculum, pedagogy and assessment practices of individuals and teams.</li> <li>• Evidence of encouraging the development of leadership qualities in others.</li> </ul>		

## Role Profile

<b>Task or Responsibility</b> - For this role, there is an expectation that all, or a combination, of the following will be undertaken:	<b>Person Specification: Skills, Knowledge, Qualifications or Experience</b> - Criteria can apply to more than one task or responsibility	E	D
	<ul style="list-style-type: none"> <li>• Experience of contributing to Education Service working groups.</li> </ul> <p><b>Essential Experience</b></p> <ul style="list-style-type: none"> <li>• Detailed knowledge and understanding of aspects of the Curriculum for Excellence 3-18.</li> <li>• Delivery and development of high quality teaching and assessment within relevant sector(s).</li> <li>• Efficient and effective use of resources to support the learning needs of all learners.</li> <li>• Leadership of collaborative groups focussed on school or departmental improvement priorities.</li> <li>• Engagement with literature, research and policy to support your own professional learning.</li> <li>• Effective participation in approaches to self-evaluation to monitor and review aspects of teaching and learning.</li> <li>• Partnership working with staff, learners, parents and partners in the wider school community to meet the needs of learners.</li> <li>• Involvement in supporting and promoting activity focussed on improving life outcomes for the most vulnerable individuals and groups within a school community.</li> </ul> <p><b>Desirable Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working with staff in both primary and secondary schools.</li> <li>• Contribution to cluster, local and national developments and discussions to support and enhance the development of others.</li> </ul>		

# Role Profile

<b>Task or Responsibility</b> - For this role, there is an expectation that all, or a combination, of the following will be undertaken:	<b>Person Specification: Skills, Knowledge, Qualifications or Experience</b> - Criteria can apply to more than one task or responsibility	<b>E</b>	<b>D</b>
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:

<b>Task or Responsibility</b> - For this role, there is an expectation that all, or a combination, of the following will be undertaken:	<b>Person Specification: Skills, Knowledge, Qualifications or Experience</b> - Criteria can apply to more than one task or responsibility	<b>E</b>	<b>D</b>
---	---	----------	----------

<b>Job Title (Specialists Tasks)</b>			

<b>Type of Protection of Vulnerable Groups Scheme (PVG Scheme) or Disclosure Check required</b>				
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"/>	

## Role Profile

**Additional Information** – the following information is available:

- 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:

- Take Ownership
- Focus on Customers
- Work Together
- Embrace Technology & Information
- Deliver Results