

**MERRILL ACADEMY
CURRICULUM LEADER- JOB DESCRIPTION**

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| Job title: | Curriculum Leader - Maths |
| Responsible to: | SLT Line Manager |
| Responsible for: | Leading the Maths department |
| Hours of work: | 1.0 FTE |
| Salary: | MPS/UPS +TLR 1.2 |

| ROLE PURPOSE | |
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| ➤ | To provide inspirational, strong and clear leadership that results in a department which provides first class teaching and learning opportunities for all students and staff |
| ➤ | To instigate and develop an innovative approach to raising aspiration that will stimulate all students enabling them to achieve in line with 'good' progress |
| ➤ | To work with other Curriculum Leaders to provide an integrated and coherent approach to improving achievement and attainment in line with Academy targets |
| KEY ACCOUNTABILITIES | |
| ➤ | Percentage of students making both expected and good progress measured against targets is in line with external expectation |
| ➤ | Monitoring, tracking and intervention across all key-stages |
| ➤ | Development and delivery of relevant curriculum |
| ➤ | Consistency and efficacy of departmental standards and ensuring progress towards departmental and Academy targets |
| ➤ | Effective quality assurance processes across the department |

| DUTIES | |
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| ➤ | To ensure high quality teaching and learning in the department. |
| ➤ | To develop and implement the departmental strategy so it takes the curriculum forward to meet the targets set for improvement |
| ➤ | Designing an appropriate curriculum that meets the aims of the Academy and the needs of all students |
| ➤ | Making sure that innovative and appropriate approaches to learning are made available to students with specific learning needs, for example: those with low attainment on entry, EAL students and the very able |
| ➤ | Ensuring that all learners are following the appropriate curriculum pathway |
| ➤ | Ensuring that all staff are delivering the appropriate curriculum pathway |
| ➤ | Evaluating, monitoring and developing the design and delivery of the curriculum for Vocational; continuously striving to improve all aspects of the department |
| ➤ | Ensuring the rapid improvement of students' literacy across the department and Academy |
| ➤ | Setting targets for student achievement in the Maths department |
| ➤ | Ensuring that there is an effective assessment, recording and reporting system of students' progress across all key-stages, and that a departmental plan for the timing of such activities (in line with the SIP) is in place and communicated to all relevant staff. |
| ➤ | Using robust processes to measure the impact of the curriculum on the progress of all students and reporting this effectively to key stakeholders. |
| ➤ | Adopting a strong, caring and flexible leadership style so as to influence and motivate staff and students to achieve their objectives and those of the Academy |
| ➤ | Creating an environment of open-mindedness, fairness and harmony between groups and individuals |
| ➤ | Implementing 'Best Practice' Academy performance management processes so as to provide a positive framework for staff development and achievement |
| ➤ | Assisting the SLT, to ensure that a significant staff development programme is designed and implemented. This will be structured and relevant, taking into account the development priorities of the Academy and those of individual members of staff. It will be visibly linked to the outcomes of the performance management process |

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| ➤ | Making sure that effective, caring policies concerning a broad range of student and staff welfare matters are implemented |
| ➤ | Ensuring that the policies and processes in place for assessing students and for setting, monitoring and evaluating attainment goals for students are fully implemented by all departmental staff |
| ➤ | Creating an environment where there is visible acknowledgement that everyone's contribution is valued |
| ➤ | To hold departmental staff to account for their responsibilities according to the Teacher's Standards |
| The responsibilities and duties and reporting lines may be reviewed in consultation with the employee to take account of changes over time and to ensure that the job description reflects these changes | |

CURRICULUM LEADER - MATHS

Person Specification

| | Essential | Desirable |
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| Knowledge and Skills | | |
| Knowledge of a range of pedagogic approaches to cater for different learner needs and ensure that all students are challenged and engaged | <input type="checkbox"/> | |
| Knowledge and understanding of strategies for promoting positive relationships with students and effective behaviour management techniques | <input type="checkbox"/> | |
| Knowledge of current and new national curriculum developments | <input type="checkbox"/> | |
| Communication: Good written and oral communication skills | <input type="checkbox"/> | |
| Organisation: Excellent time management and effective organisational skills | <input type="checkbox"/> | |
| Proven and consistent high quality of teaching delivery | <input type="checkbox"/> | |
| Experience | | |
| Experience of teaching a relevant subject | <input type="checkbox"/> | |
| Proven experience in planning and development of subject curriculum | <input type="checkbox"/> | |
| Leading a team or key area within a department | | <input type="checkbox"/> |
| Experience of improving Teaching and Learning of staff | <input type="checkbox"/> | |
| Qualifications | | |
| Graduate with relevant subject degree | <input type="checkbox"/> | |
| Qualified Teacher Status | <input type="checkbox"/> | |
| Good IT skills | | <input type="checkbox"/> |
| Evidence of appropriate CPD related to teaching and learning | | <input type="checkbox"/> |
| Competencies | | |
| Among other competencies required for this role, those critical to your success are the following: | | |
| Tenacity / Resilience, able to work under pressure | <input type="checkbox"/> | |
| Planning & Organisational skills | <input type="checkbox"/> | |
| Self-motivation | <input type="checkbox"/> | |
| Flexibility | <input type="checkbox"/> | |
| Professionalism | <input type="checkbox"/> | |
| Personal Qualities | | |
| As Curriculum Leader - Maths you will be expected to have a full commitment to safeguarding children and young people, as well as high expectations of yourself and others. | | |