

DEPUTY CURRICULUM LEADER

POST:	Deputy Curriculum Leader
LINE MANAGED BY:	Curriculum Leader

Job Description

1. Main Purpose of the Job

To provide a high level of support to the Curriculum Leader of the curriculum team in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement for all students.

2. Dimensions

2.1. STUDENTS

Students study the subject across Key Stage 3 and 4. Advanced Levels are offered in the Sixth Form.

2.2. STAFF

A number of staff are managed including other post-holders. Further details are available.

2.3. FINANCIAL

An annual capitation needs to be managed, details of which are available on an annual basis.

3. Principle Accountabilities

- 3.1. To assist the Curriculum Leader in establishing and safeguarding a focus and commitment to high quality teaching and learning in the formal curriculum and through additional opportunities, and to ensure that through curriculum provision, students gain successes in formal accreditations and personal development.
- 3.2. To assist the Curriculum Leader in all aspects of the day-to-day leadership and management of the subject area and to deputise for the Curriculum Leader in their absence.
- 3.3. To oversee and coordinate designated areas or aspects of the curriculum, its monitoring and evaluation, to ensure that students are supported in reaching their personal targets and ensuring that there is a measurable contribution to the achievement of whole school targets and the achievement of the School Development Plan. Analyse and interpret student performance data, and facilitate intervention strategies to maximise student achievement.
- 3.4. To provide regular feedback for team members in a way that recognises good practice and supports their progress against performance management objectives resulting in a tangible impact in student learning across the subject(s).
- 3.5. To review and report, to the Curriculum Leader and where appropriate to the Senior Leadership Team (SLT) and governors on the standards of leadership, teaching and learning in the subject area(s) consistent with the school's self evaluation procedures thereby leading to a continual focus on school improvement. To provide regular progress checks to the Curriculum Leader on all successes, issues and concerns relating to the subject area(s).
- 3.6. To engage all subject staff in the creation and implementation and review of schemes of work which encapsulate key learning strategies in the school.

- 3.7. To support the Curriculum Leader in ensuring that all aspects of examination entry and monitoring of assessment data fulfils school policies and supports student achievement and attainment.

4. Core Competencies

TITLE	DEFINITION	LEVEL
Analytical Thinking	The ability to think logically, break things down and recognise cause and effect	2 - recognises cause and effect
Challenge & Support	A commitment to do everything possible for each student and to enable all students to be successful	3 - strives for the best possible provision
Developing Potential	Works to develop the long-term capabilities and potential of others	2/3 - provides tangible support / gives feedback and encouragement
Drive for Improvement	Relentless energy for setting and meeting challenging targets, for students and the school	3 - creates improvements
Holding people Accountable	The drive and ability to set clear expectations and parameters to hold others accountable for performance	2/3 - sets boundaries / demands performance
Information Seeking	A drive to find out more and get to the heart of things; intellectual curiosity	3 - gathers information
Team Working	The ability to work with others to achieve shared goals	3 - gets input from others

5. Knowledge and Experience

The post holder will have experience of working within the secondary sector and have a proven track record of high quality teaching in their subject area. Appropriate further professional development will be evident as will experience of responsibility for the leadership and management of an aspect of a curriculum or pastoral initiative. The post holder will have a thorough understanding of the relevant Programme(s) of Study and the National Curriculum. They will also have a thorough understanding of the principles of good classroom management and an excellent understanding of assessment, monitoring, recording and reporting procedures. They will also have knowledge of subject-specific trends, national initiatives and statutory requirements.

6. Performance Standards

Performance will be measured against outcomes in relation to set targets and progress as measured against individual and/or team development plans.

7. Organisation Chart

Separately available.

8. Additional Information

- 8.1. The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare. You will work under the direction of the Headteacher, whose responsibility it is to ensure that a reasonable balance in the workload of each teacher is maintained.
- 8.2. You will be required to undertake other duties as may reasonably be expected.
- 8.3. Post-holders will adhere to the Dress Code for Staff and show a record of excellent attendance and punctuality.

SIGNED

Post Holder: _____ Date: _____

Line Manager: _____ Date: _____

Person Specification

Selection decisions will be based on the criteria outlined in this form. At each stage of the process an assessment will be made by the appointment panel to determine how far the criteria have been met. *Candidates who do not meet asterisked (*) criteria will not be considered.*

Criteria should be addressed on the application form and/or in the statement of application as indicated. Criteria will be further tested later in the process through interviews and other methods such as presentations.

When completing your statement of application, you should ensure that you provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

We will consider any reasonable adjustments under the terms of the Equalities Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

SECTION	CRITERIA ASSESSED		
	APPLICATION	STATEMENT	INTERVIEW
EDUCATION, QUALIFICATIONS AND TRAINING			
a) DfE Qualified Teacher Status	*		
b) Degree or good professional qualification	*		
c) Evidence of further professional development	*		
EXPERIENCE			
a) Successful teaching experience in the secondary sector, preferably 11-18	*		
b) Proven record of raising standards		*	
c) Experience of lesson planning (examples to be brought to interview)			*
d) Experience of management and leadership within a department/faculty	*	*	*
e) Written and spoken fluency and accuracy in English	*	*	*
SKILLS AND ABILITIES			
a) Ability to ensure the safety and well-being of students at all times			*
b) Ability to plan and evaluate your work with a view to improving school standards and attainment		*	*
c) Ability to maintain records of student progress and achievements in order to provide evidence of work, progress and attainment over time		*	*
d) Good understanding and competence in ICT		*	*
e) Work effectively as part of a team; developing positive relationships with colleagues, students, parents and other agencies as appropriate		*	*
f) Can work collaboratively with specialist teachers and other colleagues to enhance students' learning		*	*
g) Possess excellent organisational skills	*	*	
h) Set high expectations for student behaviour and establish a clear framework for classroom discipline which promotes self-control and independence whilst managing students' behaviour constructively			*
i) To provide opportunities for students to develop awareness of cross-curricular themes and key skills			*
j) Energy and enthusiasm for the education of young people		*	*
k) Ability to utilise an effective range of teaching and learning styles		*	*
l) Ability to create a learning environment that values all students equally and enables all to achieve		*	*
KNOWLEDGE			
a) Good knowledge of the Curriculum at Key Stage 3 and 4		*	*
b) Good knowledge of the principles of good class management			*

SECTION	CRITERIA ASSESSED		
	APPLICATION	STATEMENT	INTERVIEW
c) A knowledge of post-16 curriculum in the specified area, preferred		*	*
d) An understanding of assessment, monitoring, recording and reporting procedures			*
COMMITMENTS			
a) Commitment to equal opportunities		*	*
b) Commitment to achieving high standards		*	*
c) Commitment to all aspects of inclusive education		*	*
d) Commitment to the ethos and life of the school, including extra-curricular activities		*	*
e) Committed to teaching and to further professional development		*	*