

Post Title:	Curriculum Leader – Science
Salary:	Main scale + TLR 2C (Negotiable for exceptional candidates)
CRB Disclosure Level	Enhanced
Main Purpose:	<ul style="list-style-type: none"> To be accountable for raising standards of student attainment and achievement within the curriculum area To effectively line manage other staff within the curriculum area, providing individual support and appropriate professional development To be a member of the academy's Middle Leaders Group
General Responsibility	<p>All academy staff are expected to:</p> <ul style="list-style-type: none"> Work towards and support the academy's Lasallian mission statement, the vision and the objectives Support and contribute to the academy's responsibility for safeguarding students Work within the academy's health and safety policy to ensure a safe working environment for staff, students and visitors Work within the academy's policies to promote equality of opportunity for all students and staff, both current and prospective Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues Engage actively in the performance review process Adhere to academy policies and procedures as set out in the staff handbook or other documentation available to all staff
Specific responsibility Leadership and Management	<p>To provide dynamic and inspirational leadership to the curriculum team and lead the development and implementation of the curriculum and whole academy initiatives within the curriculum area by:</p> <ul style="list-style-type: none"> enthusiastically leading colleagues within a positive and supportive working atmosphere, with a common vision for success actively participating in strategic Middle Leaders meetings disseminating and communicating key information to team members holding a thorough overview of the workings of the curriculum team, being aware of strengths and weaknesses and being supportive of developments, whilst being unafraid to challenge underperformance providing high quality line management to team members holding high expectations for the curriculum team, leading challenging and rigorous meetings with teams and individuals, and setting appropriate, but demanding targets. overseeing strategic planning to ensure development needs are

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	<p>addressed</p> <ul style="list-style-type: none"> • review and develop the curriculum in line with national developments • overseeing appropriate curriculum provision, supported by up to date schemes of work <p>To line manage teachers and support staff within the curriculum team by:</p> <ul style="list-style-type: none"> • meeting regularly with individuals / teams to ensure clarity of understanding of a range of issues • being supportive of individuals and groups within the team • setting targets for individuals and teams • reviewing assessments of progress for classes, identified groups and individuals • ensuring developmental and challenging dialogue in line management meetings • approving curriculum planned and delivered enrichment arrangements • line managing support staff as appropriate • being involved in staff recruitment
Specific responsibility Teaching and Learning	<p>To systematically monitor and evaluate the quality of learning within the curriculum and lead the quality of learning improvement initiatives by:</p> <ul style="list-style-type: none"> • overseeing and monitoring the quality of planning and the use of planning time in the curriculum team • overseeing and monitoring the quality of teacher marking and feedback • ensuring the development and implementation of appropriate schemes of work and assessment • sampling students' books and work to ensure quality control <p>To systematically monitor and evaluate the quality of teaching within the curriculum and lead the improvement of the quality of teaching by:</p> <ul style="list-style-type: none"> • observing and assessing teaching, giving developmental feedback and ensuring quality support for team members • analysing data to monitor individual teacher / subject / team effectiveness • ensure individual teachers have high quality lesson planning and schemes of work • leading the development of the teaching practice of others • identifying development areas within the curriculum and acting appropriately to improve quality • making appropriate judgements regarding the overall quality of teaching within the curriculum area, holding the relevant evidence to support the assessments made • completing the curriculum SEF • contributing as required to the whole academy SEF
Specific responsibility	To be accountable for and to co-ordinate, analyse, and evaluate student achievement within the curriculum area by:

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Monitoring, Evaluation and Assessment	<ul style="list-style-type: none"> • using baseline data and assessment records to evaluate the quality of achievement of individuals, teaching groups within the curriculum • comparing achievement within the curriculum area with other in academy groupings and other curriculum areas, and national statistics and trends • meeting with the Head of School, leadership team, other curriculum and pastoral leaders and individual staff to agree challenging targets for individual students, groups and subject areas • providing evaluative, formative and summative information regarding student achievement to the leadership team and Governors as required • completing the curriculum SEF <p>To efficiently oversee the management of curriculum resources by:</p> <ul style="list-style-type: none"> • monitoring curriculum resource planning, ensuring adequate provision of learning materials to enhance teaching • overseeing the allocation of teaching groups, rooms and equipment, taking into account strategic planning and development issues • effectively managing any delegated financial resources to achieve value for money • effectively managing the accommodation of the curriculum area by ensuring high quality, up to date displays, and the appropriate layout to support independent learning
Specific responsibility Training and Development of Self and Others	<p>To monitor the CPD of individuals/ groups/ within the curriculum team by:</p> <ul style="list-style-type: none"> • specifying areas for development as identified through quality control procedures, approving and monitoring INSET requests • leading in the Performance Management procedure within the curriculum area • overseeing the effective induction and development of NQTs and new staff

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Person Specification			
		Essential Desirable	Stage Identified
Qualifications/Training			
1	Qualified teacher status	E	A
2	Degree or equivalent	E	A
3	Evidence of recent and relevant CPD	E	A/I
Experience			
4	Experience of teaching in an 11-18 school	E	A/I
5	Successful classroom practitioner	E	A/I
6	Experience of curriculum development planning	E	A/I
7	Experience of curriculum innovation	D	A/I
8	Experience of pastoral responsibility	E	
Skills/Knowledge/Aptitudes			
9	Serving teacher with whole school responsibility	E	A/I
10	The ability to inspire the curriculum team	E	A/I/Act
11	A clear vision with effective strategic planning abilities	E	A/I/Act
12	Strong leadership qualities	E	A/I/Act
13	Strong interpersonal skills reflected in the ability to value and motivate both staff and students	E	A/I/Act
14	Experience of successfully managing a budget	D	A/I/Act
15	An innovative approach to curriculum development	E	A/I
16	Ability to maintain and improve high attainment standards through personalising curriculum	E	A/I
17	Commitment to the principle and value of an inclusive curriculum to meet the individual needs of all students (ECM* Agenda)	E	A/I
18	Commitment to the development of the role of ICT in enhancing teaching and learning	E	A/I
19	Understanding of strategies leading to school improvement – including teaching and learning	D	A/I
20	A commitment to safeguarding and the pastoral care and personal development of students	E	A/I
21	The ability to help students realise their academic and vocational potential	E	A/I
22	Ability to maintain and improve, where necessary, student behaviour	E	A/I

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Personal Attributes Required		Essential Desirable	Stage Identified
Special Requirements			
23	Practising Catholic	D	A/I
24	Commitment to working openly in partnership with staff, students, parents, governors and other agencies	E	A/I
25	Commitment and evidence of collaborative working to enhance the specialism of the school	D	A/I
26	Commitment to contributing to further enhancing the role of the school in the community	D	A/I
27	Commitment to develop further and improve the range and quality of the school's curriculum provision	E	A/I
28	Understanding of the implementation of quality assurance systems, including school review, self-evaluation and performance management	E	A/I

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