

JOB DESCRIPTION AND PERSON SPECIFICATION

POSITION DETAILS

TITLE OF POST:	Curriculum Team Leader- Community Based Projects and Adult Vocational Learning
	One year fixed term contract
RESPONSIBLE TO:	Director of Curriculum; Access, HE and Adult Vocational Learning
GRADE:	Business Support – Grade 3
SALARY:	£31 845 per annum (Inclusive of London Weighting)
CLOSING DATE:	Tuesday 18 th September 2018

Title:

Purpose of the Job: The post holder will work closely with the Curriculum Director for Access, HE and Adult Vocational Pathways to successfully grow and develop the adult vocational curriculum and community learning projects.

The Curriculum Team Leader (CTL) - Community Based Projects and Adult Vocational Learning will be responsible for the management of specific curriculum areas and their staff. The CTL will provide management direction ensuring that the staff and curriculum quality, performance, team plans and targets meet College objectives and targets and are fully understood by staff within the teams.

Main Tasks

Summary: -

Strategic Direction and Development of the Area.

The Curriculum Team Leader will:-

Project Management

1. Identify and pitch project proposals to new and existing partners in line with the business development strategy
2. Lead and coordinate the preparation and submission of new project proposals in consultation with Curriculum Director
3. Identify and grow new revenue opportunities within existing accounts/ clients

4. Manage bespoke contracts ensuring key milestones are delivered on time and within budget and all contractual obligations
5. Develop and maintain good working relationships with community organisations, employers and other partners
6. Ensure all projects achieve the projected surplus forecasted
7. Undertake effective, regular and timely liaison and communications with relevant stakeholders to ensure logistical management and reporting of all projects
8. Build and maintain strong and positive relationships with all partner organisations supporting the delivery of projects in country or overseas

Curriculum Management

1. Plan a broad and balanced curriculum for adults, employers and other key stakeholders that supports the strategic direction of the college,
2. Contribute to whole-College aims, policies and practices, (including those in relation to behaviour, discipline, bullying and racial harassment)
3. Diversify and Increase income streams for adult learners and consistently meet financial targets
4. Meets the needs of students and potential students, employers and other stakeholders
5. Develop and implement policies and practices for the area which reflect the College's commitment to high achievement, effective teaching and learning and excellent quality assurance and employability.
6. Timetable courses effectively and efficiently to maximise utilisation of resources; including staff, rooms and courses
7. Agree and set aspirational targets through the college performance management process
8. Use data effectively with staff to identify students who are underachieving and implement effective plans of action to support those students.
9. Ensure that quality improvement within the curriculum area is in line with College quality standards including the use of Curriculum Reviews, SAR and QIP and effective liaison with Awarding Bodies to ensure the curriculum successfully meets external scrutiny.
10. Ensure that the College's Safeguarding Policy is fully implemented and supported within the programme areas for which the post is responsible

Teaching and Learning

1. Ensure curriculum coverage, continuity and progression in the curriculum area for adult students, of all levels of ability and need
2. Ensure that teachers are clear about the teaching outcomes of lessons, understand the sequence of teaching and learning in the curriculum area, and communicate such information to students;
3. Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the curriculum area and of different students
4. Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement
5. Ensure that information about students' achievements in previous learning is used effectively to secure good progress in the curriculum area;
6. Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement in the curriculum area by all students, including those with special educational and linguistic needs; This area relies on a high number of hourly paid staff.
7. Evaluate the teaching of the area, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
8. Ensure that teachers of the curriculum area are aware of its contribution to students' understanding of their duties, opportunities, responsibilities and rights as citizens including in respect of discrimination, including race, gender and disability stereotyping;
9. Ensure that teachers of the curriculum area know how to recognise and deal with stereotyping including racial, gender and disability stereotyping

Management of Staff

1. Contribute to raising the standards of teaching within the Directorate
2. Provide a framework for the support and supervision of teaching staff that places high expectations and encourages continuous development
3. Observe teaching staff and give effective and constructive feedback in line with the College Lesson Observation process.
4. Ensure all teaching staff are observed and have an improvement action plan, which is closely monitored

5. Delegate tasks appropriately to staff to maximise the efficiency of the department and increase staff development opportunities.
6. To implement management structures to ensure 1:1 supervision, team and other meetings relevant to the business of the faculty regularly take place within an open and transparent communication framework.
7. To be proactive in addressing issues of staff and course underperformance – whether at team or individual level – making use of the College's procedures and in collaboration with the appropriate support teams, including HR and Quality.
8. To manage, develop and induct, Hourly Paid Lecturers, agency and casual staff to ensure that the standard of teaching and learning are maintained.

The post holder will also be expected to

- 1 Demonstrate model behaviours that, at all times, are consistent with an open, inclusive and participative style;
- 2 Be proactive in identifying and pursuing opportunities that are appropriate to maintaining his/her continued professional development;
- 3 Demonstrate a commitment to the development and practice of equal opportunities in every aspect of the life of the college;
- 4 Abide by the college's data protection policy.

Other duties

You will be responsible for the implementation of, and compliance with, the provisions of legislation and good practice relating to health and safety in the areas you are responsible for.

The scope of this profile reflects the needs of the college at the present time: it is not intended to be a fully inclusive or exhaustive list. The postholder will therefore be expected to work flexibly and to undertake such other duties as may from time to time be reasonably allocated by the line manager. The profile will be subject to continuous review as the needs and requirements of the college change over time.

Person Specification: Curriculum Team Leader Community Based Learning

Area to be assessed	Essential	Desirable	How this will be assessed
Qualifications	1. Qualified teacher, and educational achievement that is to degree level or equivalent		AF
Professional development	2. Evidence of ongoing professional updating and development in relevant fields		AF
Knowledge	3. 4. An understanding of the requirements of relevant markets it delivers to and supports including; Adult Vocational, community learning, and employability skills 5. An understanding of the communities served and their educational needs, including the needs of people from disadvantaged groups, employed and unemployed. 6. An in-depth understanding and knowledge of at least one Vocational sector 7. An understanding of the need to generate alternative income streams and relevant knowledge of what form these may take. 8. Knowledge and understanding RARPA and how achievement is assessed including initial and diagnostic assessments 9. Knowledge of using technology in the classroom and off site centres. 10. An understanding of ways to work with community and voluntary sector organisations to increase participation and progression, and to reach the target groups. 11. An understanding of the reasons for an Equal Opportunities Policy and how it affects the immediate working environment and relationships with clients.		AF/I AF/I AF/I I
Experience	12. Experience in developing innovative and successful ways to engage hard-to-reach learners in first engagement activities. 13. Experience of target setting, action planning, reviewing progress, measuring achievement, monitoring and evaluating quality 14. Understanding of managing budgets. 15. Experience of meeting funding and success rate targets. 16. Experience of performance managing, motivating and developing staff 17. Experience of developing new curriculum to meet new market needs and creating full costs or commercial programmes to meet individual/employer needs		AF/I/ T AF/I AF/I AF/I

	18. Experience of obtaining and responding to learner feedback. 19. Some experience of using ICT/distance learning and other methodologies to provide flexible and creative delivery models.		
Skills and abilities	20. Evidence of the ability to work effectively as a member of several related teams, including those made up of external partners. 21. Excellent administrative and organisational skills with competence in the use of management information systems. 22. Ability to be proactive in making links across the Camden community, and contribute to a 'joined up' approach to adult community learning. 23. Ability to motivate and manage staff, ensuring that they understand the Teaching, Learning and Development plan of the department. 24. Ability to work alone and accept responsibilities, take initiative, propose solutions, plan workloads and work under pressure. 25. Ability to ensure progression pathways are relevant and fit the needs of the learners progressing both within community provision and into main site college provision.		AF/I AF/I AF/I AF/I AF/I

Please indicate how these will be assessed: AF (Application form), I (Interview), T (Task).