



**Curriculum Team Leader
Congleton High School
MPS/UPS +TLR + Pension Scheme (TPS)**

**For a confidential discussion about this post with the
Headteacher, more information, or to arrange a visit,
please contact the school on 01260 730123 or
enquiries@congletonhigh.com**





Congleton High School is a very popular and successful 11-18 school. Academic achievement and attainment are high and the school has a rich and broad curriculum combined with excellent teaching and learning. We are fully committed to making Congleton High School a great place to learn and work and we place a great emphasis on well-being of students and staff. In our last Ofsted Inspection (January 2018), we were rated as a 'Good' school. In the summer of 2019 our Progress 8 score was +0.23 and in 2018, our score of +0.37 was the highest in Cheshire, demonstrating a strong track record of high academic achievement. The school is oversubscribed and has a growing Sixth Form of 250 students.

I know that having great people is our biggest asset and we work very hard to make sure that we provide good professional development and create a positive working environment for all staff. The school has a strong Induction Programme and places high importance on the well-being of staff. The people you will be working with will support and motivate you to achieve your career ambitions. Staff are fully committed to providing the very best lessons for students and we have a strong focus on Teaching and Learning. I am proud of the 'team' ethos we have created and staff have planned opportunities to work together and share the very best practice across the school. We run our own Future Leaders Programme and work closely with the Chimney House Alliance which also delivers a range of Leadership Programmes. The school has also recently joined the Congleton Education Community Partnership.

As part of The Learning Alliance, staff have the opportunity to work with the 8 schools within the trust as well as our partner primary schools in the local area.

More information about the school can be found on our website and in our most recent Ofsted report. However, if you have any questions or queries about the post, please get in touch with me on jbarlow@congletonhigh.com or 01260 730123.

Jim Barlow
Headteacher
Congleton High School

CURRICULUM TEAM LEADER

JOB PURPOSE

As Curriculum Team Leader, you are expected to lead the curriculum area so that students make expected progress and achieve agreed outcomes.

PRINCIPAL RESPONSIBILITIES

- 1 To be a member of the academy's middle management
- 2 To set high expectations in all areas of faculty work including teaching
- 3 To maintain oversight of the quality of teaching and standards in the faculty
- 4 Contribute to wider leadership and teaching in the academy
- 5 To carry out the responsibilities outlined for a Standard Scale teacher (below)

JOB PURPOSE

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/form tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth.

MAIN AREAS OF RESPONSIBILITY

Teaching

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and academy subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, the subject area and academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Pastoral System

- To be a form tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the form tutor group as a whole.
- To liaise with the Head of Year to ensure the implementation of the academy's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.

- To communicate as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and Citizenship and enterprise according to academy policy.
- To apply the Behaviour Management systems so that effective learning can take place.

Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
- To contribute to the subject area's Development Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To contribute to the whole academy's planning activities.
- To assist the Head of Faculty to ensure that the curriculum area provides a range of teaching which complements the academy's Strategic Objectives.

Staff Development: Recruitment/Deployment of Staff

- To take part in the academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the academy.

Quality Assurance

- To contribute to the process of monitoring and evaluation of the subject area in line with agreed academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

Management of Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communications

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the academy.
- To follow agreed policies for communications in the academy.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Faculty to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, subject area and the students.

Other Specific Duties

- To continue personal development as agreed at appraisal.
- To engage actively in the performance review process.
- To address the appraisal targets set by the line manager each Autumn Term.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To promote actively the academy's corporate policies.
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate.
- To adhere to the academy's Dress Code.

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

- 1) Equal Opportunities
- 2) Health and Safety
- 3) General Data Protection Regulations (2018) and Data Protection Act (2018)
- 4) Safeguarding children

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

PERSON SPECIFICATION

ATTRIBUTES	DESCRIPTION	DESIRABLE
Knowledge and Experience	<p>Graduate in relevant subject and DfE recognised Qualified Teacher Status.</p> <p>Successful teaching experience at secondary level (can be teaching practice).</p> <p>Understanding of theory and practice of effective teaching and learning.</p> <p>Knowledge of National curriculum requirements at KS3 and KS4.</p> <p>Understanding of the importance of having high expectations for all students, both of behaviour and academic achievement.</p> <p>Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students, including special educational needs, English as an additional language and high achievers.</p> <p>Knowledge and experience of writing lesson plans, developing resources and assessing students work.</p> <p>Understanding the importance of being a Tutor.</p>	Experience of working in an 11-18 school.
Skills and Abilities	<p>The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff.</p> <p>Good level of ICT skills</p> <p>The ability to create a motivating and safe learning environment for all students.</p> <p>The ability to communicate positively with parents/carers and where appropriate outside agencies in a way that facilitates effective links between home and school.</p> <p>Good communication skills both writing and speaking.</p> <p>Ability to lead and manage own work effectively and take responsibility for own professional development.</p> <p>Ability to carry out the job description.</p> <p>Excellent time management skills and the ability to prioritise and meet deadlines under pressure.</p> <p>Ability to motivate students and raise their aspirations through a range of strategies e.g. assessment for learning</p>	Ability to use ICT incl. an interactive white board innovatively.
Personal Qualities	<p>Enthusiasm for and commitment to the achievement of the academy's overall vision for success at all levels.</p> <p>Commitment to contributing to academy life as a whole and willingness to be involved with clubs and community projects.</p> <p>A positive approach to hard work.</p> <p>A positive role model for students.</p> <p>Passion for teaching own subject specialism.</p> <p>Flexible, adaptable, results orientated and able to prioritise, resilient under pressure.</p> <p>Awareness of and commitment to equal opportunities and valuing diversity.</p>	



Staff Benefits at Congleton High School

In addition to competitive salaries, subscription to the Teachers' Pension Scheme and for Support Staff the Local Government Pension Scheme, Congleton High School has a great deal to offer staff at the school.

Over the last few years the school has shown commitment to improving staff well-being and implemented strategies to address workload issues.

What can we offer you?

1. Teachers are provided with above the 10% PPA time, and there is a strong culture on joint planning within teams.
2. Additional Curriculum Planning time has been calendared so that staff can share best practice and plan together.
3. We run our own Leadership Programmes as well providing opportunities for staff to complete Leadership training through the Chimney House Alliance.
4. An optional Health Care Plan offered through Simply Health which cover a range of benefits.
5. Staff work spaces during PPA.
6. Free refreshments on Parents Evenings and evening events.
7. Free refreshments on INSET Days.
8. Free breakfast every day for all staff.
9. Free Fitness Classes for all staff.
10. Staff activities, such as Staff Band and Badminton Club.

As a school we have implemented a range of strategies to promote well-being and address workload.

1. Reduced the amount of time inputting data.
2. Provide staff with analysed data so that they can focus on using data effectively.
3. Provided a centralized system for ordering consumables.
4. Provided a 'Pink Week' in December where no meetings or additional activities take place allowing staff to leave a little earlier than usual!
5. Provided training for staff on managing stress, building resilience and developing well-being & happiness.
6. Introduced free Friday lunches for staff where lunch is provided in the staffroom so staff can socialise spend time together.
7. Reviewed our Marking and Feedback Policy and empowered leaders to develop their own practices.
8. Provided invigilators for Mock Exams so that staff have more time for marking.
9. Changed the email culture so that parents and outside agencies are aware of the expectations of responding to emails at weekends and holidays.
10. Implemented a Flexible Working Policy allowing staff to temporarily change their working hours due to changes in their personal circumstances.