

## Curriculum Leader

<b>ALLOWANCE:</b>	TLR 1b or 1c	<b>DATE:</b>	April 2019
<b>RESPONSIBLE TO:</b>	The Headteacher / Governors / Line Manager		

## Job Description

### 1. Main Purpose of the Job

- 1.1. Provide the leadership of the subject area with vision, ensuring that the subject continues to be a core area of strength within the School.
- 1.2. To provide the professional leadership and management of the subject team and curriculum 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 curriculum across the Key Stages.
- 2.2. **STAFF**  
The team consists of teaching members of staff and may include support staff.
- 2.3. **FINANCIAL**  
The Curriculum Leader will manage a budget for each financial year.

### 3. Principal Accountabilities

- 3.1. To establish and safeguard a focus and commitment to high-quality teaching and learning in the formal curriculum and through additional opportunities, including extra-curricular activities, and ensure that through curriculum provision, students gain successes in formal accreditations and personal development.
- 3.2. To agree and support the achievement of student progress targets, ensuring through rigorous monitoring and evaluation a measurable contribution to whole school targets. Analyse and interpret student and staff performance data and facilitate intervention strategies to maximise student achievement.
- 3.3. To create, monitor and evaluate team and subject improvement plans, which actively involves all subject staff in their implementation and positively supports the achievement of the School Development Plan (SDP).
- 3.4. To ensure effective and equitable delegation of responsibilities and 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 designated member of 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 SLT on all successes, issues and concerns relating to the subject area(s), ensuring full awareness amongst the SLT.

- 3.6.** To consult with designated subject teachers and support staff to ensure they understand and are actively implementing the aims and development aims of the school and all agreed school policies and that they understand key school targets and their part in the achievement of them.
- 3.7.** To establish a comprehensive faculty handbook carrying forward school aims and policies, and identifying resource needs. Engaging all subject staff in the creation and implementation and review of schemes of work which encapsulate key learning strategies in the school.
- 3.8.** To ensure optimum deployment of staff and effective organisation of resources. To plan, oversee and evaluate the budget allocation for the subject or team to ensure spending is in line with the principles of 'Best Value'.

## 4. Core Competencies

TITLE	DEFINITION	LEVEL
<b>Challenge &amp; Support</b>	A commitment to do everything possible for each student and to enable all students to be successful	4 - challenges others in the students' best interests
<b>Conceptual Thinking</b>	The ability to see patterns and links, even where there is a lot of detail	2/3 - sees patterns/uses concepts
<b>Developing Potential</b>	Works to develop the long-term capabilities and potential of others	4 - creates development opportunities
<b>Drive for Improvement</b>	Relentless energy for setting and meeting challenging targets, for students and the school	4 - sets and tackles challenging targets
<b>Flexibility</b>	The ability and willingness to adapt to the needs of a situation and change tactics	3 - changes tack
<b>Holding People Accountable</b>	The drive and ability to set clear expectations and parameters to hold others accountable for performance	4 - confronts poor performance
<b>Impact &amp; Influence</b>	The ability and drive to produce positive outcomes by impressing and influencing others	3 - calculates an impact
<b>Team Working</b>	The ability to work with others to achieve shared goals	4 - build team spirit

## 5. Knowledge and Experience

Please see Person Specification

## 6. Performance Standards

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

## 7. Additional Information

- 7.1.** This job description describes the range of duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- 7.2.** This job description is not necessarily a comprehensive definition of the post. It will be reviewed at regular intervals and it may be subject to modification or amendment at any time, after consultation with the post holder.
- 7.3.** The post requires that you should take an appropriate share of the responsibilities attached to staff generally within the school in connection with the work of the team/department and school.
- 7.4.** Post-holders will adhere to the Staff Code of Conduct and the Dress Code for Staff and show a record of excellent attendance and punctuality.

- 7.5.** Post holders may deal with sensitive material and should maintain confidentiality in all school-related matters. Child Protection Policies and Procedures, and General Data Protection Requirements are to be followed at all times.
- 7.6.** Post-holders will participate in the School's appraisal system.
- 7.7.** Post-holders will be involved, as required, with the development of quality standards and performance measures and to ensure they are implemented and maintained.
- 7.8.** Post-holders will provide support to students during periods of contact and help promote the values and aims of the School and a general feeling of well-being at all times.
- 7.9.** Post-holders will undertake other work of an appropriate nature in the interests of the School, as directed by the Headteacher.

## 8. Conditions of Employment

You are employed in the capacity of a teacher subject to, and with the benefits of, the conditions of employment set out, or referred to, in your letter of appointment and contract. Within such conditions of employment, the description of your post is as follows:

### 8.1. PROFESSIONAL DUTIES

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 is to ensure that a reasonable balance in the workload of each teacher is maintained. You will be required to undertake other duties as may reasonably be expected.

- 8.2.** This job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers' Pay and Conditions Document, in particular to those provisions whereby you may be required to be available for work under the Headteacher's direction for 195 days, of which 5 days will be without students, and for not more than 1265 hours.

- 8.3.** This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require - but only to an extent consistent with those conditions of employment, and only after consultation with you.

- 8.4.** The agreed Grievance Procedure may be invoked in any dispute arising from this job description, or subsequent amendment, in which case teachers are advised to consult their Professional Association.

<b>JOB HOLDER SIGNATURE:</b>		<b>DATE:</b>	
<b>PRINT NAME AND TITLE:</b>			

<b>LINE MANAGER SIGNATURE:</b>		<b>DATE:</b>	
<b>PRINT NAME AND TITLE:</b>			

# Person Specification

SECTION	ASSESSMENT METHOD
<b>EDUCATION, QUALIFICATIONS &amp; TRAINING</b>	
<ul style="list-style-type: none"> <li>DfE Qualified Teacher Status</li> <li>Degree or good professional qualification</li> <li>Evidence of further professional development</li> </ul>	Application form Proof of qualifications
<b>EXPERIENCE</b>	
<ul style="list-style-type: none"> <li>Successful teaching experience within the 11-18 sector</li> <li>Teaching in 11-16 or 11-18 age range</li> <li>Proven record of raising standards</li> <li>Experience of lesson planning</li> <li>Experience of management and leadership within a department / faculty / pastoral system</li> </ul>	Application form Interview
<b>PERSONAL SKILLS AND ABILITIES</b>	
<ul style="list-style-type: none"> <li>Excellent classroom teacher with the ability to utilise an effective range of teaching and learning styles to produce outstanding outcomes</li> <li>Ability to set high expectations for student behaviour and establish a clear framework for classroom discipline which promotes self-control and independence whilst managing student's behaviour constructively</li> <li>Ability to ensure the safety and well-being of students at all times</li> <li>Ability to plan and evaluate your work with a view to improving school standards and attainment</li> <li>Ability to maintain records of student progress and achievements in order to provide evidence of work, progress and attainment over time</li> <li>Ability to work effectively as part of a team; developing positive relationships with colleagues, students, parents and other agencies as appropriate</li> <li>Ability to work collaboratively with specialist teachers and other colleagues to enhance students' learning</li> <li>Ability to provide opportunities for students to develop awareness of cross-curricular themes and key skills</li> <li>Ability to prioritise work and work to deadlines</li> <li>Very good organisational skills</li> <li>Energy and enthusiasm for the education of young people</li> <li>Ability to utilise an effective range of teaching and learning styles</li> <li>Ability to create a learning environment that values all students equally and enables all to achieve</li> <li>Have a high degree of professionalism, which is modelled on a daily basis in the workplace and when representing the school.</li> </ul>	Application form Interview Tasks
<b>SKILLS &amp; KNOWLEDGE</b>	
<ul style="list-style-type: none"> <li>Written and spoken fluency and accuracy in English</li> <li>A thorough understanding of the relevant programmes of study at Key Stages 3 &amp; 4</li> <li>Where appropriate, a knowledge of the post-16 curriculum</li> <li>A good understanding and competence in ICT</li> </ul>	Application form Interview Tasks

<ul style="list-style-type: none"> <li>• Ability to maintain records and to provide evidence of work, progress and attainment over time</li> <li>• Knowledge of current educational initiatives and developments</li> <li>• Knowledge of the principles of good classroom management</li> <li>• An excellent understanding of assessment, monitoring, recording and reporting procedures</li> </ul>	
<b>COMMITMENTS</b>	
<ul style="list-style-type: none"> <li>• A commitment to the aims and values of the school</li> <li>• A commitment to the highest standards of child protection</li> <li>• Commitment to equal opportunities</li> <li>• Commitment to achieving high standards</li> <li>• Commitment to all aspects of inclusive education</li> <li>• Committed to teaching and to further professional development</li> <li>• Be willing to participate in extra-curricular and enrichment activities in the chosen subject area.</li> </ul>	Application form Interview Tasks

Selection decisions will be based partly 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.

Criteria should be addressed on the application form and/or in the statement of application. 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.