

Job Description – Curriculum Leader for Social Science

Post title	Curriculum Leader for Social Science
Salary	UCL Academy Leadership Pay Scale L8
Reporting to	Assistant Principal
Line management of	Teaching staff and leaders in Social Science
<p>Core purpose</p> <p>The Curriculum Leader’s role is essential to the implementation of the vision of the UCL Academy. It combines three distinct aspects of leadership:</p> <ul style="list-style-type: none"> • Establishing the UCL Academy as a centre of excellence for Social Science teaching and student achievement; • Establishing high levels of literacy across the Academy; • Innovative Curriculum and pedagogical development within Social Science; • Development of exciting and creative cross-disciplinary teaching and learning in all levels; • Developing curriculum links with UCL Social Science department. <p>It is an exciting opportunity for an outstanding, ambitious Social Science teacher who is seeking to demonstrate that they are an inspirational role model for research-informed teaching, lifelong learning, a commitment to the education of the whole person and education for the common good.</p> <p>The Curriculum Leader’s role will be to take on significant responsibility with the Senior leadership for:</p> <ul style="list-style-type: none"> • The development of the distinctive culture, ethos and community of the UCL Academy; • Leading innovative teaching and learning strategies; • Establishing high expectations and standards of behaviour and attainment for students and staff within a Level, Faculty and House, • Shaping the future developments of the UCL Academy. <p>The Curriculum Leader (Social Science) will be responsible maintaining good order and discipline of students within identified areas. The specific responsibilities may change in light of future senior leadership appointments.</p>	
Strategic direction and shaping the future	<p>Generic responsibilities</p> <p>To support the Principal in:</p> <ul style="list-style-type: none"> • Developing the Strategic vision and plan for the UCL Academy; • Communicate the Strategic Plan to all stakeholders; • Developing effective communications with Social Science Departments at UCL, the sponsor. <p>To be a role model for:</p> <ul style="list-style-type: none"> • The values, ethos and mission of the UCL Academy; • Outstanding teaching and lifelong learning; • High expectations and aspirations for all students and staff; • Working collaboratively in building a coherent, consistent approach to teaching and learning, rewards, behaviour management and assessment across the Academy; • Leading curriculum innovations within Social Science to ensure the UCL Academy is at the cutting edge of curriculum and pedagogical developments; • Motivating and empower students and staff within Social Science to fully engage with the life and development of the UCL Academy; • Initiating opportunities for cross-disciplinary developments in all levels; • Actively engaging with cross-disciplinary projects initiated by others. <p>Specific responsibilities for Curriculum Leader (Social Science)</p> <ul style="list-style-type: none"> • To raise the profile of Social Science across the UCL Academy

	<ul style="list-style-type: none"> • To contribute to planning elements of the Connected Curriculum for Foundation to Level 1+ where Social Science has a relevant contribution; • To lead the planning, delivery and assessment of Social Science at all levels of the Academy; • To foster the development of a wide range of experiences that broaden and deepen the learning experiences for all students; • To build links with other Camden Secondary Schools and 6th Forms that foster the development of Social Science and aid transition to the Academy; • To build links more widely that enrich and inspire learning in Social Science; • To implement a programme of self-directed learning opportunities for students delivered by Social Science Departments at UCL, and by business and industry.
Managing the organisation	<p>Generic responsibilities</p> <ul style="list-style-type: none"> • To support the Principal in maintaining good order and discipline across the Academy; • To contribute to the formulation, development, implementation and review of the Academy's Improvement Plan; • To organise, oversee and lead Academy events linked to Social Science, and to support other Academy events; • To take Assemblies as required; • To deputise for the Principal and Vice Principal when required; • To contribute to the teaching programme as required. <p>Specific responsibilities for Curriculum Leader (Social Science)</p> <p>Deployment of resources:</p> <ul style="list-style-type: none"> • To manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down to support the distinctive curriculum and structures of the UCL Academy; including deploying the department budget. • To oversee day-to-day management, control and operation of course provision within the department, including effective deployment of staff and physical resources. <p>Managing Students:</p> <ul style="list-style-type: none"> • To assign students to Social Science learning sets and help to manage the process of course selection; • To maintain good order and discipline within Social Science; • To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department, liaising with the cover supervisor/relevant staff to secure appropriate cover; • To ensure the Behaviour Management system is implemented in the department so that effective learning can take place. <p>Managing Health and safety:</p> <ul style="list-style-type: none"> • To implement the UCL Academy Policies and Procedures, e.g. Equal Opportunities, Health and Safety; • To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager.

	<p>Managing staff:</p> <ul style="list-style-type: none"> • To work with the Assistant Principal to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs; • To be responsible for the efficient and effective deployment of the Department's support staff; • To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated department; • To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures; • To promote teamwork and to motivate staff to ensure effective working relations; • To participate in the school's ITT programme; • To be responsible for the day-to-day management of staff within the Social Science department and act as a positive role model. <p>Management of data:</p> <ul style="list-style-type: none"> • To ensure the maintenance of accurate and up-to-date information concerning the department on the management information system; • To analyse and evaluate, with the department, performance data provided and take appropriate action in response; • To work with senior leadership team to ensure that the Department's teaching commitments are effectively and efficiently timetabled and roomed.
<p>Leading learning and teaching</p>	<p>Generic responsibilities</p> <ul style="list-style-type: none"> • To contribute to the development of an innovative and inspiring Social Science curriculum across the UCL Academy, within both the directed and self directed curriculum; • To contribute to the development of cross-Academy pedagogy, building on the research of UCL, the sponsor; • To develop a culture that ensures all staff are pro-active in seeking and open to improve their own subject and professional learning through engagement with national, European and global developments and research; • To lead developments that offer a wide range of opportunities to extend, enrich and inspire students and staff within Social Science. <p>Specific responsibilities for Curriculum Leader (Social Science)</p> <ul style="list-style-type: none"> • To provide strategic leadership for the development of an innovative, inspiring and research informed curriculum within Social Science; • To develop and review syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department; • To contribute to the development of a cross-Academy approach to all aspects of pedagogy; • To ensure the needs of individual students are met within Social Science; • To keep up to date with and respond to national and international developments in Social Science; • To develop a wide range of extension and enrichment activities for students within Social Science; • To be familiar with the School's Child Protection Policy and to report concerns to the designated Child Protection Officer;

	<ul style="list-style-type: none"> • To act as a House Tutor and to carry out the duties associated with that role as outlined in the generic job description; • To contribute to PSHE, citizenship, enterprise and other cross-curricular issues according to Academy policy.
Securing accountability and standards	<p>Generic responsibilities</p> <ul style="list-style-type: none"> • To work with the Principal and Vice-Principal to recruit and retain high quality staff; • To ensure all staff are aware of the UCL Academy’s aspirations and the Academy’s expectations of them; • To ensure all students are aware of the UCL Academy’s aspirations and expectations of them especially within Level, Faculty and House. <p>Specific responsibilities Curriculum Leader (Social Science)</p> <ul style="list-style-type: none"> • To be accountable for pupil progress, quality of teaching and learning and development within Social Science; • To implement the monitoring policies, procedures and systems that ensure the highest standards of teaching and learning, attainment, progress and behaviour within Social Science; • To implement and monitor the UCL Academy’s processes by which Social Science student attainment and progress can be regularly reviewed, this should include a student’s academic progress, pastoral welfare, behaviour and engagement; • To be responsible and accountable for the quality of teaching within Social Science; • To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles; • To contribute to the school procedures for lesson observation. • To be responsible and accountable for the attainment and progress of Social Science across the Academy; • To actively monitor and follow up pupil progress; • To establish the process of the setting of targets within the department and to work towards their achievement • To ensure that the Department's quality procedures meet the requirements of Self Evaluation & the Academy Improvement Plan; • To produce an annual examinations analysis and department review as part of the school’s self-evaluation cycle; • To take action to improve areas of under performance in the quality of teaching and/or student attainment and progress; • To implement systems to improve the professional and subject capabilities of teachers within Social Science; • To monitor pupil attendance together with pupils' progress and performance, with the class teacher, in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
Strengthening community	<p>Generic responsibilities</p> <ul style="list-style-type: none"> • To ensure the values, ethos and culture of the UCL Academy are: <ul style="list-style-type: none"> ○ clearly articulated to all members of the Academy community; ○ clearly articulated to all members of the wider community; ○ referenced in all policies, procedures and systems; ○ evident in pastoral and academic practice within Social Science. • To foster the development of National, European and global school partnerships;

	<ul style="list-style-type: none"> • To build effective relationships with community groups, local business and industry; • To build effective relationships with the Social Science Departments at UCL, the sponsor. <p>Specific responsibilities for Curriculum Leader Social Science</p> <ul style="list-style-type: none"> • To ensure that all members of Social Science are familiar with departmental aims and objectives within the framework of the Academy's Improvement Plan; • To disseminate information to and from the Senior Leadership Team and staff; • To represent the department's views and interests; • To ensure effective communication with the parents of pupils; • To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies; • To build links with Camden Local Authority and Camden Family of Schools; • To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events; • To fully engage with promoting the UCL Academy e.g. the collection of material for press releases and the school website; • To build links with appropriate external associations; • To take an active part in development and delivery of training material for teachers as part of the CPD provision.
General	<ul style="list-style-type: none"> • The post holder is required to support and encourage the Academy's ethos and its objectives, policies and procedures as agreed by the governing body. • Adhere to the Academy's Equal Opportunities policy in all activities, and to actively promote equality of opportunity wherever possible • To uphold the school's policy in respect of child protection matters. • Shall be subject to all relevant statutory and institutional requirements. • Be responsible for their own health and safety and that of their colleagues, in accordance with the Health and Safety at Work Act (1974) and relevant EC directives. • Work in accordance with the Data Protection Act. • Provide a healthy and comfortable working environment, smoking is strictly prohibited. • All staff participate in the school's performance management scheme after successful completion of probationary period
<p>Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in the job description.</p> <p>Signed _____</p> <p>Date _____</p>	

The Academy will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This post is classified as having substantial access to children and appointment is subject to an enhanced DBS check of previous criminal convictions. Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.

Job Specification – Curriculum Leader of Social Science

Criteria	Essential	Desirable
Values	<ul style="list-style-type: none"> ▪ The commitment and ability to support and develop the ethos of educational values that underpin the UCL Academy ▪ Shares the vision for curriculum provision at the UCL Academy ▪ A commitment to research informed teaching, lifelong learning, the education of the whole person and education for a common good ▪ A desire to lead the shape and character of secondary education in the 21st century ▪ Clear responsibility for their own subject and professional learning 	
Qualifications:	<ul style="list-style-type: none"> ▪ An honours degree (or equivalent) ▪ A teaching qualification 	Evidence of further professional studies/research
Experience: Teaching and Curriculum development	<ul style="list-style-type: none"> ▪ Previous secondary school leadership experience ▪ Has experience of leading departmental initiatives with demonstrable impact on student attainment and progress ▪ An outstanding classroom practitioner ▪ Track record in curriculum innovation ▪ Ability to establish and maintain high standards and achievement in public examinations ▪ Their own teaching groups produce outstanding examination results ▪ Evidence of excellent behaviour management skills across a whole school setting ▪ Has contributed to cross curricular initiatives ▪ Has experience of leading initiatives with demonstrable impact on student attainment and progress. 	Has worked on the development of 'Learning to learn', 'Opening Minds', 'Habits of Mind' or 'Building learning Power' projects or other learning focused initiatives
Experience: Management	<ul style="list-style-type: none"> ▪ Has experience of self-review and evaluation processes ▪ Has experience of management of change ▪ Has experience of writing development and training plans ▪ Has experience of undertaking performance reviews 	<p>Has experience of managing events which involve planning and timetabling of staff and resources</p> <p>Has experience of departmental timetabling</p>
Leadership Vision and strategy:	<ul style="list-style-type: none"> ▪ Able to set out a vision for educational vision for Social Science within the Academy 	

	<ul style="list-style-type: none"> ▪ Able to demonstrate understanding of 21st Century learning ▪ Is able to demonstrate an outward facing approach to leadership ▪ Is a role model for staff, students and the community ▪ Able to demonstrate the potential for future promotion ▪ Has high expectations, sets and delivers high standards and commands credibility through expertise ▪ Able to plan, assess, review and evaluate effectively and efficiently through good analysis, understanding and interpretation of data/evidence and other information ▪ Has led and managed a team of people and achieved desired outcomes ▪ Can challenge underperformance ▪ Extensive understanding of the Ofsted framework and the self-evaluation process ▪ Has the capacity to support and challenge staff and students 	
Change management	<ul style="list-style-type: none"> ▪ Able to demonstrate departmental impact through effective systems and processes ▪ Has a record of converting ideas into successes ▪ Knows when to consult, make decisions and defer to others ▪ Able to prioritise, plan and organise 	
Knowledge and experience:	<ul style="list-style-type: none"> ▪ Passionate about their subject ▪ Sound understanding of current areas of development in the subject ▪ Knows and understands what constitutes high quality teaching ▪ Good understanding of the principles of action research ▪ Has a clear understanding of the diverse needs of students and knows how to address them ▪ Has good understanding of effective whole school self-review and evaluation and its place in bringing about improvement ▪ Has demonstrated personal effectiveness in improving the quality of curriculum provision ▪ Knows how to raise attainment and engagement with all students ▪ Has good knowledge of how 'outside the classroom learning' enriches the experience of students ▪ Has a good understanding of the new innovative curriculum delivery ▪ Knows, understands and can demonstrate the ability to lead sustained improvement in standards in his/her current post 	

	<ul style="list-style-type: none"> ▪ Has good knowledge of intervention strategies which ensure students make progress ▪ Able to show how data, evidence and student information can be used to improve curriculum provision, self-review and evaluation ▪ Has a good understanding of effective performance management and its place in bringing about improvement ▪ Knows and understands how an effective Continuous Professional Learning programme for staff can bring about change 	
Community development	<ul style="list-style-type: none"> ▪ Evidence of understanding the ECM Agenda including diversity, community cohesion and sustainable development ▪ Clear understanding of inclusion and the needs of all learners ▪ Able to secure the commitment of the wider community in the interests of all learners 	
Skills and abilities: Communication Self-management	<ul style="list-style-type: none"> ▪ Able to delegate effectively ▪ Able to manage relationship ▪ Able to meet deadlines ▪ Able to work under pressure and still smile ▪ Can communicate effectively to different audiences ▪ Can negotiate and consult effectively ▪ Able to chair meetings effectively ▪ Communicates well with and between staff, students, parents, governors and partners ▪ Has shown skill in conflict resolution through integrity ▪ Manages his/her own personal time effectively ▪ Sets and achieves challenging professional goals ▪ Takes responsibility for own professional development ▪ Excellent organisational skills ▪ Excellent IT skills 	
Personal qualities:	<ul style="list-style-type: none"> ▪ Is optimistic, open to new opportunities and dynamic ▪ Is reliable and has an excellent record of health, attendance and punctuality ▪ Has an enthusiastic passion for seeing children achieve beyond typical expectations ▪ Has a personal impact/presence underpinned by high expectations of achievement and behaviour ▪ Is an innovative practitioner able to solve problems and convert them into successes ▪ Is committed, robust, resourceful and of a reflective, focussed and determined disposition ▪ Is resilient, particularly when facing difficult and challenging situations ▪ Is sensitive, empathetic yet professionally and objectively detached when managing conflicts 	

Other	An Enhanced DBS check will be requested in the event of a successful applicant	
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