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| Trinity Academy GrammarJob Description | C:\Users\lsanderson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\8305C216.tmp |

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| **Post Title:** | Deputy Curriculum Leader |
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| **Salary:** | Leadership Scale 1-6 |
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| **Core Purpose:** | 1. *To support the work of the Curriculum Leader (CL) to strategically lead the direction and development of the curriculum area in accordance with the aims and objectives of the academy.* 2. *To support the work of the CL to* ***raise standards*** *of student attainment and achievement within the curriculum area, with a specific focus on Science, by:*  * *ensuring the provision of an appropriately relevant and differentiated curriculum for all students* * *developing and enhancing the teaching practice of others*  1. *To support the work of the CL to* ***effectively evaluate*** *the impact of (b) and strategically* ***plan for improvement*** *by managing and deploying all financial and physical resources within the area.* |
| **Reporting to** | Curriculum Leader |
| **Responsible for:** | Line management responsibility for identified teachers and/or support staff |
| **Liaising with** | CL, other Deputy Curriculum Leaders, Teaching and Learning team and other relevant staff with cross-academy responsibilities, partner primary schools, other academy partners and parents. |
| **Leadership** | * To support the CL to provide the strategic leadership across the area in accordance with the aims and objectives of the academy * To be responsible for the establishment and effectiveness of the policies and procedures needed to achieve these aims and objectives. * To support the CL in the distribution of resources to ensure that the aims and objectives can be achieved. * To monitor and evaluate the progress of staff and students towards meeting the overall aims and objectives. * To be responsible for student attainment and staff performance in the area. * To support the CL to strategically plan for future improvements. * To link with the other deputy curriculum leaders to ensure that the work in the curriculum area fully reflects the academy's distinctive ethos and mission. |
| **Curriculum** | * To support the leadership of curriculum development for the whole curriculum area. * To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. * To support the development of appropriate syllabi, resources, SoW, assessment policies, and learning and teaching strategies in the area. * To maintain accreditation with the relevant examination and validating bodies. |
| **Learning and Teaching** | * To develop and enhance the teaching practice of all colleagues within the area, implementing improvements where required. * To establish common standards of practice within the CA and develop the effectiveness of teaching and learning styles in all subject areas. * To keep up to date with national developments in teaching practice and methodology. * To conduct ‘learning walks’ and other learning evaluation strategies in accordance with academy policy. |
| **Staff Development** | * To work with the CL to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. * To undertake Performance Management Review(s) and to act as reviewer for the CA staff. * To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures. * To be responsible for the efficient and effective deployment of any relevant associate staff. * To participate in the academy’s ITT programme where appropriate. |
| **Assessment** | * To support the establishment of a robust target-setting process within the CA. * To ensure the maintenance of accurate and up-to-date information concerning the whole curriculum area academy MIS. * To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken. * To produce reports on examination performance, including the use of value-added data. * To provide all relevant bodies with robust information relating to the CA’s performance and development. |
| **Communication** | * To ensure that all members of the CA are familiar with its aims and objectives. * To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders. * To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies. * To represent the CA’s views and interests in a professional manner. |
| **Management of Resources** | * To efficiently manage the available resources of space, staff, finance and equipment within the limits, guidelines and procedures laid down; to ensure that equipment and stock is requisitioned, organised and maintained, and appropriate records are kept. * To work with the CL to ensure that the CA’s teaching commitments are effectively and efficiently timetabled. |
| **Pastoral System** | * To monitor and support the overall progress and development of students within the CA. * To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary. * To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description. * To ensure the Behaviour Management System is implemented in the CA so that effective learning can take place. |
| **Marketing and Liaison** | * To contribute to academy liaison and marketing activities, e.g. the collection of material for press releases. * To support 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 actively promote the development of effective subject links with external agencies. |
| **Operational** | * To promote teamwork and to motivate staff to ensure effective working relations. * To support the CL in the day-to-day line management of staff within the CA, ensuring that they follow academy policies and meet all requirements and deadlines * To support the CL to make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff where appropriate. |
| **Other Specific Duties** | |
| All teachers are expected to meet the Teachers Standards, and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.  Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. 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 this job description.  This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. | |

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| **PPERSON SPECIFICATION** | | |
| **Job Title: Deputy Curriculum Leader** | | |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * education to degree level or equivalent * QTS and GTC registered * an excellent track record of recent, relevant professional development * accountability for the performance of a cohort of young people * taking accountability for the success of an initiative * evidence of good/outstanding classroom practice * leadership of a community project or an area of school development * experience of effective teaching and performance within Science | * innovative use of resources * working with young people and inner city communities |
| **Knowledge & Understanding** | * the principles and characteristics of effective academies * innovative approaches to working with students, parents, staff and the local community * the principles and practices of strategic and operational planning and delivery * effective review and evaluation procedures * the application of ICT to effective management | * different methods of consulting with stakeholders * community/voluntary/parent/partner agency links * strategies for ensuring equal opportunities for staff, students and other stakeholders |
| **Leadership & Management** | * work effectively both as a leader and as a member of a team * initiate, lead and manage change * prioritise, plan and organise * direct and co-ordinate the work of others * set high standards and provide a role model for students and staff * deal sensitively with people and resolve conflicts * seek advice and support when necessary * prioritise and manage own time effectively * a commitment to an open and collaborative style of management | * motivate all those involved in the delivery team * liaise effectively with other organisations and agencies |
| **Communication Skills** | * communicate the vision of the academy in relation to the development of the local community * negotiate and consult fairly and effectively * build relationships with key stakeholders * ability to communicate to a range of audiences. * chair meetings effectively * communicate effectively orally and in writing to a range of audiences | * develop, maintain and use an effective network of contacts |
| **Decision Making Skills** | * make decisions based on analysis, interpretation and understanding of relevant data and information * demonstrate good judgement | * think creatively and imaginatively to anticipate, identify and solve problems |
| **Personal Qualities** | * a commitment to inclusive education * evident enjoyment in working with young people and their families * empathy in relation to the needs of the academy and the local community * ability to inspire confidence in staff, students, parents and others * adaptability to changing circumstances/new ideas * reliability, integrity and stamina * personal impact and presence * work under pressure and to deadlines | * vision, imagination and creativity * a commitment to professional development |