

## Curriculum Leader

<b>Post title</b>	<b>Curriculum Leader, Mathematics (Fixed Term, maternity cover)</b>
<b>Purpose</b>	To develop excellence in pedagogy and accelerated progress for all students in your subject area.
<b>Reporting to</b>	Senior Leadership team
<b>Responsible for</b>	Department staff with responsibility allowances, teaching staff, other relevant personnel and students, within the Department area
<b>Liaising with</b>	Senior Leaders, Curriculum Leaders, all teaching and support staff across the Trust.
<b>Contract type</b>	Fixed Term, Full Time, Academy Trust Contract Competitive salary with TLR

**This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.**

General Information	
<b>Equality of Opportunity</b>	<ul style="list-style-type: none"> <li>To take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying.</li> <li>Ensure the development and progression of equality within the sphere of responsibility of this post and the fair and equal treatment of all colleagues, children, parents and visitors.</li> </ul>
<b>Confidentiality and Data Protection</b>	<ul style="list-style-type: none"> <li>To treat all information acquired through employment, both formally and informally, in strict confidence.</li> <li>To be aware of the school's responsibilities under GDPR 2018 and the Data Protection Act 2018 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.</li> </ul>
<b>To contribute as an effective and collaborative member of the Academy team</b>	<ul style="list-style-type: none"> <li>To work closely with the Principal/Head of School and Senior Leadership Team to ensure that the Academy's targets for student and subjects are met.</li> <li>Any other duties as reasonably required by any senior leader across the Academy Trust.</li> <li>To have a leading knowledge in the ongoing development, implementation and monitoring of the Academy and Trust improvement plans.</li> <li>To create a climate which enables staff to develop, challenge and support each other, resulting in positive professional growth.</li> <li>To attend regular meetings as required and make a positive contribution during meetings.</li> </ul>
<b>Child Protection</b>	<ul style="list-style-type: none"> <li>Being aware of and complying with policies and procedures relating to child protection reporting all concerns to an appropriate person.</li> <li>Managing all safeguarding aspects of Trust students working with volunteers and student teachers.</li> </ul>

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### Main duties

The post holder will be expected to match the characteristics described in the Altius Trust Professional Standards for Teachers, as appropriate, and will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below:

<b>Leadership behaviour</b>	<ul style="list-style-type: none"> <li>▪ To demonstrate a positive attitude in leading Teaching.</li> <li>▪ To fulfil the role of the lead professional, maintaining high standards in all aspects of teaching and professional behaviour, and seeking continuously to improve.</li> <li>▪ To lead motivate, support, challenge and develop staff to secure improvement.</li> <li>▪ To evaluate work undertaken by teams and individuals ensuring that there is clear delegation of tasks and devolution of responsibilities.</li> <li>▪ To ensure that the most effective use is made of Department staff, participating as appropriate in the timetabling process.</li> <li>▪ To ensure strategic planning and day-to-day working practices support the aims of the Academy.</li> <li>▪ To teach in an exemplary manner, and to model to staff and students consistently excellent and professional behaviour.</li> <li>▪ To be a presence around the Academy, promoting both the ethos, spirit and the letter of Academy policies.</li> <li>▪ To promote within the Subject and the Academy Trust, a professional atmosphere of friendliness, support and rigour, and an enthusiasm for improving standards of learning.</li> <li>▪ To be professional, friendly and respectful towards all colleagues and to address any concerns through proper channels.</li> <li>▪ To implement and sustain effective systems for the management of staff performance incorporating appraisal and targets for teachers, including targets relating to students' achievement.</li> <li>▪ To ensure that the Trust's Behaviour for Learning Policy is fully implemented by staff.</li> <li>▪ To line manage named groups of staff both teaching and non-teaching.</li> <li>▪ To celebrate and praise the achievements of staff and students.</li> <li>▪ To monitor the quality of learning in line with the Academy Trust's Quality Assurance Policy for Teaching.</li> <li>▪ To praise and seek to spread good practice and to take immediate and robust action to bring about improvement where practice is less than good.</li> <li>▪ To demonstrate a positive attitude in leading the Department.</li> <li>▪ To ensure that resources are ordered in good time and within the Department budget, and that they are maintained safely and in good order.</li> <li>▪ To be a spokesperson, when occasion arises, for the Academy Trust and its aims.</li> </ul>
<b>Curriculum Planning</b>	<ul style="list-style-type: none"> <li>▪ To ensure that detailed schemes of work are planned for all courses run by the Department.</li> <li>▪ To ensure that formative and summative assessment is integrated into the schemes in line with the Trust's Assessment and Monitoring Policy.</li> <li>▪ To delegate, as appropriate, the development of schemes of work to groups of staff, giving a lead on the key elements to be covered and monitoring and supporting their work so as to ensure high standards of teaching and learning on the courses planned.</li> <li>▪ To ensure schemes of work support a range of learning and teaching approaches, including the use of ICT, and focus appropriately upon any strands of learning that may be important for identified cohorts of students (e.g. literacy, numeracy, learning through a foreign language, work related learning etc.).</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ To ensure that schemes of work embrace and build upon national best practice and other developments in learning and pedagogy.</li> <li>▪ To ensure that examination courses are planned very precisely in terms of the current syllabus and that assessment activities prepare students well for the examination and are graded to give an accurate measure of performance.</li> <li>▪ To ensure either that schemes of work provide extensive support to teachers in producing lesson plans, or embrace model lesson plans.</li> <li>▪ To train and coach Departmental staff in the effective use of schemes of work and teaching materials and to access support for staff as appropriate from partnerships, Chief Examiners, Academy Trust colleagues and other sources of expertise.</li> <li>▪ To plan for changes to the curriculum ensuring that the Trust and Academy's priorities are fully supported, that future developments in the national picture are fully anticipated and that maximum use is made of 'gained time', INSET days and other available development time.</li> <li>▪ To ensure that the structure of the curriculum supports personalisation for all students.</li> </ul>
<b>Assessment and monitoring</b>	<ul style="list-style-type: none"> <li>▪ To ensure that students are entered appropriately for examinations and to liaise closely with the Examinations Officer over entries and the checking of entries and results.</li> <li>▪ To ensure that the Trust's Assessment Policy is fully implemented.</li> <li>▪ To ensure that assessment is used to promote high quality learning and that assessment activities are designed to meet the range of purposes outlined in the Trust's Assessment Policy.</li> <li>▪ To ensure that assessments are planned to align with the Trust's Assessment Calendar.</li> <li>▪ To ensure that main assessments are designed in terms of syllabus assessment objectives and assessment criteria, and are weighted in line with syllabus weightings.</li> <li>▪ To ensure that main assessments accurately measure the units of work they are meant to cover and do not anticipate elements of the terminal examination that have not yet been covered.</li> <li>▪ To ensure that assessments are submitted to the Vice Principal for approval and that any requirements are acted upon in a timely manner.</li> <li>▪ To participate in the Trust's procedures for target setting.</li> <li>▪ To monitor the performance of students in both external and internal examinations.</li> <li>▪ To ensure that staff have the opportunity to rationalise their preparation and to achieve high standards through specialising in as few areas as is practical, with experiences of new areas planned over time.</li> <li>▪ To ensure that the potential grade thresholds of groups, their behaviour and their academic potential are all fully considered in the deployment of staff.</li> <li>▪ To prioritise timetable requirements for the office of the Vice Principal and to adapt and advise with regard to those priorities that cannot be met.</li> </ul>
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>▪ To ensure that the Trust's Behaviour for Learning Policy is fully implemented within the Subject/Department.</li> <li>▪ To be a port of call for any concerns over behaviour in the Department and to deal with poor behaviour and its causes robustly and as soon as is practicable. Where a student has been removed by a Pastoral Manager/Pastoral Strategy Leader, to liaise with him/her and to ensure that the matter is brought to a satisfactory conclusion and that any underlying causes have been dealt with</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ To liaise closely with Curriculum Leaders, Pastoral Managers, Pastoral Tutors and Support Staff over attainment, behaviour and attendance, and to be available to respond to the concerns of parents/carers</li> <li>▪ To help plan a rota of duties so that common areas around the Department are properly supervised.</li> </ul>
<b>Communication and Marketing</b>	<ul style="list-style-type: none"> <li>▪ To attend Parents Evenings, Open Evenings and Options Evenings and other evenings as appropriate and ensure that the work of the Department is demonstrated in an informative and engaging manner.</li> <li>▪ To liaise directly with parents/carers maintaining a manner that is friendly, helpful and professional.</li> <li>▪ To ensure that telephone calls are returned within one working day wherever possible and that letters are dealt with promptly.</li> <li>▪ To promote and celebrate, locally, nationally and internationally the business partnerships within the Academy Trust.</li> </ul>
<b>Trust development</b>	<ul style="list-style-type: none"> <li>▪ To support the Trust's aims and to carry out its policies.</li> <li>▪ To support the Trust in implementing its Development Plan.</li> </ul>
<b>Duties</b>	<ul style="list-style-type: none"> <li>▪ To carry out duties in accordance with published schedules, or in response to reasonable requests within the scope of directed time.</li> <li>▪ To carry out any other reasonable duties as assigned by the Principal/Head of School.</li> <li>▪ Additional specific responsibilities may be allocated on appointment on consideration of the strengths of the successful candidate and the needs of the Trust.</li> </ul>
<b>Other specific duties</b>	<ul style="list-style-type: none"> <li>▪ To implement a curriculum offer which ensures high participation within lessons and that any barriers to engagement are removed.</li> <li>▪ To lead extra-curricular activities and enrichment programmes that engage a wide range of students and provide well managed and exciting opportunities within the Academy and Trust for all students.</li> <li>▪ To continue personal development as agreed in Teacher Appraisal meetings and identified in Department Improvement Plans.</li> <li>▪ To play a full part in the life of the Academy Trust community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.</li> <li>▪ To support the Trust in meeting its legal requirements for worship.</li> <li>▪ To actively promote the Trust's corporate policies.</li> <li>▪ To show a record of excellent attendance and punctuality.</li> <li>▪ To adhere to the Academy Trust's business dress code.</li> <li>▪ To be a mentor to students on a 1:1 or small group basis.</li> <li>▪ To undertake additional responsibilities and duties as required by the Principal/Head of School.</li> <li>▪ To be involved in 'out-of-school hours' activities, as required.</li> <li>▪ To promote and implement the Trust's Equal Opportunities Policies in all aspects of employment and service delivery.</li> <li>▪ To assist in maintaining a tidy, healthy, safe and secure environment and to comply with the Academy Trust's Health &amp; Safety Policy, undertaking risk assessments, as appropriate.</li> <li>▪ To promote parental and community involvement in the life of the Academy Trust, including attending Parents' Evenings and other curriculum/pastoral events, as required.</li> <li>▪ To attend regular meetings before and after Academy Trust hours including morning briefings.</li> <li>▪ To undertake any other duty as specified by School Teachers' Pay and Condition Body (STPCB) not mentioned in the above.</li> </ul>

## Curriculum Leader

### Review and Amendment:

This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Altius Trust or the CEO of the Altius Trust but only after full consultation between them. It will be signed if agreement is reached.

In order to succeed in this role, a candidate will need:	E/D	Evidence
<b>Training/Qualifications/Experience</b>		
Qualified Teacher Status (QTS)	E	A
Degree or equivalent qualification	E	A
Recent participation in relevant CPD activities	E	A/I
Successful teaching experience in the 11-16 phase	E	A/I
<b>Professional Knowledge and Understanding</b>		
An excellent understanding of current, relevant issues and developments within education and the subject area	E	A/I
Knowledge of strategies for raising achievement of students	E	A/I
Understanding of strategies to develop effective Teaching, Learning and Assessment practice in a school setting.	E	A/I
To be a caring and committed professional who has the highest expectations of all students	E	A/I/S
<b>Abilities/Skills/Qualities</b>		
To be an excellent classroom practitioner	E	S
To be able to articulate a clear vision for high quality education	E	A/I
Ability to form strong working relationships	E	A/I
Strong analytical and problem-solving skills	E	A/I/S
The ability to monitor, evaluate and challenge using a range of evidence	E	A/I/S
To be able to plan, prioritise and implement organisational strategies, making the best use of resources	E	I/S
Ability to offer enrichment activities for students and their ability to successfully deliver other subjects.	D	A/I
Excellent communication skills with the ability to relate to all sectors of the Academy community and external stakeholders	E	I/S
The ability to enthuse, inspire, support and motivate others	E	I/S
<b>Safeguarding and welfare of the academy community:</b>		
The ability to maintain appropriate relationships with all members of the academy	E	A/I
The ability to manage student and colleagues' behaviours in a positive way	E	A/I
Be clear on their motivation to work with young people	E	I
<b>Other requirements:</b>		
To be able to successfully collaborate with colleagues across the Academy Trust and in different organisations	E	A/I
Energy, tenacity and the ability to work under pressure	E	A/I

**T = Threshold (Minimum requirements), E = Essential, D = Desirable**

**A = Application, I = Interview, S = Selection Activities (e.g. Lesson Observation)**