Trinity Academy Barnsley

Applicant Pack

Curriculum Leader

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Part of the Trinity family of academies and schools

Trinity MAT



A welcome from the Principal

I am delighted that you are interested in working at our inimitable school. Trinity Academy Barnsley will open its doors in September 2021 to its founding cohort of pupils. This is an exciting and truly unique opportunity to be a key part of shaping the school's journey from the very beginning. The academy is part of Trinity Multi Academy Trust and we will be very fortunate to benefit from outstanding support, guidance and resource from our highly successful trust. While benefitting from being part of this family we will develop our culture and ethos from the start, ensuring every child achieves academic excellence and has an amazing experience.

The academy will serve communities from across Barnsley and no matter the starting point of our children we will raise their aspirations and change their futures by achieving outstanding outcomes and creating life long memories. Our broad and balanced curriculum, with a STEM focus, will open our pupils' eyes to what the world can offer and a genuinely wide ranging extra-curricular experiences will dovetail this.

The curriculum leader role is an extremely exciting opportunity to become a key player in the development and success of Trinity Academy Barnsley. We are looking for an outstanding colleague who may already be a leader or who may be seeking to take their first step on the leadership ladder.

Our successful candidate will be or aspire to be, a truly outstanding leader who will drive outstanding practice throughout their specialism. They will have a tangible passion for their subject and an unrelenting drive to ensure our children achieve only the very best outcomes and experiences both inside and outside of the classroom. They will be fully acquainted with all the latest developments regarding curriculum, assessment and pedagogy in their area and will be willing to constantly improve as a practitioner.

This really is a once in a lifetime chance to be part of something special! You can help to shape the direction of your specialism and ensure it fully contributes to the strategic development of a new academy. A curriculum leader at Trinity Academy Barnsley will be a crucial part of our leadership structure and working in collaboration with other leaders in the school and the Trust, will help contribute to an academy journey that will change children's lives. I look forward to speaking to likeminded professionals who aspire to offer the very best education for the children of our communities.

Mark Allen

Principal Designate



Trinity Academy Barnsley

Due to an increase in population in Barnsley, particularly in young people of school age, the need for a new secondary school is prevalent. In 2019, Trinity Multi Academy Trust was selected by the Department for Education as the sponsor for a brand-new school.

Trinity MAT is proud to have transformed the life chances of thousands of pupils across its existing academies, and we are equipped and eager to do the same for those in Barnsley. Our MAT core values of Empathy, Honesty, Respect and Responsibility run through all aspects of academy life. We welcome students of all faiths and none, these values relate to everyone regardless of faith or background.

Drawing from the success and expertise of organisations across our high performing MAT, we will ensure that children are supported both academically and pastorally to secure the brightest of futures.

Our secondary academies consistently achieve academic results which place them in the top 10% of highest performing schools in the country and receive national and international recognition for the quality of their provision. This success will be replicated at Trinity Academy Barnsley where every young person will benefit from outstanding teaching and an inspirational curriculum.

Trinity Academy Barnsley will open in September 2021, initially for 180 year 7 students. The academy will be in a new modern building, designed to the highest specification using the latest technology to provide the very best of educational facilities.

For more information about Trinity Academy Barnsley please visit https://barnsley.trinitymat.org

For more information about Trinity Multi Academy Trust please visit www.trinitymat.org



Trinity Academy Barnsley

JOB DESCRIPTION

Post Title:	Curriculum Leader
Core Purpose:	*a) To **strategically lead** the direction and development of the curriculum area in accordance with the aims and objectives of the academy/school.* *b) To **raise standards** of student attainment and achievement within the curriculum area by:* *- ensuring the provision of an appropriately relevant and differentiated curriculum for all students.* *- developing and enhancing the teaching practice of others.* *c) 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	SLG link
Liaising with	SLG, other Curriculum Leaders, Deputy Curriculum Leaders, Lead Teachers, Phase Leaders and other relevant staff with cross-academy/school responsibilities, partner primary schools, other academy/school partners and parents.
Leadership	• To provide the strategic leadership across the curriculum area in accordance with the aims and objectives of the academy/school. • To be accountable for the establishment and effectiveness of the policies and procedures needed to achieve these aims and objectives. • To be responsible for the management 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 accountable for student attainment and staff performance in the area. • To strategically plan for future improvements. • To link with the other curriculum leaders to ensure that the work in the curriculum area fully reflects the academy/school's distinctive ethos and mission.
Curriculum	• To lead curriculum development for the whole curriculum area. • To liaise with the appropriate member of SLG to ensure the delivery of an appropriate, high quality curriculum programme which meets the needs of all students. • To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. • To lead 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. • To develop cross–curricular links to support student learning.
Learning	• 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 area 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 school improvement strategies.
Staff Development	• To work with the SLG Line Manager 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 curriculum area staff. • To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy/school procedures. • To be responsible for the efficient and effective deployment of any relevant associate staff. • To participate in a range of teacher training programmes, including School Direct and Teach First.
Assessment	• To establish a robust target-setting process within the curriculum area. • To ensure the maintenance of accurate and up-to-date information concerning assessment, behaviour and other monitoring data across the curriculum area, and wider academy/school. • 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 curriculum area's performance and development.
Communication	• To ensure that all members of the curriculum area 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, other trust academies, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies. • To represent the curriculum area's views and interests in a professional manner.
Marketing and Liaison	• To contribute to academy/school liaison and marketing activities, e.g. the collection of material for press releases. • 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 actively promote the development of effective subject links with external agencies.

Management of Resources	• To efficiently manage the available resources of space, staff, finance and equipment within the limits, guidelines and procedures laid down; to deploy the curriculum area budget, acting as a cost centre holder, ensuring that equipment and stock is requisitioned, organised and maintained, and appropriate records are kept. • To work with senior leaders to ensure that teaching commitments are effectively and efficiently timetabled and deployed.
Pastoral System	• To monitor and support the overall progress and development of students within the curriculum area. • 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 for Learning System is implemented in the subject area so that effective learning can take place.
Operational	• To promote teamwork and to motivate staff to ensure effective working relations. • To be responsible for the day-to-day line management of staff within the curriculum area, ensuring that they follow policy and procedures and meet all requirements and deadlines. • 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.

_____ Post Holder Name

_____ Post Holder Signature

_____ Date

PERSON SPECIFICATION		
Job Title: Curriculum Leader		
KEY CRITERIA	**ESSENTIAL**	**DESIRABLE**
Qualifications & Experience	• education to degree level or equivalent QTS • an excellent track record of recent, relevant professional development • accountability for the performance of a significant cohort of young people • evidence of good/outstanding classroom practice • taking accountability for the success of an initiative • leadership of a community project or an area of school development • experience of raising standards and performance of a significant cohort of young people	• 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/school in relation to the development of the local community • negotiate and consult fairly and effectively • build relationships with key stakeholders	• develop, maintain and use an effective network of contacts

	• ability to communicate to a range of audiences. • chair meetings effectively • communicate effectively orally and in writing to a range of audiences	
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/school 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