

Job Description	
Post title	Curriculum Leader of RE and PSHCE
Salary	The UCL Academy Main Payscale M1-M9 + £900 academy allowance + additional allowance in Group 2
Reporting to	Faculty Leader
Line management of	Subject Teachers and Mentors

Job Purpose:

- The role of the Curriculum Leader is crucial in developing the ethos of achievement within the Curriculum Area, in harmony with the aims and ethos of the UCL Academy. Curriculum Leaders are key to the success and development of the school, and the raising of student achievement.
- Curriculum Leaders must ensure that targets for improvement in the Curriculum Area are set and met, through positive approaches to Curriculum development, the planning and preparation of schemes of work, the monitoring of learning and teaching across the Curriculum Area and the support and development of staff.
- Curriculum Leaders form a vital part of the middle leadership team. Curriculum Leaders need to have a good knowledge of educational issues and are expected to keep up to date with, lead on and work in conjunction with the Faculty Leader on improving pedagogy and practice where it is relevant to the Curriculum Area.
- Curriculum Leaders are expected to work closely with colleagues in their department and across other curriculum areas.

Key Duties & Responsibilities

Subject Management

- Provide strategic leadership for RE and PSHCE, developing innovative, inspiring and research-informed curricula in both areas.
- Monitor, review and adapt the RE and PSHCE curricula in line with national policy, statutory requirements (including RSHE guidance), and emerging local and national issues.
- Ensure curriculum intent, implementation and impact are clearly articulated and aligned with the Academy Improvement Plan.
- Develop and review syllabuses, schemes of work, resources, assessment approaches, marking policies and teaching and learning strategies.
- Ensure the RE curriculum reflects academic rigour, theological and philosophical depth, and prepares students for public examinations where applicable.
- Ensure the PSHCE curriculum is current, inclusive, responsive and promotes safeguarding, wellbeing, citizenship and preparation for adult life.
- Be accountable for standards of student achievement and progress in RE and for the quality and impact of PSHCE across the Academy.
- Use data, student voice and evaluation systems to monitor impact and inform improvement planning.
- Lead the planning, delivery and assessment of RE and oversee high-quality delivery of PSHCE across year groups.
- Lead on subject-specific and cross-curricular interventions where underachievement is identified.
- Develop high-quality teaching resources and guidance materials to support all staff delivering PSHCE.
- Lead assemblies, workshops and targeted sessions in response to specific year group or whole-school needs.

- Organise enrichment opportunities, visiting speakers and events that enhance learning in RE and PSHCE.
- Promote both subjects at Open Days, Evenings and other Academy events.
- Develop effective links with partner schools, community organisations and relevant external agencies.
- Manage allocated budgets for RE and PSHCE efficiently and effectively.

Staff Management

- Oversee the day-to-day management and operation of RE and PSHCE provision, including effective deployment of staff and resources.
- Lead and support staff who teach RE and deliver PSHCE, promoting consistency and high standards.
- Monitor and evaluate the quality of teaching through learning walks, work scrutiny and other quality assurance processes.
- Undertake Performance Management Reviews for designated staff.
- Identify staff development needs and contribute to appropriate CPD provision, including leading training in RE and PSHCE.
- Support effective induction of new staff and promote teamwork within and across departments.
- Coordinate the writing, implementation and review of the departmental development plan.
- Ensure staff are fully informed of departmental aims and Academy priorities.
- Liaise regularly with key stakeholders including Senior Leadership Team, Safeguarding Lead, Inclusion Team, Governors and pastoral leaders.

Teaching Responsibilities

- Teach RE to a high standard and, where appropriate, teach PSHCE.
- Ensure high standards of teaching and learning by planning lessons that address the full range of learners' needs.
- Plan for progression and design effective learning sequences that develop knowledge, skills and critical thinking.
- Maintain high expectations of all students to ensure they achieve their academic and personal potential.
- Create purposeful, inclusive and challenging classroom environments.
- Personalise learning through effective use of assessment strategies.
- Plan effectively for support staff to ensure targeted impact for students with SEND, EAL and other additional needs.
- Track and analyse student progress and implement interventions where necessary.
- Meet all reporting deadlines and ensure high-quality communication with parents and carers.
- Promote literacy, oracy, critical thinking, SMSC development and digital literacy through RE and PSHCE.
- Plan appropriate cover work when absent.
- Maintain up-to-date knowledge of statutory requirements and professional duties.

General

- Adhere to the Academy's Equal Opportunities policy in all activities, and to actively promote equality of opportunity wherever possible
- Be responsible for your own health and safety and that of your colleagues, in accordance with the Health and Safety at Work Act (1974) and relevant EC directives.
- Work in accordance with statutory GDPR guidance.
- Provide a healthy and comfortable working environment, smoking is strictly prohibited on site.
- All permanent staff (who have successfully completed a probationary period) are required to participate in the performance management process and engage in continuous professional development to ensure that professional skills and knowledge are up to date.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The UCL Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classified as having substantial access to children and appointment is subject to an enhanced DBS police 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 necessary debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.

Signed

Date

Person Specification of a Curriculum Leader

Criteria	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> A teaching qualification in your subject of choice 	<ul style="list-style-type: none"> An honours degree Evidence of further professional studies/research
Teaching experience:	<ul style="list-style-type: none"> Previous teaching experience and taught a range of different year groups An outstanding classroom practitioner with evidence of excellent behaviour management skills and is a role model for students Track record in curriculum innovation with ability to demonstrate an outward facing approach to teaching and learning Ability to establish and maintain high standards and achievement in public examinations Be able to support the delivery of school ethos and policies Be reflective and systematic in operating effective self-evaluation systems and understand Ofsted Framework 	<ul style="list-style-type: none"> Has contributed to cross curricular initiatives Show evidence of Continued Professional Development
Knowledge and experience:	<ul style="list-style-type: none"> Passionate about your subject Knows and understands what constitutes high quality teaching and how to raise attainment and engagement with all students Has a clear understanding of the diverse needs of students and knows how to address them Has demonstrated personal effectiveness in improving the quality of curriculum provision Have a commitment to extra-curricular activities 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 	<ul style="list-style-type: none"> Have relevant experience of working in comprehensive and multicultural environments Understanding of inclusion and the needs of all learners
People, Relationships	<ul style="list-style-type: none"> Able to manage relationships 	

and Communications:	<ul style="list-style-type: none">▪ Able to meet deadlines and work under pressure▪ Communicates well with other staff, students, parents, governors and sponsor▪ Takes responsibility for own professional development▪ Excellent organisational skills and reliable▪ Excellent IT skills▪ Is optimistic, open to new opportunities and dynamic▪ 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	
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