

JOB DESCRIPTION

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| POST TITLE: | Curriculum Manager – Transition Programmes |
| GRADE: | Harmonised Salary Scale Point 38-44 |
| WORK ARRANGEMENTS: | 37 hours per week/52 weeks per year It is expected that from time to time these hours will be exceeded as reasonably necessary for the proper performance of the duties and responsibilities of the post. |
| DEPARTMENT: | |
| RESPONSIBLE TO: | Director of School |

Position Summary

To provide strategic and operational leadership for the College's Transition Programmes, including STEPS 2, Pathways/SEND provision, ESOL, and programmes for disadvantaged, high-needs and hard-to-reach learners. The post holder will ensure that all programmes deliver outstanding teaching, learning and assessment, strong student outcomes, and meaningful progression pathways into further study, employment or supported independence.

To be successful in this role your duties will include:

Main Duties and Responsibilities

1. Curriculum Leadership

- Lead and develop the STEPS 2 curriculum across all vocational pathways, ensuring programmes are accessible, ambitious and tailored to learners with complex barriers.
- Lead on Pathways provision for students with SEND and complex needs, ensuring high-quality planning, delivery and progression, and support the development of our Supported Internship offer.
- Lead ESOL programmes, ensuring strong language development, integration and progression routes.
- Shape, design and innovate curriculum models for learners with low prior attainment, poor engagement histories or who are NEET, electively home-educated or accessing alternative provision.
- Ensure curriculum is aligned to College strategy, local labour-market needs and qualification reforms.

2. Quality Improvement

- Drive improvements in teaching, learning and assessment across all Transition Programme areas and specialist SEND Provision .
- Lead on self-assessment, QIP actions, and preparation for Ofsted, ensuring robust and evidence-based quality processes.

- Monitor performance data (retention, progress, attendance, achievement and destinations) and implement early intervention where risks are identified.
- Embed inclusive practice, behaviour expectations, safeguarding and high aspirations throughout programmes.

3. Student Experience & Progression

- Ensure a high-quality student experience that supports personal development, employability, independence and wellbeing.
- Monitor progress from starting points, including incremental progress measures, and ensure timely intervention for learners falling behind.
- Strengthen progression routes into Level 1/2 provision, apprenticeships, supported internships, employment, or further ESOL study.
- Work closely with the Youth Guarantee/Progression Coaches to secure positive and sector-relevant destinations.

4. Team Leadership

- Lead and support teaching and support staff across STEPS 2, Pathways, ESOL and other transition programmes.
- Provide coaching, performance management and targeted CPD to improve practice.
- Build a strong team culture focused on inclusion, resilience, creativity and high expectations.
- Ensure staff feel supported in working with learners who present complex needs or behavioural challenges.

5. Operational Management

- Manage budgets, staffing, timetabling and resources effectively.
- Ensure compliance with funding rules, audit requirements, safeguarding and health and safety.
- Oversee accurate data entry, registers, progress monitoring and reporting.
- Work with internal and external partners to support referrals, admissions and learner transition.

6. External Partnerships

- Build strong relationships with employers to support work experience, work-related learning and progression pathways.
- Liaise with local authorities, SEND services, social care, community organisations and alternative provision providers.

Ensure programmes align with the SEND Code of Practice, SEND reforms and the needs of disadvantaged and vulnerable young people in Chesterfield and the wider region.

GENERAL

1. Work effectively as a team, listen, consult and work in partnership to shape the future success for our Group community.
2. Take an active role in the health, safety and welfare of students/apprentices and staff, ensuring attendance at all mandatory training and adhering to all policies and procedures.

3. Take responsibility for one's own professional development and continually update, as necessary, participating in appropriate staff development activities, as required, including the Professional Development Review.
4. Act as an ambassador for the Group, being positive and professional at all times.
5. Comply with all legislative and regulatory requirements.
6. Apply the Group's Safeguarding Policy and practices and attend all training as requested.
7. Comply with the Group's Equality, Diversity and Inclusion Policy, promoting an inclusive environment where every individual is treated with kindness and respect.
8. Carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job.
9. Take responsibility for keeping personal data safe, ensuring compliance with the data protection policy and procedures and attending all mandatory training.

Person Specification

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| Post: | Curriculum Manager – Transition Programmes | Department: | Director of School |
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| Key Requirements: | Essential/ Desirable | Assessed |
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| Qualifications: | | |
| Level 2 or above in maths or English | E | A |
| Teaching qualification | D | A |
| Degree/Management Qualification | D | A |
| Experience: | | |
| Significant experience working with disadvantaged, high-needs or hard-to-reach learners. | E | A/I |
| Strong understanding of transition provision, SEND, ESOL , or alternative provision models. | E | A/I |
| Experience improving the quality of teaching, learning and assessment. | E | A/I |
| Strong understanding of the FE sector, study programmes, and curriculum planning and Additional Learning Support funding. | E | A/I |
| Experience leading curriculum areas within FE | E | A/I |
| Knowledge of qualification reforms, transition programmes, or engagement pathways. | E | A/I |
| Experience working with employers, external agencies or local authorities to support vulnerable learners. | E | A/I |
| Skills/Knowledge: | | |
| Demonstrated ability to design creative, flexible and engaging curriculum tailored to complex learner needs. | E | I |
| Excellent communication and leadership skills with the ability to motivate and inspire multidisciplinary teams. | E | I |
| Committed to high aspirations for every learner, regardless of starting point. | E | I |
| Deep passion for improving life chances for young people and supporting progression into positive destinations | E | I |
| Demonstrate understanding of the SEND Code of Practice, Equality Duty and inclusive education. | E | I |
| Other Requirements: | | |
| Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. | E | I |
| Commitment to equality, diversity and inclusion. | E | I |

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| Willingness to work flexibly and undertake CPD aligned to the evolving curriculum needs. | E | I |
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E = Essential

D = Desirable

A = Application

I = Interview

T = Test

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| Produced by: | Claire Godfrey | Date Produced: | 23/03/2026 |
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