**Curriculum Lead**

**JOB DESCRIPTION**

**Role Purpose:**

* Overall responsibility for outcomes in the faculty;
* To lead and manage teaching and support staff in the faculty;
* To quality assure standards across the faculty; and
* To lead strategic improvements in the curriculum

**Key Accountabilities:**

Reporting directly to

* Relevant SLT Line Management

Liaising with

* Relevant SLT Leads
* Leader of Teaching and Learning
* Leader of Standards and Progress
* Senior Leadership Team

Strategic Leadership

* To play a key leadership role and to make a major contribution to the development of the academy;
* To be accountable for the quality of the curriculum within the faculty;
* To lead quality assurance in the faculty and contribute to whole school evaluation;
* To share accountability for achieving the highest standards of student attainment and achievement of identified students;
* To ensure teaching is consistently good;
* To performance manage all staff within the faculty, including support staff;
* Ensure all staff in the faculty are fully compliant with Academy policies;
* To submit reports and collate data to enable the Trust to monitor achievement outcomes, and
* To contribute to professional learning of colleagues with regard to meeting the needs of students

Operational Management

* To work with the Senior Assistant Principals to monitor and track progress of pupils, quality of teaching and learning, attendance and behaviour within faculty;
* To ensure behaviour is consistently good across the faculty;
* To broker support for learners with barriers to learning;
* To ensure key groups including PP, SEN and More Able make good progress;
* To produce an annual faculty improvement plan and a self-evaluation as part of overall school evaluation processes, and
* To be a duty leader managing the site at agreed times

Curriculum provision and development

* To lead in development of inclusive practices, deploying team members to make best use of expertise;
* To keep up to date with national developments in faculty related practices and methodology; and
* To actively monitor and respond to curriculum development and initiatives at national, regional and local levels

People Development and Management

* To contribute to performance management and to act as Team Leader for a group of staff with the faculty;
* To promote teamwork and to motivate staff to ensure effective working relations; and
* To ensure the effective, efficient deployment of support and teaching staff to secure the best outcomes for learners, and
* To lead the induction process for new staff in the faculty

Quality assurance

* To ensure the effective operation of quality control systems including standardisation and moderation;
* To set appropriate targets within the team and work towards their achievement;
* To implement the Academy’s procedures for lesson observation, learning walks and work scrutiny
* To participate in the monitoring and evaluation of team members in line with agreed Academy procedures including evaluation against quality standards and performance criteria

Management information

* To ensure the maintenance of accurate and up to date information relating to the faculty;
* To lead on analysis and evaluation of performance data; and
* To lead the production of reports on examination performance, including the use of value added data

Communications

* To ensure that all members of the faculty are familiar with its aims and objectives;
* To ensure effective communication, as appropriate, with parents of students; and
* To liaise with partners schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies

Marketing and liaison

* To contribute to the Academy liaison and marketing activities e.g. the collection of material for press releases;
* To contribute to 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 the Academy at open days/evenings and other events in partner schools and the wider community; and
* To actively promote the development of effective links with external agencies

Management of resources

* To identify resource needs and to contribute to the efficient/effective use of physical resources, including allocation, control and account of finances; and
* To co-operate with other curriculum areas to ensure sharing and effective usage of resources to the benefit of the Academy and the students

Pastoral system

* To contribute to cross curricular work including PSHE, citizenship and enterprise education; and
* To be an outstanding tutor within the pastoral system. To assist in the implementation of the behaviour management system

Teaching

* To undertake an appropriate programme of teaching

Learning outcomes

* To ensure students achieve sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment; and
* To ensure students are well prepared for any tests and examinations

Culture

* Responsible for contributing to and leading on the development of E-ACT's culture where we value thinking big, doing the right thing and team spirit and our students are at the heart of our decision making.
* Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT’s policies and procedures, reporting all concerns to an appropriate person.
* Responsible for working in accordance with E-ACT’s policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line

Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

**PERSON SPECIFICATION**

Whether you’re a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

* We want everyone to ***think big*** for yourselves and for the world around you;
* We want everyone to ***do the right thing*** in everything you do, even when this means doing something that’s hard, not popular or takes a lot of time;
* We want everyone to show strong ***team spirit***, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

**OUR VALUES**

|  |  |  |
| --- | --- | --- |
| **Thinking**  **Big** | • • | Show energy, enthusiasm and passion for what you do  Demand the highest quality in all that you do, and in the work of your team |
|  | • | Willing to champion new ideas and think beyond the status quo |
|  | • | Show an ability to think creatively and ‘outside of the box’ in your area of expertise, continually seeking improvements in what you do to make the organisation better |
|  | • | Be open to new ideas and change where it will have a positive impact on the organisation |
|  | • | Show a willingness to embrace different ideas and ways of thinking to improve E-ACT |
|  | • | Ability to ‘look outside’ – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work |
|  | • | Commitment to self-development, and developing your wider Team |
|  | • | Ability to self-reflect on yourself, your performance, and to think about how this could be improved further |
|  | • | Ability to encourage ideas from others in order to improve the organisation and build your team’s confidence |
| **Doing the**  **Right**  **Thing** | •  • | Have integrity and honesty in all that you do  Make decisions that are based on doing the right thing, even when this means that they’re unpopular or will lead to more work |
|  | • | Take responsibility and ownership for your area of work |
|  | • | Have difficult conversations or deliver difficult messages if that’s what’s required to do the right thing by our pupils |
|  | • | Be transparent and open |
|  | • | Be resilient and trustworthy |
|  | • | Stand firm and stay true to our mission |
| **Showing**  **Team**  **Spirit** | •  • | Understand how you can have a greater impact as a team than you can as an individual  Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission |
|  | • | Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level |
|  | • | Recognise and celebrate the success and achievements, no matter how small, of your colleagues |
|  | • | Be generous with sharing your knowledge to help to develop others |
|  | • | Understand and be willing to receive suggestions and input on your area of work from others |
|  | • | Support your colleagues, even when this means staying a little later, or re-prioritising some of your work |
|  | • | Be aware of other peoples’ needs and show an ability to offer genuine support |
|  | • | Show an awareness and respect for peoples’ differences, and recognise how different characteristics and personal strengths build dynamic and great teams |

**KNOWLEDGE, EXPERIENCE & SKILLS**

**Requirement Assessed at**

**E –** Essential **A –** Application Stage

**D –** Desirable **I –** Interview Stage

**P –** During the probationary period

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| --- | --- | --- | --- | --- | --- | --- |
|  |  | **E** | **D** | **A** | **I** | **P** |
| **Organisational**  **Fit** | Thinking Big | X |  | X | X | X |
| Doing the Right Thing | X |  | X | X | X |
| Showing Team Spirit | X |  | X | X | X |
| **Knowledge** | Qualified teacher status or recognised equivalent | X |  | X | X |  |
| Degree in related subject specialism | X |  | X | X |  |
| Evidence of continuous professional development | X |  | X | X | X |
| Additional relevant training in Safeguarding | X |  | X | X | X |
| Knowledge of current education policy and legal issues relating to schools and governance for students | X |  | X | X |  |
| Hold a leadership qualification |  | X | X | X | X |
| Knowledge of National Curriculum requirement | X |  | X | X | X |
| Knowledge of a creative range of pedagogic approaches to delivering your subject | X |  | X | X | X |
| Knowledge of current education legislation, Ofsted framework and best practice | X |  | X | X | X |
| **Experience** | Ability to teach ‘outstanding’ lessons | X |  | X | X | X |
| Proven success of improving student outcomes within a school | X |  | X | X | X |
| Teaching experience with the age range | X |  | X | X | X |
| Experience of successful management and leadership of diverse teams | X |  | X | X | X |
| Experience of implementing systems to support attendance improvement | X |  | X | X | X |
| Experience of using a range of technologies to support student learning | X |  | X | X | X |
| **Skills** | Ability to work effectively within a team environment | X |  | X | X | X |
| Ability to work strategically and to seek and implement creative solutions | X |  | X | X | X |
| Excellent leadership skills and the ability to inspire and challenge colleagues, peers and teams | X |  | X | X | X |
| Ability to lead a team of staff to ensure the  right outcomes for students are achieved | X |  | X | X | X |
| Ability to support staff and students in  maintaining high standards | X |  | X | X | X |
| Ability to plan, prepare and deliver a  curriculum relevant to the age and ability of the  groups | X |  | X | X | X |
| Ability to manage the performance of a diverse range of staff | X |  | X | X | X |
| Highly effective organisational skills | X |  | X | X | X |
| Ability to prioritise effectively and meet deadlines during times of pressure | X |  | X | X | X |
| Ability to communicate effectively with a wide range of stakeholders using a variety of methods and media | X |  | X | X | X |
| Ability to develop a number of curriculum areas relevant to the age and ability of the groups | X |  | X | X | X |
| Ability to assess and record the progress of students’ learning | X |  | X | X | X |
| Ability to use/analyse assessment data systems to raise standards | X |  | X | X | X |
| Ability to promote a positive ethos and attributes | X |  | X | X | X |
| Ability to create a stimulating and safe learning environment | X |  | X | X | X |