

ASSISTANT CURRICULUM LEADER



JOB DESCRIPTION & PERSON SPECIFICATION

Alongside the Curriculum Leader, provide specialist support and professional leadership and management for the department in order to secure high quality teaching and learning, effective use of resources and monitoring and tracking information to improve standards and achievement for all students.

Responsible to: **Senior Leadership Team / Curriculum Leader**

Line Management Responsibilities:

- Teachers with department as required

Accountability for Leading, Managing and Developing a Curriculum Area

Work collaboratively with curriculum leader and other relevant teachers in department:

- Identify relevant school improvement issues
- Agree appropriate improvement targets
- Co-ordinate CPD needs and opportunities
- Evaluate the impact of all improvement activities on the quality of teaching and learning
- Provide the Curriculum Leader with relevant curriculum information
- Use financial and resource management innovatively and effectively
- Comply with school's Health and Safety Policy
- Safeguard and promote the welfare of students
- Fulfil all requirements and duties set out in the Standard Teacher's Pay and Conditions Documents
- Achieve criteria or targets arising from the school's Performance Management.

Impact on Educational Progress Beyond Assigned Students

Work collaboratively with curriculum leader and other relevant teachers in the curriculum area:

- Provide a specialist role within the department, developing and influencing existing practices of the teaching and learning team and increasing the provision of outstanding curriculum teaching and learning
- Lead evaluation strategies to contribute to overall school self-evaluation
- Play a lead role in whole school coaching and mentoring, developing and sharing best practice across school
- Ensure that relevant attainment/achievement targets, that have been agreed and discussed with the Headteacher are met
- Monitor and evaluate assessment data across department
- Plan and implement intervention strategies to improve student achievement
- Develop, support and monitor good practice within the classroom
- Support teachers in planning appropriate strategies to achieve student progress target levels
- Ensure that agreed student progress target levels within the subject are achieved or exceeded
- Encourage students' motivation and enthusiasm within the department and develop positive responses to challenge and high expectations
- Monitor the objectives and targets for all groups of students and promote the importance of raising their achievement.

Leading, Developing and Enhancing the Teaching of Others

Work collaboratively with Curriculum Leader and other relevant teachers:

- Maintain personal expertise in your subject and management and share this with other teachers
- Act as a role model of good classroom practice for other teachers, modelling effective strategies with them
- Plan and implement strategies to improve teaching where needs are identified
- Identify staff development needs and co-ordinate these with Curriculum Leader
- Plan the deployment of staff expertise to achieve school improvement objectives.
- Act as a performance management team leader for identified teachers
- Carry out any other duties as reasonably expected by the Headteacher
- Ability to work in a way that promotes the safety and well-being of students within the school.
- To participate in the School's performance appraisal system.
- To undertake training and development relevant to the post and in line with the school's priorities
- To maintain a presence around the school to ensure that the highest standards of behaviour and site usage are maintained

CONTEXT: All staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. They are required to support and follow all relevant school policies including those for behaviour and child protection. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. They should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved assisting pupils for whom English is an additional language

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk 'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Signed: _____ **Date:** _____
(Assistant Curriculum Leader)

Signed: _____ **Date:** _____
(Headteacher)

PERSON SPECIFICATION

	Essential	Desirable
Qualifications		
• Degree	✓	
• Qualified Teacher or pending QTS	✓	
• A minimum of one year's experience as a Qualified Teacher		✓
• Ability to apply knowledge and skills from theory in a practical classroom context	✓	
• Ability to motivate and encourage students	✓	
• Effective Classroom Manager	✓	
• Can use ICT effectively to support learning		✓
Planning & Organising		
• Good organisational ability	✓	
• Able to organise own teaching resources and activities to deadline and quality standards	✓	
• Able to plan, manage, organise and assess teaching objectives	✓	
• Able to contribute to the design of subject units, curriculum development and new teaching approaches	✓	
• Ability to plan time effectively and meet deadlines	✓	
• Ability to use differentiation in order to meet the needs of the students	✓	
Problem Solving and Initiative		
• Able to demonstrate understanding of complex problems and apply in depth knowledge to address them		✓
• Able to develop original techniques, methods and solutions		✓
Management Skills		
• A team player able to work effectively in a team, understanding the strengths and weakness of others to help team development	✓	
• Able to manage and deliver own course units and contribute to team-taught course units	✓	
• Able to supervise work of students	✓	
• Able to contribute to wider school management, administration and initiatives	✓	
• Ability to create effective relationships with a variety of different people	✓	

Communicating and Influencing		
• Able to influence desired student behaviour	✓	
• Able to generate enthusiasm in students	✓	
• Good communication skills, able to clarify and explain instructions clearly	✓	
General		
• Empathy with students and sympathetic to their needs	✓	
• Professionally discrete and able to respect confidentiality in particular areas	✓	
• To be involved in ongoing Professional Development	✓	
Personal Qualities		
• Commitment to an ethos of high standards, personal fulfilment and academic success	✓	
• Good health and attendance	✓	
• Energy, stamina and determination	✓	
• A sense of humour and ability to remain calm under pressure	✓	