Curriculum Team Leader

Job Description

Main Purpose
A.   Strategic direction, development and implementation of the faculty
B.   Leading, managing and improving student academic progress
C.   Analysis of student progress data to ensure progress, and implementing and monitoring improvement strategies where necessary
D.   Leading, developing and enhancing the teaching and learning of faculty teachers
E.   Lead and manage the work of the faculty team, working with the SLT line lead where necessary
F.   Creating a positive learning ethos for students and implementing the school behaviour management procedure

A.   Strategic direction, development and implementation of the faculty
- Use the School Improvement Plan (SIP) to develop and implement a prioritised and aligned Faculty SIP and curriculum
- Keep up-to-date with new curriculum and syllabus developments, ensuring Schemes of Learning and subsequent assessments are written and developed to reflect this
- Lead the direction and development of faculty team meetings to include a relevant agenda
- Lead any timetabled or required faculty meetings
- Keep staff up to date with any relevant calendar issues and general notices
- Plan and implement whole school activities such as mock exams and immersion days
- Actively support and promote cross-curricular work and activities to create a more holistic vision of learning and students
- Support and work with person responsible for Primary Liaison to ensure effective transition and student recruitment
- Ensure that strategies are in place to encourage and facilitate an exchange of information between school and home in line with relevant Home/School Agreements
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B.   Leading, managing and improving student academic progress
- Lead the academic progress and discipline of students in the faculty
- Monitor the progress made by students towards achieving targets and identify any under-achieving students
- Liaise with SEN / Inclusion to ensure SEND students are tracked, supported and provided with interventions where required
- Ensure suitable Schemes of Learning are in place reflecting national exam and assessment requirements
- Be responsible for the monitoring of student homework through regular sampling
- Ensure that whole school assessment and monitoring policies are carried out
- Structure, regularly review and evaluate differentiated schemes of work that are:
  o   consistent with national/curriculum policy
  o   are a reflection of the learning needs of our students
  o   readily translated into structured and differentiated lesson plans
  o   enables review and revision of group composition on a regular basis that reflects the changing learning needs of students
- Lead the knowledge of all syllabus and examination board requirements and liaise with examinations' secretary to meet all deadlines

C.   Analysis of student progress data to ensure progress, and implementing and monitoring improvement strategies where necessary
- Carry out an annual exam/progress review using national, School, Trust and regional data

- Set appropriate and challenging targets
- Ensure the use effective data to implement appropriate mentoring and intervention programmes for students as required (e.g. immersion days, revision classes, booster sessions, one-to-one tuition and parental contact)
- Coach for and monitor the team in the report writing process and ensure that all reports are:
    - positive and professional
    - give authentic and factual feedback
    - use an agreed format and language
    - completed to meet deadlines

D.   Leading, developing and enhancing the teaching and learning of faculty teachers

- Ensure that accurate and easily accessible records are kept on each student and that these records are disseminated properly
- Lead and implement the whole school QA programme to include OPP reporting and activities
- Co-ordinate regular lesson observations as part of whole school QA and Appraisal programmes
- Monitor staff use of data to check student progress, ensuring that progress of sub-groups is addressed
- Be responsible for staff development within the faculty
- Match teachers' strengths to particular classes when timetabling, whilst ensuring that all staff have an appropriate experience for their own professional and personal development
- Encourage staff/students to participate in a variety of enrichment activities related to learning and development
- Provide support for ITT, NQT and RQT teachers in line with national, Trust and school policy

E.   Lead and manage the work of the faculty team, working with the SLT line lead where necessary

- Set high standards that are aligned with The Spencer Academies Trust Employee and Volunteer Expectations and Code of Conduct policy
- Continue to develop a culture of joint planning, sharing resources and open-door policy in the faculty team
- Lead a faculty team which reflects the school's vision statement
- Line manage staff within the team, including appraisals
- Lead and manage the faculty team to high standards of performance, including challenging aspects of underperformance in line with the school's coaching support and disciplinary procedures
- Ensure that faculty cover work is set when required, quality assuring for purpose

F.   Creating a positive learning ethos for students and implementing the school behaviour management procedure

- Set standards through the use of positive behaviour management techniques including the Rewards Pathway
- Ensure sanctions for poor student discipline are in place, aligned with the whole school Behavior Pathway
- Encourage high standards of work, behaviour and dress in students
- Commend students for excellent work or effort
- Develop and maintain an appreciation of pride and enthusiasm in the faculty and amongst students and generate a culture of achievement and success

All Leaders

PROFESSIONAL DEVELOPMENT

Our expectations of all High Achieving team leaders are that they will:

- Ensure that all schools policies are implemented consistently by all members of the team.
- Ensure that all staff keep a portfolio of success stories.
- Provide formal feedback on performance through a variety of methods.
- Make explicit their expectations of team members.
- Have regular 1:1 interviews with team members for action planning.
- Provide opportunities for career growth.
- Carry out careful monitoring/coaching of team members.
- Organise and chair team meetings, give agendas and produce minutes and ensure that team meetings provide a forum for the discussion and review of current developments and learning opportunities.
- Ensure the setting of personal performance targets.
- Offer regular and appropriate feedback which is authentic, specific, thorough and gives positive reinforcement, and which will ensure that each individual has a realistic self concept.
- Give clear instructional goals for learning.
- Produce and maintain a faculty handbook which reflects all school policy, sets high expectations and embraces the best practice.
- Have responsibility for:
  - Deployment of team budget in line with school priorities
  - Ordering
  - All items on team inventory
- Participate in the selection, appointment and induction of new staff in line with statutory/school policy.
- Ensure that their teams and team areas are well resourced and maintained.
- Ensure that when team members are absent appropriate arrangements will be made to ensure that their role is covered.
- Ensure that school policy on Health and Safety (including emergency response and fire alarm) are adhered to by team members.
- Provide reports for Headteacher/Governors as requested.
- Ensure that opportunities are provided for Spiritual, Moral and Cultural Development.

TEAM BUILDING

- Promote and acclaim individual and team success across a wide range of academic and non-academic achievement.
- Facilitate regular review and sharing of learning success.
- Have in place strategies to build the self-esteem of team members.
- Be involved in the coaching of team members.
- Balance the need of individuals with needs of the team/institution.
- Use the skill and energy of all personnel to the best effect.
- Ensure that their team is a learning team.
- Express confidence in the abilities of the team

- Have in place strategies for regular review/evaluation of
  - the extent to which targets have been met
  - how are we going to move forward

Denotes subject areas only.

The School's expectations of a High Achieving Classroom Teacher is that he/she will:

PROFESSIONAL EXPECTATIONS

- Be part of a learning environment and a love of learning for its own sake
- Be aware that learning is an interaction of numerous variables, most of which are personal
- Be aware that learning is an individual and subject process
- Know that learning is not linear
- Develop a vocabulary and agreed principles for constructive feedback for students and parents
- Make explicit their expectations of students
- At all times recognize and implement all school policies consistently and fairly, e.g. marking, spelling, report writing, homework
- Arrive on time, welcome students and start with encouraging and achievable activities
- Protect the learning of students by challenging all disruptive behavior in the agreed manner and dealing with situations where the learning of students is being adversely affected
- Regularly review own performance and lesson content
- Have high academic and behavioural expectations for all students
- Know the learning needs of students and keep up to date with current knowledge and models of how we learn
- Produce lessons which encompass a wide variety of learning strategies
- Re-evaluate their work as a teacher in the light of student outcomes
- Provide opportunities for spiritual, moral and cultural development
- Promote an understanding of the use of ICT
- Advise, take advice from and liaise with support staff

TEACHING AND LEARNING

- Provide regular opportunities during lesson for students to review their progress
- Be aware that there are numerous outcomes to any learning activity
- Start each lesson by communicating to the students a clear review of what's gone before, a preview of what is to come, specify the outcomes for the lesson in a motivational way
- Provide opportunities and activities which encourage independent learning skills
- Encourage students to challenge themselves and then learn from their mistakes
- Create a visually stimulating and helpful learning environment
- From subject specific schemes of work produce lessons which are appropriate to the learning needs of individual classes
- Encourage peer coaching
- Be aware of the basic difference of how boys and girls learn, different intelligences and learning strategies
- Make effective use of comprehensive and differentiated schemes of work
- Engage emotions of students in the knowledge that learning has to engage the heart as well as the mind and that students have to want to learn
- Teach the student thinking skills
- Use appropriate strategies for delivering content
- Use examples which learners can readily recognize

MENTORING AND STUDENT PROGRESSION

- Encourage students to keep a portfolio of success stories
- Carry out careful monitoring/assessment of students through accepted procedures, including attendance
- Through the careful marking of work, 1:1 sessions with students, written reports and parent consultations, offer

regular and appropriate feedback which is authentic, specific and thorough and will help students meet their learning goals

- Ensure that students review their learning experiences in order to inform their future learning goals through the setting of personal performance targets
- Hold 1:1 mentoring interviews with students to reflect on successful outcomes and to set appropriate learning targets for improvement in line with school policy
- Provide opportunities for spiritual, moral and cultural development
- Promote an understanding of the use of ICT

ALL EMPLOYEES

Our expectations of all High Achieving employees are that they will:

CORE VALUES

- Be committed to being part of and actively promoting a high consensus school with shared beliefs, values and goals
- Be aware that children's learning is at the centre of what we are about and that learning is a partnership
- Have an awareness of human relationships and emotional intelligence and the need for respect, recognition, reinforcement and communication
- Have a knowledge of the current health and safety policy which must inform all practices
- Have a vision of how things should be and a moral sense of how to get there
- Be aware of and care for the physical and emotional state of resources and environment/community
- Provide a challenging learning environment for the student

POSITIVE REINFORCEMENT

- Be aware that leadership is part of everyone's job description and that leadership has to be pervasive
- Act as a positive role model and exemplify the culture of learning
- Enthuse members of the community to model the sorts of positive attitudes and behavior we seek to support
- Contribute to the creation of a positive and supportive learning environment by giving specific feedback about what an individual has achieved, using praise at every opportunity and freely communicating and sharing information where appropriate
- Provide opportunities for the celebration of success and help to build and maintain positive self-esteem for themselves and others
- Realise the need to separate the personal from the professional and the person from the behavior

PERSONAL AND PROFESSIONAL RESPONSIBILITY AND DEVELOPMENT

- Be consistent in living to and applying a set of personal beliefs and values consistent with relevant school policies and procedures
- Operate in a culture of continual development and growth having high expectations of themselves and what is expected of them
- Be aware that a learning employee who is able and willing to learn from experiences is the most effective employee
- Be clear about and work within the roles and responsibilities of themselves and others
- Value personal growth and development, be self-motivated and have the skills and knowledge to fulfil their role
- Keep records appropriate to and commensurate with their roles and responsibilities and school policy
- Manage resources effectively and fairly
- Be involved in the planning of work at a team level within the context of the school development plan
- Give respect and consideration to those students with special needs
- Carry out any other reasonable duties as directed by the Principal

WORKING WITH YOUNG PEOPLE

- Support the school's agenda for safeguarding and promoting the welfare of students
- Provide positive and appropriate role model in day to day dealing with individual students and groups of students at all times
- Form and monitor appropriate relationships and personal boundaries with students
- Ensure that concerns regarding inappropriate practice/behavior by colleagues are reported directly to the appropriate line manager

PERSON SPECIFICATION

	Essential	Desirable
Experience	• Proven track record of good / outstanding classroom practice • Experience in teaching current curriculum specifications • Proven track record of results • Experience of leading/managing a team or school project	• Line management of other staff
Education and training	• Qualified teacher status • Graduate: Good Honours Degree • Record of continuing professional development • Ability to teach at KS3 and KS4	• Ability to teach at KS5
Knowledge	• Knowledge and understanding of current GCSE specification, National Curriculum and current initiatives • Knows how to use data for target setting and improving performance • Understanding of key student groups including SEN and the barriers that these students face to learning • Good knowledge of pedagogy, how students learn and teaching and learning styles • Knowledge of effective assessment strategies • Sound understanding of OFSTED framework • Able to plan clearly and systematically in order to build on current and previous attainment of students	• Involvement in whole school initiative(s)

Skills/Aptitudes	- Good classroom practitioner using effective behaviour management and a range of learning strategies - Excellent relationships with students, parents and colleagues - Ability to use data in educational improvement - Ability to inspire and motivate both staff and students - Ability to work effectively under pressure and meet tight deadlines - Creativity, energy and enthusiasm - Excellent records of punctuality, attendance and health - Adherence to professional code of conduct and dress - Willingness to research, draw upon and implement good practice from elsewhere - Flexibility and adaptability to change	Able to offer contributions to whole school/extra-curricular activities

Committed to:	• Students continuing to study beyond Key Stage 4 • Raising the aspirations of all students. • Notion of continuous improvement in all aspects of school life • Inclusion and a positive "can do" approach to learning • Supporting other staff in terms of expectations and behaviour management • Vision and personal drive for the future of Inclusion • High level of student achievement/ progress in own teaching	• Flexible working practices/willingness to go that "extra mile"
Teaching and learning	• Excellent classroom teacher • Knowledge and experience of using wide variety of teaching and learning strategies across different Key Stages • Able to assess pupil performance and set targets for future attainment • Design, produce and share high quality learning schemes and resources • Have an exciting vision for the relevant faculty which can be shared and constantly enhanced	•

| Personal attributes | • Excellent attendance and punctuality record
• Always meets deadlines
• Manage daily responsibilities and priorities
• Able to work on own initiative as well as part of a team
• "Professional" role model
• High personal standards
• Make informed decisions on a daily basis
• Innovative and able to stimulate initiative in others
• Recognition of the importance of personal commitment to the Trust's ethos, aims and whole community. | • Ambitious |