



Curriculum Leader

Curriculum Leader Job Description

Responsible to: Deputy Head

Core purpose

Curriculum leaders at Barham ensure that teachers are confident, impassioned and empowered to deliver a curriculum that is alive and memorable, where learning “sticks” with the children in their long-term working memory and connections are made with real-life and other subject disciplines. Curriculum leaders at Barham provide professional expertise, coaching, leadership and management for a curriculum subject – with a clear aim of upskilling the teaching team and developing teacher’s subject knowledge. Through their work, curriculum leaders secure high quality professional teaching, personalised learning for all children and effective use of resources to continuously improve outcomes across the school. Curriculum leaders support colleagues to secure world-class standards and monitor, with the SLT, the standards of teaching and learning.

Key Knowledge & Understanding of:

- The school's aims, priorities, goals and plans in the context of the work of the subjects.
- The relationship of the work of the subject to the school as a whole.
- Relevant statutory requirements for the curriculum and for assessment, recording and reporting.
- The characteristics of exemplary teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement.
- Relevant aspects of leadership and management practice, including the performance management of team members.
- The learning across the Creative Curriculum.
- Co-ordinating and overseeing teaching staff and support staff working with the Creative Curriculum.
- The coaching, mentoring and development of all staff within the Creative Curriculum and wider where appropriate.

Key Responsibilities:

Planning and Expectations

- Set high and challenging expectations for teaching, learning, achievement and behaviour in your subject. Develop and implement policies and practices that support these expectations.
- Establish and implement a subject improvement plan which focus on development, contribute to whole-school aims and identify realistic and challenging targets, actions, timescales and criteria for success.

- Ensure that the Senior Leadership Team, other subject members (and Governors as required) are well informed about relevant policies, plans and priorities.
- Keep an up-to date record of impact which will be found in your curriculum leadership folder.
- Support teams in the planning of your subject where necessary and offer advice, develop a shared set of resources.
- Establish resource needs and liaise with the DHT on budgetary requirements.

Improving Teaching and Learning

- Impacting on improving the quality of education in curriculum area.
- Evaluating and evidencing the teaching and learning within the subject.
- Take responsibility for the subject's self-evaluation in line with school self-evaluation procedures.
- Plan and implement an annual subject policy which outlines clearly how the quality of teaching and learning will be evaluated and evidenced within the whole self-evaluation calendar and procedures.
- Identify and disseminate effective practice and highlight and address areas for improvement.
- Monitor and evaluate in conjunction with other colleagues the implementation of the Creative Curriculum.
- Monitor the quality of teaching and learning, in line with school policy. This may include lesson observations, monitoring of planning and scrutiny of children's work.
- Provide support to colleagues in the teaching of the school curriculum across the school.
- Ensure common approaches to assessment across the school.
- To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document.
- Inform and update school policies and guidelines on the curriculum and school organisation.
- Develop effective links with the local community including parents, business and industry.
- Ensure that teachers are aware of the implications of equality of opportunity which the subject raises.

In particular ensuring the following:

- curriculum coverage, continuity and progression of skills and knowledge for all pupils;
- constructive and positive working relationships between staff and students;
- that lessons across the subject are based on learning objectives/outcomes that are clearly communicated to students;
- that teachers are able to select from a range of appropriate teaching and learning methods to meet the needs of different pupils;
- that teachers are innovating their practice;
- the effective and efficient management and organisation of learning resources;
- the effective development of students' skills and understanding in English, maths, computing and citizenship, within your curriculum area;
- retrieval practice is embedded in daily teaching;
- assessment for learning is used to inform teaching and planning;
- promote and lead on the provision of enrichment activities for pupils to

enhance and support learning opportunities and student's progress.

Leadership and Management:

- Report standards to the Senior Leadership Team.
- Report your leadership impact to the Senior Leadership Team.
- Evaluate pupils' progress, achievement and attainment, and report to the Senior Leadership Team.
- Co-ordinate and take day-to-day responsibility for the organisation and management of all staff involved in implementing the above.
- Seek to ensure the effective use of the school's resources in the Creative Curriculum.
- Liaise closely with other leaders to ensure continuity and progression across the Key Stages.
- Establish good relationships, encourage good working practices and support teachers.
- Plan, organise and chair meetings when necessary.
- Support and motivate support staff working within the Creative Curriculum.
- Lead by example in all areas of the curriculum.
- Have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives.
- Liaise with teaching assistants and outside agencies.

Assessment and reporting

- Follow school guidelines to establish systems for assessing, recording and reporting achievement, and use the information to recognise and raise achievement further. This should include a particular focus on all our groups, for example, the gifted, PPG, EAL, BCRB and SEND children.
- Update the Headteacher and governing body on the effectiveness of provision for pupils across the Creative Curriculum to include an annual development plan.
- Have input in to the target setting process for raising achievement for pupils across the Phase and feedback to the Headteacher.
- Monitor progress across the school and ensure appropriate action plans are in place where issues are identified.
- Monitor planning to ensure individual needs are being met.
- Collect and interpret assessment data.

Wider professional role

- Keep abreast of developments and initiatives by attending training and reading relevant literature.
- Apply lessons learned from educational research to improve the effectiveness of teaching and learning across the subject.
- Foster a commitment to improve professional knowledge, skills, understanding and ability.
- Keep colleagues informed of new developments by leading school-based training and recommending appropriate external courses to the SLT.
- Take a leading role in the collection and analysis of qualitative and quantitative data to document the quality of teaching and learning across the school.
- Take a leading role in developing and maintaining a positive learning climate for

both children and staff.

- Take a leading role in the collaborative school improvement planning process and take a lead on delivering identified priorities within the subject.
- To be accountable to the children, Headteacher, Senior Leadership Team, Governors and parents, for progress and improvement within the subject.

Standards and Quality Assurance

- Support the aims and ethos of the school.
- Attend and participate in open/parent evenings.
- Uphold the school's behaviour code and uniform regulations.
- Participate in staff training.
- Participate in Continuing Professional Development with particular reference to the Creative Curriculum issues.
- Attend team and staff meetings.
- Develop links with Governors, LAs and neighbouring schools.

Other duties and responsibilities

- Support and monitor any teachers needing intensive support in the Creative Curriculum.
- Carry out any other reasonable duties as directed by the Headteacher in conjunction with the leadership of the Key Stage or that of a class teacher.

Relationships with staff

- Achieve constructive working relationships with all staff.
- Direct, organise, manage and support the work and professional development of support staff within the classroom.
- Provide regular information to the Senior Leadership Team on class progress.

Effective deployment of staff and resources

- Maintain and develop class resources, co-ordinate their deployment and monitor their effectiveness in meeting the class objectives.
- Maintain and develop resources for technology, EAL pupils and SEND pupils.
- Training of staff: PLD in house and external.

General

- Promote equal opportunities with the school and to seek to ensure the implementation of the school's equal opportunities policy.
- To promote the health, safety and welfare of children and young people who you are responsible for or come into contact with.
- Take on any additional responsibilities which might, from time to time, be determined.
- Take responsibility for promoting and safeguarding the welfare of the pupils in the school.

The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.

This job description may be amended at any time following discussion between the Headteacher and member of staff and will be reviewed annually.

Person Specification

Post Title: Curriculum Leader

Reporting To: Deputy Head

Salary: TLR

Disclosure Level: Enhanced

Note for the candidate

The person specification is a picture of the skills, knowledge and experience needed to carry out the job. It has been used to draw up the advertisement and will also be used in the shortlisting and interviewing process for the post.

Qualifications

The candidate must hold a recognised teaching qualification

Experience

The candidate will be expected to have experience of;

- Whole class teacher
- Modelling best practice in subject area
- Providing a successful learning environment
- Taking initiative and responsibility
- Helping others to develop as teachers
- Successful and recent efforts to develop their own professional skills.

Knowledge and Understanding

- The candidate must demonstrate a keen interest in the subject area and show professional learning and development within the field
- The candidate will be expected to have reflected on their teaching experience and developed awareness through training and by reading.
- They will be expected to show knowledge and understanding of:
 - Good Primary practice
 - Recent thinking about how children learn
 - Equal Opportunity issues
 - Specialist curriculum area in depth

Skills and Abilities

The candidate will be expected to demonstrate the ability to:

- Promote by example standards of excellence in Primary practice
- Manage adults effectively and with openness and sensitivity
- Manage both administration and their own time efficiently
- Confront difficult issues promptly and energetically, but with the capacity to both listen and negotiate
- Deal with children with warmth, care and understanding, and yet set clear and appropriate boundaries for behaviour
- Work effectively in a team
- Work in constructive partnership with others, if necessary subordinating their own views in pursuit of common goals
- Use IT effectively
- Rapidly gain new knowledge and skills

Commitments

The candidate will need to show commitment to:

- Implementing the aims and values of the school
- A view of education that has as its central focus raising achievement within a caring environment.
- Their own development as a practitioner
- The candidate must demonstrate a willingness to learn