



## Job Description

<b>Post Title:</b>	<b>Curriculum Leader – English</b>
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• To establish a departmental vision in the context of our school vision.</li> <li>• Provide professional leadership to a large team of teachers in the delivery of the full range of English teaching from KS3 to KS5.</li> <li>• Develop innovative, non-traditional, challenging approaches to the English curriculum in order to ensure appropriate access and achievement for all students.</li> <li>• Ensure that robust procedures are in place to monitor the quality of teaching and learning outcomes throughout the department.</li> <li>• To ensure that the teaching of English throughout the school is consistently of the highest quality by developing and enhancing the teaching practice of others.</li> <li>• To continue to raise standards of student attainment and achievement in English and English Literature and to monitor and support student progress.</li> <li>• To be accountable for all students' progress and development within the subject area and for leading, managing and developing the subject/curriculum area.</li> <li>• To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with our aims and the curricular policies determined by the Governing Body and the Headteacher.</li> <li>• To effectively manage and deploy staff, financial and physical resources within the department to support the English curriculum portfolio.</li> <li>• Contribute significantly to the school's planning (both short and long term) and provide leadership to whole school developments, as required.</li> </ul>
<b>Reporting to:</b>	Assistant Headteacher
<b>Responsible for:</b>	Assistant Curriculum Leader, staff working in the department.
<b>Liaising with:</b>	Headteacher, Leadership Team, other middle leaders, teachers, student support services and relevant staff with cross-school responsibilities, LA personnel, external agencies, Governors and parents.
<b>Working Time:</b>	In accordance with the School Teachers' Pay and Conditions Document.
<b>Salary/Grade:</b>	TLR 1.3
<b>Disclosure level</b>	Enhanced

<b>MAIN (CORE) DUTIES</b>	
<b>Operational and Strategic Planning:</b>	<ul style="list-style-type: none"> <li>• To lead the development of appropriate specifications, resources, schemes of work and policies and guidance, e.g. marking, assessment, teaching and learning strategies.</li> <li>• The day-to-day management, control and operation of course provision within the department, including effective deployment of all resources.</li> <li>• To actively monitor and follow-up all students' progress within the department.</li> <li>• To comply with Churchill's policies and procedures, e.g. Equal Opportunities, Health and Safety, COSHH.</li> <li>• To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of the students and to the aims, objectives and strategic plans of the school.</li> <li>• To lead and manage the department to ensure that activities reflect the needs of students within the subject area, College Improvement Plan, Departmental Improvement Plan and the annual priorities.</li> </ul>
<b>Curriculum Provision:</b>	<ul style="list-style-type: none"> <li>• To liaise with the appropriate Assistant Headteacher to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme that complements the College Improvement Plan and Priorities.</li> <li>• To be accountable for the development and delivery of the relevant curriculum subject(s) within the department.</li> </ul>
<b>Curriculum Development:</b>	<ul style="list-style-type: none"> <li>• To research good practice locally and nationally.</li> <li>• To lead curriculum development for the whole department.</li> <li>• To keep up-to-date with national developments in the subject area(s), as well as teaching practice and methodology.</li> <li>• To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.</li> <li>• To ensure that the development of the subject(s) is in-line with national developments.</li> </ul>
<b>Staff Recruitment, Deployment and CPD:</b>	<ul style="list-style-type: none"> <li>• To ensure that the staff development needs are identified and that the appropriate programmes are designed to meet such needs.</li> <li>• To be responsible for the efficient and effective deployment of any Support Staff working within the department.</li> <li>• To make appropriate arrangements for classes when staff are absent by ensuring appropriate work is available and the cover staff have appropriate support and backup.</li> <li>• To promote teamwork and to motivate staff to ensure effective working relations.</li> <li>• To be responsible for the day-to-day management of staff within the designated department and act as a positive role model.</li> <li>• To lead the effective induction of new staff in line with our procedures.</li> <li>• Where the department agrees to be involved in ITT that year, to participate in the ITT programme and act as a subject mentor as necessary.</li> </ul>
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>• To ensure the effective operation of our Quality Assurance procedures with relevance to the department.</li> <li>• To establish common and consistent standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.</li> <li>• To contribute to the procedures for lesson observation within a coaching role.</li> <li>• To monitor and evaluate the curriculum area/department in-line with agreed procedures, including evaluation against quality standards and performance criteria.</li> <li>• To ensure that the department's quality assurance procedures are consistent within the framework of our Quality Assurance procedures.</li> </ul>

<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• To ensure effective and appropriate methods of assessment at each key stage</li> <li>• To ensure assessment evidence is used appropriately to inform teaching and learning in all classrooms</li> <li>• To ensure the maintenance of accurate and up-to-date information assessment concerning the department.</li> <li>• To undertake analysis of and evaluate performance data provided, including valued added data and communicate this to all appropriate stakeholders.</li> <li>• To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.</li> <li>• In conjunction with the appropriate Assistant Headteacher, to manage the department's collection of data and ensure it is internally consistent and standardised.</li> <li>• To provide the Governing Body with relevant information relating to departmental performance and development.</li> </ul>
<b>Communications:</b>	<ul style="list-style-type: none"> <li>• To ensure that all members of the department are familiar with its aims and objectives.</li> <li>• To ensure effective communication/consultation as appropriate with the parents of students.</li> <li>• To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.</li> <li>• To represent the department's views and interests in appropriate forums.</li> <li>• To contribute to liaison and marketing activities, e.g. collection of materials for press releases.</li> <li>• To lead the development of effective subject links with partner schools and the community, including attendance where necessary at liaison events in partner institutions and the effective promotion of subjects at Open Days/Evenings and other events.</li> <li>• To actively promote the development of effective subject links with external agencies.</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>• To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down, including deploying the department budget, acting as a cost centre holder, requisitioning, ordering, and maintaining equipment and stock, and keeping appropriate records.</li> <li>• To work with the Leadership Team in order to ensure that the department's teaching commitments are effectively and efficiently timetabled and roomed.</li> </ul>
<b>Pastoral System:</b>	<ul style="list-style-type: none"> <li>• To ensure that the aspirations of all students are appropriately challenged.</li> <li>• To monitor and support the overall progress and development of students within the department.</li> <li>• To monitor students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.</li> <li>• To ensure that our behaviour management procedures are implemented in the department so that effective learning can take place.</li> <li>• To ensure staff within the Department pass on pastoral and attendance concerns for the Guidance and Attendance Teams to follow up.</li> </ul>
<p><b>Other Specific Duties:</b></p> <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>Employees will be expected to comply with any reasonable request from a member of the Leadership Team or their Line Manager to undertake work of a similar level that is not specified in this job description.</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p>	

We will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation, may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Date: September 2020



## Post of Curriculum Leader - English: Person Specification

	Essential	Desirable	How assessed
<b>Qualifications, training &amp; experience</b>			
Qualified Teacher Status	✓		A, R
Graduate Status	✓		A, R
Experience of leadership	✓		A, R, I
Leadership CPD		✓	A, R
Taught across the ability range at KS3 and KS4	✓		A, R, I
Taught Post-16		✓	A, R, I
A proven track record of raising student achievement	✓		A, R, I
Experience of developing and co-ordinating schemes of work	✓		A, R, I
<b>Knowledge &amp; understanding of Subject Leadership</b>			
Knowledge of current educational developments in the subject and more broadly	✓		A, R, I
Experience of successful leadership	✓		A, R, I
Ability to use comparative data to establish benchmarks, target resources and raise achievement	✓		A, R, I
Experience of monitoring and evaluation, including school self-evaluation, to develop practice and raise standards	✓		A, R, I
Knowledge of curriculum design and experience as a budget holder		✓	A, R
<b>Leading Teaching and Learning</b>			
Outstanding classroom practitioner with record of success at KS3 and 4	✓		A, R, I
Outstanding classroom practitioner with record of success at Post-16		✓	A, R, I
A breadth of teaching experience within a specialist curriculum area and extra-curricular areas	✓		A, R, I
A good understanding of current thinking about learning and assessment	✓		A, R, I
Experience of working to improve teaching and learning at a subject / whole school level	✓		A, R, I
Knowledge of and involvement in curriculum design	✓		A, R, I
Knowledge of the uses of ICT as a teaching and learning tool		✓	A, R, I
<b>Leading People</b>			
Ability to provide professional advice, coaching and to deliver training to colleagues at all levels	✓		A, R, I
An effective communicator – verbal and written, to individuals, groups and at whole staff level	✓		A, R, I
Able to foster an open, fair and equitable culture, enthuse and motivate people to build a cohesive team	✓		A, R, I
Can hold colleagues to account and challenge appropriately using radical candor	✓		A, R, I
Ability to build trust with partners and act in an ambassadorial role for the school	✓		A, R, I

Confident and assertive when working with a range of stakeholders	✓		A, R, I
Experience of leading and managing a diverse range of colleagues	✓		A, R, I
<b>Leading in the community</b>			
Knowledge of multi-agency work		✓	A, R, I
Ability to form constructive relationships with all stakeholders	✓		A, R, I
Outward looking with a desire to find best and next practice in order to move the school forward	✓		A, R, I
Experience of working outside of the immediate school environment in collaborations and networks		✓	A, R, I
Evidence of successful partnership work		✓	A, R, I
<b>Personal Attributes</b>			A, R, I
A reflective practitioner and with good listening skills	✓		A, R, I
Well organised & prepared with good time management skills	✓		A, R, I
Ambitious, with the potential to move to Assistant Headteacher in due course		✓	R, I
Flexible, hardworking and diligent	✓		A, R, I
A proactive problem – solver	✓		R, I
Ability to maintain optimism, enthusiasm, humour and energy, even in the most challenging of circumstances	✓		R, I

**A = Application form and letter**

**I = Interview process**

**R = References**