**Ormiston Maritime Academy**

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|  | **Assistant Curriculum Leader in Vocational Studies with responsibility for PE, Sport and Health and Social Care** |
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| **Responsible to:** | Faculty Leader of Vocational Options  Vice Principal/Assistant Principal (as applicable)  Principal |
| **Line Manager:** | Faculty Leader |
| **Salary Scale:** | Main Pay Spine /Upper Pay Spine **plus** Teaching and Learning Responsibility Payment TLR 2b (£5304pa) |

**Aims:**

**To support the Faculty Leader in:**

* Accountability for standards of student attainment and achievement within the whole curriculum are and to monitor and support student progress.
* Developing and enhance the teaching practice of others
* Accountability for leading, managing and developing the subject/curriculum area.
* Effectively managing the resources and deploying teaching/support staff, financial and physical resources within the curriculum team.
* To act as Faculty Leader in their absence

**Responsible for:**

* Teaching staff and other relevant personnel within the curriculum team
* Raising standards in the curriculum team
* Developing learning and teaching within the curriculum team.

**Operational/Strategic Planning:**

* To support the development of appropriate exam specifications, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the curriculum team.
* Supporting day-to-day management, control and operation of course provision with the curriculum team, including effective deployment of staff and physical resources.
* To support the Faculty Leader in the improvement planning function of the curriculum team and help formulate the Curriculum Area Development Plan.
* To link with the rest of the curriculum area team to ensure that the work in the curriculum team fully reflects the Academy’s distinctive ethos and vision.

**Curriculum Provision:**

* To liaise with the Faculty Leader to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme.
* To be accountable for the delivery of the curriculum team intervention programmes, including outcomes for students.

**Curriculum Development:**

* To support curriculum development for the whole curriculum team, particularly related to key tasks.
* To keep up to date with national developments in the subject team and teaching pedagogy, practice and methodology.
* With the Faculty Leader actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
* Develop trips and visit pertinent to the curriculum team to enrich the curriculum.

**Staffing:**

* To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the curriculum team (if appropriate).
* To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with Academy procedures.
* To support the Faculty Leader in promoting teamwork and to motivate staff to ensure effective working relations.
* Alongside the Faculty Leader to be support the day-to-day management of staff and act as a positive role model.

**Quality Assurance:**

* To contribute to the Academy procedures for lesson observation.
* To help to monitor and evaluate the curriculum team in line with agreed Academy procedures including evaluation against quality standards and performance criteria.

**Management information:**

* To assist in the maintenance of accurate and up-to-date information concerning the curriculum team on the management information system.
* To make use of analysis and evaluate performance data provided.
* To identify and take appropriate action on issues arising from data, systems and reports.
* To help produce reports on examination performance, including the use of value-added data.

**Student Support Systems:**

* To help monitor and support the overall progress and development of students within the generic job description.
* To act as a mentor and to carry out the duties associated with that role as outlined in the generic job description.
* To contribute to citizenship and enterprise according to Academy policy.
* To contribute to citizenship and enterprise according to Academy policy. To support the Academy’s Behaviour for Learning system so that effective learning can take place.

**Teaching:**

* Teach across a range of vocational subjects including Health and Social Care.
* As a Main Pay Range Teacher you are required to be competent in all elements of the Teacher Standards, to discharge the Teachers Responsibilities as set out in the Contractual Framework for Teachers of the School Teachers Pay and Conditions Document and to act in accordance with the School’s ethos, policies and practices, under the direction of the Principal.

**Additional Duties:**

* To play a full part in the life of the Academy community, to support its vision and ethos and to encourage and ensure staff and students to follow this example.

**Other Specific Duties:**

* To continue personal development.
* To engage actively in the performance review process.
* To undertake any other duty as specified by STPCD not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy 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.

***The successful applicant will be subject to satisfactory references and satisfactory clearance by the Disclosure and Barring Service. We are an equal opportunities employer and we are committed to safeguarding and promoting the welfare of children.***

**Person Specification - Main/Upper Scale Teacher**

**Assistant Curriculum Leader**

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| **Qualities and Attributes** | **Essential** | **Desirable** | **Source of Evidence** |
| Qualified Teacher Status and Degree | ✓ |  | AF |
| An outstanding classroom practitioner | ✓ |  | I/R |
| Experience of teaching across the 11-16 age range | ✓ |  | AF |
| Experience in more than one secondary school |  | ✓ | AF |
| **Specialist Knowledge** |  |  |  |
| Has an understanding of current educational issues | ✓ |  | I |
| Has strategies for raising standards in Secondary Education | ✓ |  | AF/I |
| Can use monitoring strategies to inform intervention for positive learning outcomes | ✓ |  | AF/I |
| Can show impact with results at KS4 | ✓ |  | AF/I |
| **Management** |  |  |  |
| Shows awareness of whole school issues | ✓ |  | I |
| The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience | ✓ |  | A/I/R |
| **General and Personal Qualities** |  |  |  |
| Has good oral communication skills | ✓ |  | AF/I |
| Has good written communications | ✓ |  | AF/I |
| Has the ability to work with a range of partners both within the school and beyond in the wider community | ✓ |  | AF/I |
| Demonstrates the ability to drive projects forward and successfully completes projects | ✓ |  | I/R |
| Is a team player, has strength and stamina | ✓ |  | R/I |
| Has the potential for further advancement |  | ✓ | R/I |
| A commitment to safeguarding and promoting the welfare of children and young people | ✓ |  | A/I/R |
| **Qualities and Attributes** | **Essential** | **Desirable** | **Source of Evidence** |
| **Personal Characteristics** |  |  |  |
| Commitment to excellence | ✓ |  | I |
| Impact and influence | ✓ |  | I/R |
| Personal Conviction and Drive | ✓ |  | I/R |
| Initiative | ✓ |  | I/R |
| Analytical Thinking | ✓ |  | I |
| Potential For Development | ✓ |  | I/R |
| Team Worker and Respect for others | ✓ |  | I |
| Challenges and Supports | ✓ |  | I |
| Sense of humour and perspective | ✓ |  | I/R |
| Reflective | ✓ |  | I/R |

**A= APPLICATION FORM / I = INTERVIEW / R= REFERENCE**