



Curriculum Manager

Recruitment Information Pack



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Welcome from the Headteacher

Welcome to Bishopton Centre, where we are proud to work collaboratively to ensure every student makes progress, enjoys learning and develops skills for life.

We provide a safe, nurturing learning environment for students to support them to maximise their potential. Each student has a unique pathway, which may involve a well-planned transition back to mainstream, or a differentiated route. We offer a broad and balance curriculum, which has a strong emphasis on English and mathematics and vocational subjects, to enable students to progress to Further Education, apprenticeships or employment.



To be successful we will work closely with the students that come to us and their families/ carers. We will identify what success will look like for the young person and plan a pathway of academic, therapeutic, and social activities.

Students will be taught in a small group of usually 10 or less with a teacher and teaching assistant. Relationships with their teachers will be strong. There is a great deal of emphasis placed on pastoral support and good behaviour will be rewarded. Each student will also have the opportunity to take part in our Outdoor education programme.

We work closely with our colleagues in other services to form a strong team of support around young people and families. This may include Educational Psychologists, Social care, youth support, SEND colleagues to name a few.

We hope that you find the website useful but if you have any further questions, please do not hesitate to contact us,

Gill Warby

Application Process

The closing date for all applications is **Noon on Tuesday 7th January 2025**

Interviews will be held shortly after the closing date.

Completed applications must be returned to NYES.Resourcing@northyorks.gov.uk

Recruitment Privacy Notice

Please contact us if you need an application form in a different format.

Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and therefore subject to an enhanced DBS certificate and barred list check. An online search may be conducted for successfully shortlisted applicants.

Unfortunately we do not accept CVs.

An email will be sent to shortlisted candidates with details of the interview process.

Queries

Informal chats about the role are welcomed and encouraged. For queries please email NYES.Resourcing@northyorks.gov.uk

Job Description

Salary – School Leadership Pay Spine L1 – L3 per annum

Reporting to the Head of Centre you will work closely with the staff team, including the Vocational Lead, to ensure a broad and balanced Curriculum is delivered, which is bespoke to the needs of our students.

Main Responsibilities:

- Contribute to and implement curriculum initiatives that enable the school to meet its curriculum intent, implementation and measure impact.
- To plan and deliver high quality teaching, learning and assessment on a range of courses in an appropriate area of the curriculum in line with school standards and meet awarding body expectations
- Manage a number of vocational sector subject areas
- Hold high aspirations for learners and staff
- Provide support and training to staff so that the quality of education moves towards Outstanding
- Ensure Functional Skills are promoted and embedded throughout the curriculum
- Assess learners for suitability, planning cohesive learning plans that align to learner aspirations and Pathway intent
- Contribute to the annual self-assessment process
- Ensure all learner records are accurate at all times
- Monitor and report learner progress and achievement
- Liaise with parents as necessary
- Working with the marketing team promote the work of the college on social media
- Be the school Examination Officer with responsibility for all aspects of the examination processes and procedures to meet the requirements of the school and awarding bodies.
- Support internal and external validation processes so that high levels of achievement for both staff and learners is maintained
- Support the implementation of the school Quality Improvement and Strategic Plan
- Ensure the college remains compliant with legislation, Health and Safety, Safeguarding and Equality and Diversity
- Lead on one subject area, delivering up to ten lessons per week.
- Line manage staff as directed
- Ensuring a high-quality learner experience to support successful qualification attainment.
- Regularly reviewing and updating all delivery models and learning resources for fitness of purpose.
- Course & Team Management and administration
- To keep accurate and updated course and student records, including registers, reports, including student assessment and achievement, learner intended and actual destination information.

- To provide accurate course and student information as required by the school, including contribution to local self-assessment and quality improvement action plans.
- To complete termly reports on students' progress.
- To manage physical resources and learning environments including carrying out risk assessments in line with Health & Safety standards and keep accurate reports and records as needed.
- To ensure vocational areas are compliant and outcomes are achieved by all learners.

Welfare

- Providing 1:1 support for identified pupils
- Liaising with parents/carers about support needed for pupil and/or parent (signposting external support as appropriate)
- Planning and delivering small group interventions
- Supporting pupils in class where necessary under the direction of the Class Teacher/SENDCo
- Supporting pupils new to the school to ensure a smooth transition, working with the Admissions Officer.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Person Specification

| Attributes | Essential | Desirable |
|--|---|---|
| QUALIFICATIONS/ TRAINING: | <ul style="list-style-type: none"> Level 2 Maths and English. Bachelor's degree in relevant discipline. Qualified Teacher, PGCE or CertEd or equivalent. | Leadership qualification. |
| SKILLS/ KNOWLEDGE: | <ul style="list-style-type: none"> Experience of working with children or young adults in an education setting Experience of liaising with external agencies and professionals, to support positive outcomes Experience of supporting in the delivery of interventions and taking the lead where appropriate Detailed understanding of the principles with regard to Safeguarding of Children Experience of leading initiatives that have impacted positively on students/young people Experience of monitoring and tracking intervention and outcomes. Knowledge of up-to-date curriculum developments for learners with Educational Health and Care Plans. Equal opportunities - Safeguarding. - Prevent (Radicalisation & Extremism) | Experience of managing others including holding others to account |
| PERSONAL AND PROFESSIONAL ATTRIBUTES: | <ul style="list-style-type: none"> Ability to develop effective relationships with students, families and external agencies Ability to assess the needs of students demonstrating poor behaviour and develop strategic plans to facilitate interventions Ability to analyse data and produce reports to demonstrate impact of interventions Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, work as part of a team Ability to deal with challenging situations Ability to work using own initiative Ability to keep detailed and accurate records Flexible attitude/approach | Ability to help raise attainment of young people |

APPLYING FOR A JOB WITH NORTH YORKSHIRE COUNCIL

IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

Data Protection

The information that you state on this application form will be used by the school and the Council to consider you for a job vacancy. To find out about how we use your personal data for the purposes of recruitment please see our Privacy Notice at www.northyorks.gov.uk/working-us.

Rehabilitation of Offenders

The post you are applying for requires you to have an enhanced Disclosure and Barring Service criminal records check for work with children, with a barred list check if you work in regulated activity. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries.

Should you be shortlisted, you will be asked to disclose full details of your criminal history prior to your interview. This includes any information deemed relevant as part of Keeping Children Safe in Education which may arise in an online search undertaken on shortlisted candidates. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

Please also see the policy statement on the Recruitment of Ex-offenders below.

Information in Support of your Application

Every post advertised is supported by a full person specification. The specification lists all the essential skills, experience and qualifications which are necessary for the job and the criteria against which you will be assessed, both through your application form and at interview.

As part of the application process, you may have been asked to demonstrate within this application form how you meet some or all of the criteria or key competencies outlined in the person specification. Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them by giving **specific and detailed examples** which include a focus on outcomes and on your own contribution to the scenario. Try to use different and varied examples wherever possible.

When completing these sections, do not forget the skills and experience you have gained outside full-time work. Outlining your previous work experience or other responsibilities may help you to uncover skills which you have taken for granted and which are clear signs of your ability to do the job.

Canvassing

You must not try to influence an elected Council Member, any council employee or a member of the school governing body, to act in your favour, as this will disqualify you. If you are related to a Councillor, a Council employee or a governor you must indicate this in the relevant section of the application form.

Policy Statement on the Recruitment of Ex-offenders (Source www.gov.uk)

1. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), this school complies fully with the DBS [code of practice](#) and undertakes to treat all applicants for positions fairly.
2. This school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
3. This school can only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.
4. This school is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
5. This school has this written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
6. This school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. Candidates are selected for interview based on their skills, qualifications and experience and criminal record information is only requested from short-listed candidates.
7. A disclosure is only requested from the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that a DBS certificate will be requested in the event of the individual being offered the position.
8. This school ensures that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
9. This school also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
10. At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
11. This school makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request.
12. This school undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.