

CURRICULUM TEAM LEADER JOB DESCRIPTION

Salary:	Main Pay Scale/Upper Pay Scale + TLR2A (£2,873)
Responsible to:	Principal and The Elliot Foundation Academies Trust
Line Manager:	Vice Principal for Curriculum
Responsible for:	Curriculum Team Members (ie. Humanities or The Arts)
Key Relationships:	All staff, students, parents/carers and Academy trust

Purpose of Job

- To be an excellent teacher who is able to model their teaching skills for others and leadership skills across a curriculum team
- To have a direct and positive impact on the quality of teaching, learning and pupil progress across the school and, where required, in other schools or settings.
- To lead, manage and develop a curriculum team across the school ensuring a consistent approach to quality and standards within the school's approach to the curriculum
- To ensure that standards of pupil progress and attainment improve and are maintained across time within the school's enquiry based curriculum
- To carry out the duties of a class teacher as set out in School Teachers' Pay and Conditions document September 2012

Key Responsibilities

- To be a member of the Middle Leadership Team (MLT).
- To develop, implement and evaluate policies and practice that will underpin and drive school improvement with a particular focus on a curriculum team (eg Humanities; The Arts; STEM; etc)
- To promote collective responsibility for implementation of policies and practice within your curriculum team.
- To promote excellent teaching and learning across the school supporting the development of outstanding practice, progress and development.
- To provide practical support for teachers that enables them to improve their teaching skills resulting in a positive impact on pupil progress and attainment.
- To keep up to date with subject knowledge and work closely with SLT in raising and maintaining standards across the curriculum.
- To ensure that their curriculum team knowledge and skills is in line with the school's progression map and covers the National Curriculum.
- To ensure that teaching and learning in subjects by the team being led (eg Humanities; The Arts; STEM etc) is innovative, engaging and relevant to the needs of the pupils.
- To provide a coaching and mentoring programme for members of the curriculum team
- To ensure that the teaching of language acquisition is of the highest quality across the curriculum but specifically within the context of the curriculum team being led.
- To provide team teaching support where required for teachers across the school
- Typical activities will normally include:
 - Modelling aspirational teaching including team teaching
 - Modelling teaching of knowledge and skills within the areas of the allocated curriculum team
 - Supporting and where requested leading research based CPD opportunities



- Monitoring the impact of subject and curriculum success across the school gathering high quality evidence including assessment of evidence across time to ensure that children are learning more, remembering more and applying their knowledge across the curriculum
- Supporting the development of the school's project based learning through partnership work with the Vice Principal for Curriculum
- Ensuring that colleagues practice reflects the school's progression map and assessment allows for a review of the impact of learning over time
- Ensuring that colleagues are kept up to date with new initiatives;
- Coaching and mentoring of teachers, NQTs and trainees;
- Advising on practice, research and continuing professional development opportunities;
- Advising on the use of assessment for learning and its impact on pupil progress;
- Overseeing assessment of their subject;
- Evaluating the learning environment and supporting colleagues in developing an engaging and interactive environment that promotes learning for all e.g. working walls; inclusive learning environment; immersive learning opportunities;
- Advising teachers on the effective deployment of additional adults in the classroom for the best impact on pupil outcomes;
- Provide support to teachers and year teams in respect of the subject responsibilities within your curriculum team or allocating a member of your team to support
- To be responsible for and teach an allocated class
- To work towards gaining accreditation as an Elliot Foundation Academy Trust Expert Teacher and subsequently support across "The Elliot Foundation Academy Trust" school as requested.
- To be aware of and meet the needs of target/vulnerable groups of pupils through effective adaptive teaching e.g. LAC, EAL/EMA, SEND, Pupil Premium, G&T
- To ensure that lessons are well planned; matched to learning objectives and adapted appropriately to meet the needs of all learners.
- To support colleagues in providing learners, parents and carers with timely, accurate and constructive feedback on attainment, progress and areas for development.
- To research and draw on research outcomes and other sources of external evidence to inform and extend one's own practice and that of colleagues.
- To work with the Director of Assessment and Vice Principal for Curriculum to use the outcomes of formative and summative assessment, including analysing statistical information, to identify and address areas requiring improvement.
- To take a lead in planning with colleagues and advising year team leaders (where requested) in order to promote effective practice and identify and explore links within and between subjects/curriculum areas within an enquiry based approach to learning.
- To work effectively as a team leader and team member promoting collaboration and supporting others to develop such skills.
- To contribute to the professional development of colleagues using a broad range of techniques and skills (e.g. coaching and mentoring, lesson study) demonstrating enhanced and effective practice, and effectively providing advice and feedback.
- To be able to make sound judgements of standards of teaching and give constructive feedback and advice to colleagues through developmental drop-ins
- To work effectively as a member of the TEFAT Expert Teaching team (after accreditation);
- To work effectively with colleagues at all levels, acting as a key link in supporting the senior leadership team to implement new policies and practice across the school.
- To carry out such other duties as may reasonably be required from time to time to meet the school's development targets.



Specific Responsibilities

- Demonstrate facilitation of learning which leads to excellent results and outcomes.
- Exhibit excellent and innovative pedagogical practice, and model lessons to peers.
- Secure and sustain effective teaching of subjects through structured monitoring and evaluation of curriculum team subjects
- Act as lead teacher for a given subject as and when requested.
- To use and implement the school's monitoring evaluation and review cycle through lesson observations, feedback to teaching staff and leadership.
- Lead the curriculum team towards accreditation of high quality practice eg Artsmark; Quality Marks

Class Responsibilities

- Class responsibilities will be 4.5 days per week

Qualifications and Training

- Qualified Teacher Status

Any additional responsibilities for academic year _____:

Signed: _____ Employee Date _____

Signed: _____ Principal Date _____



CURRICULUM TEAM LEADER PERSON SPECIFICATION

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Applicants must address each point of the person specification sequentially within the statement of suitability within their application. Applications where this has not been fulfilled will not be considered. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.

The Panel will use the following assessment tools:

- Application form including supportive statement
- Interview/assessment activities
- Professional References and other pre-employment checks

(E = essential; D = desirable)

QUALIFICATIONS & CPD	E/D	Application & Supporting Statement	Interview	Assessment Activities
Qualified Teacher Status	E	✓		
Higher Qualifications (eg diplomas; masters degree)	D	✓		
Subject Specific Qualifications	D	✓	✓	
Continuing Professional Development	E	✓	✓	
Established and evidenced practice as an outstanding teacher	E	✓	✓	✓
Outstanding practice as an EYFS teacher and/or middle leader	E	✓	✓	✓
Experience of leading teaching and learning initiatives beyond their own classroom	E	✓	✓	
Experience of leading teaching and learning improvements and initiatives across their own school	D	✓	✓	



EXPERIENCE	E/D	Application & Supporting Statement	Interview	Assessment Activities
Experience of leading teaching and learning improvements and initiatives in other schools (as well as their own)	D	✓	✓	
Experience of developing a subject across the school	E	✓	✓	✓
Experience of developing effective learning environments	E	✓	✓	✓
Experience of leading and giving effective feedback to colleagues	D	✓	✓	
Experience of coaching and mentoring colleagues	D	✓	✓	
Experience of conducting lesson observations and giving feedback to colleagues and SLT	D	✓	✓	✓
Experience of leading staff training/CPD across the school	E	✓	✓	
Experience of implementing whole school policy as it relates to all aspects of teaching and learning	E	✓	✓	
Experience of working in networks across schools supporting best practice teaching and learning	D	✓	✓	
Experience of practitioner led research	E	✓	✓	
Experience of leading practitioner led research (eg lesson study; action research models)	D	✓	✓	



PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	E/D	Application & Supporting Statement	Interview	Assessment Activities
Knowledge and understanding of effective learning pedagogy and how children learn with a particular focus on the team you would like to lead (ie Humanities; The Arts)	E	✓	✓	
Thorough knowledge of progression within and expectations of the National Curriculum	E	✓		✓
Knowledge and understanding of project based learning/enquiry based learning	E	✓	✓	✓
Knowledge and understanding of the new OFSTED recommendations in respect of the curriculum	E	✓	✓	
A clear understanding of a range of assessment practices	E	✓	✓	✓
Knowledge of the importance of language acquisition on learning across the curriculum	E	✓	✓	✓
Wide ranging knowledge of adaptive teaching strategies to meet the needs of all learners	E	✓	✓	✓
Use of assessment and attainment information to improve practice and raise standards	E	✓	✓	
Knowledge and understanding of coaching and mentoring models	E	✓	✓	
Knowledge and understanding of statutory policies as they relate to primary schools	E	✓	✓	



PROFESSIONAL SKILLS AND ATTRIBUTES	E/D	Application & Supporting Statement	Interview	Assessment Activities
The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience	E	✓	✓	✓
The ability to develop high quality learning strategies and monitoring learner progress to raise attainment	E	✓	✓	
Experience of using research and/or practitioner led enquiries	E	✓		✓
Experience of successful contribution to the professional development, coaching and mentoring of colleagues	E	✓	✓	
Effective leadership of a curriculum subject or area of improvement across the school	E	✓	✓	
Ability to network and develop relationships with other schools/professional networks eg for quality mark development	E	✓	✓	

PERSONAL & PROFESSIONAL QUALITIES	E/D	Application & Supporting Statement	Interview	Assessment Activities
Ambitious and driven to support your own career development and the school's journey to excellence.	E	✓	✓	
Enthusiastic; flexible, determined and innovative	E	✓	✓	✓
Collaborative team member and leader	E	✓	✓	
Excellent record of personal attendance and punctuality	E	✓		



Committed to Equal Opportunities and Safeguarding across all aspects of school life	E	✓		
Willingness to engage in the wider life of the school (Eg After School Clubs, Family Learning, Fundraising events)	E	✓		
Resilient, reflective and with a good sense of humour!	E	✓	✓	

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

Pinkwell is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. DBS checks and/or police vetting will be required for all posts. Pinkwell and The Elliot Foundation Academy Trust - welcome diversity and are committed to equal opportunities for all.

