

Director of Curriculum

To promote the South Molton Community College learning purpose and ethos in every aspect of the school's life.

Main Purpose of the Role:

The Director of Curriculum is a leadership role responsible for strategically guiding the direction and development of the designated Curriculum Area in alignment with the school's Improvement Plan. This role aims to raise standards of pupil progress and achievement by ensuring that subjects and staff possess excellent pedagogical skills. The Director will oversee the design and implementation of ambitious, stimulating, and engaging Schemes of Work and lessons. Additionally, they will work closely with other Directors of Curriculum, as well as the Principal, Vice Principals and Assistant Principals, as part of the school's Leadership Team, contributing to the operational and strategic planning of the school.

Key Leadership Responsibilities and Duties:

1. Build Knowledge

- To improve the quality of curriculum knowledge through the delivery of high-quality weekly subject CPD and co-planning sessions, rooted in a deep understanding of the required knowledge for your curriculum.
- To ensure you are up to date with national and international curriculum and subject developments.
- To work with the Leadership Team, local and nationally recognized colleagues to enhance SMCC's teaching community learning, to plan, develop, and deliver a high-quality curriculum.
- To seek opportunities to collaborate with other schools, innovative and high-achieving schools through Community Learning and other relevant networks to share and develop excellent pedagogies.
- **Develop Expertise:** Continuously enhance personal knowledge and understanding of current educational practices, policies, and trends, ensuring an up-to-date and informed approach to school leadership.

2. Build Trust

- Line manage staff, including TLR leads and support staff where applicable, be an advocate and support, promoting the wellbeing and development of colleagues.
- **Foster Positive Relationships:** Build and maintain strong, trusting relationships with staff, students, parents, and external stakeholders to create a supportive and collaborative school environment.
- **Transparent Leadership:** Lead with integrity, honesty, and fairness, ensuring transparency in decision-making processes and being approachable and responsive to feedback.
- **Promote Inclusivity:** Champion diversity and equality, ensuring that all students and staff feel valued, respected, and included, regardless of background or circumstances.
- To ensure that the curriculum reflects the school's commitment to equality and that the curriculum, resources, and delivery include diverse ethnic, racial, social, and cultural perspectives.

3. Prioritise

- To analyse baseline data and exam results to ensure students and staff are working towards aspirational targets and put in place timely intervention if this is not the case.
- To track and monitor individual students and different cohorts of students and make appropriate interventions to tackle underachievement in student outcomes.
- To assist in the production of reports on academic performance, including the use of rank order data for CDA at KS3, Attainment 8, Progress 8, and value-added data at KS4.
- **Focus on Strategic Priorities:** Work with the Principal and senior leadership team to set clear priorities aligned with the school's vision, ensuring that resources and energy are focused on the most impactful areas for improvement. Including priorities that have been identified in line with the School Development Plan.

- Time Management: Identify and manage key priorities efficiently, ensuring that urgent matters are addressed promptly without neglecting long-term goals.
- Delegate Effectively: Support the delegation of responsibilities across the leadership team and staff, ensuring that tasks are aligned with individual strengths and strategic goals.
- To ensure that agreed student progress target levels within the school are achieved or exceeded.
- To identify quantifiable and challenging student progress objectives with teachers and in relation to performance management objectives.
- To help produce reports within the quality assurance cycle.

4. Bring Clarity, Precision & Energy

- To teach consistently good lessons, which deliver excellent outcomes for students.
- To ensure high-quality teaching and learning across the department, leading to outstanding progress for all students.
- To ensure outcomes across the department in public examinations are of the highest standard and meet our ambitious targets.
- To ensure the SMCC connect before you correct and 8 rules to success are implemented and a relational approach to behaviour management and pastoral care is embedded.
- To ensure consistently excellent implementation of the curriculum through daily lesson drop-ins, instructional coaching, and work scrutiny.
- To ensure the consistent implementation of formative and summative assessment and monitoring systems in the department that accurately identify and seek to close gaps in students' knowledge.
- Ensure High Standards: Lead with precision in delivering school-wide initiatives, setting clear, measurable goals, and monitoring progress with a strong attention to detail.
- Effective Communication: Communicate with precision, providing clear and concise direction to staff and students, ensuring expectations are understood and met.
- Be Highly Visible: Maintain a consistent and supportive presence in and around the school; serve the staff and students by creating and overcommunicating a shared vision.
- Inspire and Motivate: Bring enthusiasm, drive, and positive energy to the school environment, inspiring both staff and students to strive for excellence and reach their potential.

5. Follow-up / Quality Assurance

- To monitor and evaluate progress towards key objectives and targets, ensuring effective implementation of school policies, initiatives, and strategies.
- Ensure that interventions are continually evaluated and adjusted as necessary, ensuring that the impact on student learning behaviours, attendance and learning outcomes is measurable and sustainable.
- Monitor and Evaluate Progress: Ensure effective implementation of school policies, initiatives, and strategies through rigorous follow-up and quality assurance processes. Regularly monitor and assess progress towards key objectives and targets.
- Support Continuous Improvement: Identify areas for development, providing constructive feedback and support to staff, and ensure that appropriate interventions are put in place to address any issues.
- To regularly observe and develop colleagues and act as a beacon of best pedagogical practice.
- Ensure Accountability: Hold staff accountable for their performance and support them in achieving their professional goals. Regularly review and assess the quality of teaching, learning, and leadership across the school.
- Whole School Performance: Contribute to the evaluation of the school's performance and devising next steps through co-construction of the SEF and SIP. Lead on the operational implementation of key areas of the plan.
- Recruitment: Assist in the appointment of staff and their deployment to make the most effective use of their skills, expertise, and experience to raise standards of achievement across the school.
- Foster a Positive School Culture: Create a vibrant, positive atmosphere where students and staff are excited about learning and working together to achieve success.

Other general duties:

- Safeguarding children and young people.
- To play a full part in the life of the school community, to own the distinctive school ethos and to encourage staff and students to follow this example.
- To attend a variety of meetings as directed and appropriate, including with staff, governors, parents, external agencies and other schools.
- To engage in wider whole school and community events, actively promoting the ethos and values of the school.
- To undertake any other duty as specified by STPCD (School Teachers Pay and Conditions Document) not mentioned in the above, including a teaching timetable.
- To undertake any professional duties reasonably delegated by the Principal.
- South Molton Community College is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified in the list above.
- Employees will be expected to comply with any reasonable request from the Principal/ Vice Principal 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 school 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 with you, may be changed by leadership to reflect or anticipate changes in the job which are commensurate with the salary and job title.

In addition, each Director will play a pivotal role in leading and supporting one additional key area within the school. These responsibilities include:

- Careers and work experience
- Disadvantaged/Pupil Premium students
- Able and talented students
- Student transition programs
- Global partnerships
- Extra-curricular enrichment
- Community partnerships
- Key Stage 4 options
- Child in Care (CiC) lead teacher
- Trips and visits

These responsibilities will be discussed and allocated on appointment.