



### Job Description

<b>Job Title</b>	Director of Curriculum
<b>Academy</b>	The Harbour School
<b>Reports to</b>	Headteacher
<b>Line Management of</b>	TBC
<b>Salary / Grade</b>	L17-20
<b>Date Last Evaluated</b>	March 2025
<b>Core Purpose</b>	To provide strategic leadership and management of the school's curriculum, ensuring it is broad, balanced, and responsive to the needs of all students. To lead on driving high standards in learning, achievement and attainment ensuring that the curriculum supports the progress and development of every student. To oversee and refine the school's data and assessment processes, using evidence-driven insights to monitor, track, and enhance student outcomes.

<b>Key Responsibilities</b>
<p><b>Strategic Leadership</b></p> <ul style="list-style-type: none"> <li>• To assist the Headteacher with formulating, implementing, reviewing and ensuring that the vision, aims, objectives, policies and procedures of the school are clearly articulated, shared, understood and acted upon effectively</li> <li>• To assist the Headteacher, Governors and SLT in creating and communicating a clear educational vision, ethos and direction for the school based on a philosophy of continuous improvement</li> <li>• Work in collaboration with the Headteacher and Senior Leadership Team to ensure outstanding leadership, internal organisation and management across the school</li> <li>• To deputise for the Headteacher as and when required</li> <li>• To line manage assigned colleagues as determined by the Headteacher</li> <li>• To attend and advise at Full Governors Meetings and various sub-committee meetings as required</li> <li>• To develop and consistently implement whole school aims and policies which reflect the school's commitment to high achievement and attainment</li> <li>• To lead on curriculum and standards at a whole school level</li> <li>• To assist the Headteacher and Assistant Headteacher to monitor and evaluate the standards of teaching and learning within the school</li> <li>• As a member of the Senior Leadership Team, provide leadership support where required in all areas of school development and improvement</li> <li>• To lead by example and be committed to ensuring there are high expectations at all times</li> <li>• To assist the Headteacher in promoting and maintaining positive relationships with all stakeholders</li> <li>• To have a high profile around the school campuses</li> <li>• To support with improving the progress and outcomes of all students</li> </ul>

- To have an accurate knowledge and understanding of the school's effectiveness and be able to identify and develop strategies for improvement
- To support the whole school ethos whereby teachers are motivated to develop and improve their own practice
- To promote inclusion, equality of opportunity and diversity
- To ensure all staff have high expectations of what the students can achieve
- To have high expectations of all students and build positive relationships
- To contribute to the safeguarding of all students, promote student welfare and work with the Senior Leadership Team to ensure that students feel safe, and staff are appropriately trained to identify safeguarding needs
- Keep fully up to date with national frameworks in relation to whole school evaluation with a particular focus on Teaching and Learning
- Develop and implement a data-driven approach to monitoring teaching and learning, using all available data to inform interventions and next steps
- To lead on the setting of realistic academic targets at the beginning of each academic year, utilising FFT data, induction assessment data and known information about students
- To lead on the analysis of tracking and assessment point data, following internal data drops at a whole school level, to include the spotting of trends and the implementation of timely and appropriate interventions
- To ensure the school is making the best use of the data software we use, to include Arbor, CPOMS via Assembly Pro
- To lead on the analysis of external examination results following their publication
- To generate and publish an annual tracking and assessment point calendar which outlines internal data drops and external communication with stakeholders

### **Teaching and Learning**

- To act as an outstanding role model within the subject you teach
- To develop and consistently implement systems for recording the progress of students, to include an appropriate framework for marking and assessing learning, in order to inform planning
- To ensure subject schemes of work are developed, in line with THS frameworks and chosen examination syllabus's, and that this is stored centrally on the school's network
- To work with subject leaders and heads of campus to develop and provide strategies to close gaps in students learning

### **Monitoring and Assessment**

- To monitor and evaluate the quality of teaching and learning across the school making use of appropriate THS data (Bluesky), setting targets for improvement where required
- To make appropriate use of school's monitoring and assessment strategies, to include available THS data, to evaluate the progress of students and staff towards the aims and objectives outlined in the department(s)/subject(s) you line manage
- To support the department(s)/subject(s) you line manage in monitoring and assessing the effectiveness of their development plan, to include with developing and implementing appropriate strategies as required

- To liaise with appropriate professionals and external agencies with providing appropriate interventions to support specific groups and/or individuals with their progress, attainment and achievement
- To monitor and assess the development and effectiveness of the school's curriculum to ensure the options process at key transition points is supportive for students and their parents/carers
- To understand and support the Examinations officer with the implementation of the JCQ regulations

### **Leading and Managing**

- To lead and manage the whole school quality assurance process, with support from the Assistant Headteacher (Quality of Education & Behaviour & Attitudes), to monitor and evaluate teaching, learning, behaviour and attitudes, personal development and the school's curriculum provision
- To work collaboratively with support staff and other professionals to support the creation and delivery of the school's curriculum offer, to include oversight of the schools CPD programme and the generation of the whole school timetable
- To support the Senior Leadership Team with the monitoring and evaluation of teaching and learning
- To lead on and advise colleagues on current educational practice in relation to the use of data and assessment in schools
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students
- To coordinate, lead and manage the options process for students in Years 9 to support their transition into the next stage of their education
- To support, challenge and motivate the staff you line manage via calendared Line Management meetings
- To provide appropriate professional advice to others, as required
- With the Headteacher, recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the school's vision and goals
- With the Leadership Team, manage the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- To take on additional roles as identified by the Headteacher to support the school in its overall improvement

### **Resource Management**

- To secure and allocate resources appropriately to support the effective delivery of the curriculum at all key stages
- To plan the school's curriculum to ensure appropriate staffing is in place for effective delivery
- To lead on the whole school timetable, ensuring that this is uploaded onto Arbor and is aligned to whole school assessment processes
- To develop and maintain strong working relationships with key stakeholders (PCC, local schools) to support the whole school vision and strategy

### **General Responsibilities**

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

\*\*\*\*\***Full training will be offered to the successful candidate**\*\*\*\*\*

**The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.**

**Note: Every job description in the organisation will be subject to a review either:**

- **On an annual basis at the time of the annual appraisal meeting, or**
- **As a result of a change in strategic direction, or**
- **As a result of a team/operational requirements, or it is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.**

### **Assessment methods**

**A – Application    I – Interview    T – Task/Activity    R – References**

**Person Specification**



Attribute	Essential or Desirable	Assessment
<b>Qualifications &amp; Experience</b>		
GCSE English & Maths at a grade C or above	E	A
Good educational background including a good Honours Degree or equivalent.	E	A
Qualified Teacher Status	E	A
NPQH	D	A
<b>Experience &amp; Knowledge</b>		
At least five years current teaching experience	E	A/I
An excellent classroom teacher with the ability to motivate and enthuse students	E	A/I
A proven track record of successful leadership and management that has raised standards in teaching and learning	E	A/T/ R
Working effectively as part of a team.	E	A/I
Up to date knowledge of school improvement and effectiveness strategies, including the process of self-evaluation and development planning in schools	E	A/I
Liaising with appropriate professionals and external agencies to support school improvement and student outcomes	D	A/I
Recruiting and selecting staff applying knowledge of safer recruitment	E	A/I
Knowledge, experience and an ability to strategically analyse, interpret and report on data	E	A/I/T
To plan, lead and manage options processes for students at Key Stage 4	E	A/I
Knowledge and experience of leading and managing a highly cost-effective curriculum and an understanding of the curriculum's impact on funding	E	A/I
Knowledge and experience of analysing data to spot trends, identify concerns and implement interventions, to include against national outcomes and benchmarks	E	A/I
<b>Skills and Abilities</b>		
Able to aspire and lead by example at all times, to include through a period of change	E	A/T/I
A proven track record of leading, managing and supporting staff maintaining confidentiality at all times	E	A/T/I
A commitment to getting the best outcomes for all students and promoting the ethos and values of the school	E	A/I/R
High expectations and professional standards of self and others	E	A/I/R
Highly motivated, enthusiastic, positive and resilient	E	A/I
Strong self-awareness as well as demonstrating emotional intelligence	E	I/T

Ability to communicate appropriately at all levels within the school, and with parents, visitors and external organisations.	<b>E</b>	<b>A/I</b>
Ability to build good working relationships with colleagues and to be an active team member.	<b>E</b>	<b>A/I/R</b>
Ability to multi-task within own remit and other areas.	<b>E</b>	<b>A/I</b>
Ability to work as part of a team and be an active team player.	<b>E</b>	<b>A/I/R</b>
Ability to work at pace and meet deadlines.	<b>E</b>	<b>A/I</b>
Patience, tolerance and sensitivity	<b>E</b>	<b>A/I/R</b>
Ability to adapt to change and the introduction of new working practices.	<b>D</b>	<b>A/I</b>
<b>Personal Commitment</b>		
Demonstrate and adhere to DET and THS's Core Values.	<b>E</b>	<b>A/I</b>
Commitment to equality and diversity in the workplace.	<b>E</b>	<b>A</b>
Adhere to GDPR guidelines and the THS's internal procedures.	<b>E</b>	<b>A</b>
Adhere to THS's Safeguarding and Child Protection policy and procedures.	<b>E</b>	<b>A/I/R</b>
Adhere to DET's Health and Safety policy and procedures.	<b>E</b>	<b>A</b>

**Assessment methods**

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