

**JOB TITLE: Subject/Curriculum Lead**

**ACCOUNTABLE TO: Head of Faculty**

**TLR SCALE: TLR 2A**

**START DATE: 1st September 2024**

**In addition to the duties covered by the School Teacher’s Pay and Conditions Document as a key member of the middle leadership team, Subject/Curriculum leads will have a central role in leading the development of teaching and learning, curriculum (including the Catholic curriculum) and Assessments for pupils in their subject or curriculum area.**

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| **Embedding culture** | 1. Contribute to an ambitious vision for the Faculty aligned with the School’s Mission, Ethos and Development Plan with the Head of faculty. 2. Create and sustain a culture of high expectations, aspirations and innovation in the subject/curriculum area 3. Focus consistently on improving provision and outcomes to rapidly reduce the achievement gap for all groups, especially disadvantaged pupils. 4. Model high expectations for the conduct of colleagues and pupils. 5. Contribute to the family and staff bulletins to communicate successes from the subject/curriculum area within the faculty |
| **Curriculum Leadership and management** | 1. To ensure that every child receives excellent curriculum provision in the subject/curriculum area 2. To design a long-term plan for the subject/curriculum area which ensure that there is pace and challenge, breadth of curriculum coverage and regular opportunities for assessment; 3. To coordinate the writing and updating of programme of study and schemes of work; 4. To ensure that curriculum plans are differentiated to meet the needs of all students, including those with EHCPs 5. To provide multiple opportunities in the subject curriculum to develop students’ literacy including extended writing, challenging and varied reading, and opportunities for speaking and listening; 6. To develop a Catholic curriculum which celebrates: diversity, equality, equity and inclusion; 7. To provide opportunities for students to develop their skills in Numeracy and ICT; 8. To have regard for students’ social, moral, spiritual and cultural development, including teaching about core British values, and to provide for this in curriculum plans; 9. To develop a rich and varied extended curriculum offer within the subject area, including enrichment clubs and activities, and trips and visits; 10. To integrate the Social and Emotional Aspects of Learning into curriculum planning. |
| **Learning, teaching and assessment** | Under the supervision of the head of faculty:   1. To take a lead on classroom practice in the subject/curriculum area embedding formative assessment (EFA) as a central part of LSU’s T+L framework; 2. To develop an ethos within the subject area that every lesson counts; 3. To model good practice in lesson planning and preparation; 4. To lead on marking and assessment within the subject area; 5. To be responsible for the pace and level of challenge in lessons in the subject area, and that students make good progress; 6. To take a lead in subject specific pedagogy including questioning, oracy, including embedding opportunities within schemes of learning / curriculum plans to develop scientific enquiry and practical skills; 7. To work with other TLR holders, including the HoF and fellow subject/curriculum leads to improve the standard of Teaching and Learning within the faculty; 8. To devise and manage formative and summative assessment in the subject/curriculum area, and to collate results for analysis; 9. To lead on Assessment for Learning in the subject/curriculum area, focusing on student understanding of the assessment system, and on next steps for progress; 10. To manage the resources of the subject area efficiently to maximise the potential for making lessons stimulating and varied. 11. Co-ordinate displays and take responsibility for classrooms, corridors and other spaces. |
| **Behaviour for learning strategy** | 1. Model and demonstrate good behaviour for learning practices in the classroom in line with the school’s behaviour policy; 2. To support colleagues with ensuring excellent behaviour for learning within the subject/curriculum area; 3. Liaise with Achievement Leaders to monitor classes or specific pupils; 4. Engage parental contact and support regarding behaviour incidents to improve attitudes to learning; 5. Provide behaviour management support to colleagues in the Faculty supporting colleagues with ensuring excellent behaviour for learning within the subject/curriculum area. |
| **Leadership & Management** | 1. Keep abreast of recent educational developments in the subject/curriculum area and role-model best classroom practice. 2. To support HoF in leadership of the faculty, deputising as required, and attending middle leaders’ meetings as required; 3. To contribute to self-evaluation within the faculty 4. To support trainees in the subject/curriculum area as agreed or requested 5. To take responsibility for the appearance of the curriculum area, both its classrooms, corridors and other spaces, and its appearance on the school website; 6. To take responsibility for security of student work in the subject area; 7. To oversee examination entries; 8. To work with the Head of faculty to ensure the timetables of those teaching within the subject/curriculum area show efficiency and equity. 9. Evaluate, develop and monitor the work of the Faculty. Ensure efficient workload for pupils and staff. 10. Attend Faculty meetings, leading on items related to the subject/curriculum area 11. Attend and contribute Middle Leadership Meetings. 12. Be aware of initiatives and policies at LSU/LaSWAP 13. Attend LaSWAP meetings as required. |
| **Outcomes** | 1. To have overall responsibility, together with the HoF for achievement and standards in subject/curriculum area; 2. To work with the faculty to ensure that outcomes for students with additional needs, those eligible for the pupil premium, and other; disadvantaged groups, make excellent progress; 3. To contribute to faculty self-evaluation, including writing exam results analysis with the head of faculty; 4. To contribute to faculty improvement planning; 5. To lead on interventions for students who are at risk of falling behind. |
| **Quality assurance and administration** | 1. Contribute to the annual Faculty Evaluation Report for the Headteacher. 2. Contribute to the Faculty Development Plan and Monitoring Calendar for all relevant key stages. 3. Contribute to the subject/curriculum area of the Faculty Handbook to implement effective and consistent practice. 4. Maintain up-to-date knowledge and understanding of pedagogy and practice. 5. Contribute to the review and update assessment and feedback policies and curriculum guides annually with the head of faculty. 6. Undertake risk assessments for trips or extra-curricular provision using the Evolve system. 7. Contribute to the School website, Staff and Family Bulletins and School Newsletter to raise the profile of the subject/curriculum area and keep parents and staff informed. |
| **The internal organisation, management and control of the school** | 1. Support and develop the ethos, values and overall purpose of the School. 2. Promote the Catholic life of the school 3. Implement the Governing Body’s policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability, special needs and other protected characteristics. 4. Treat all information acquired through employment, both formally and informally, in strict confidence. 5. Be aware of responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data on such systems and ensure that all processes are complied with. 6. Show awareness of and compliance with policies and procedures relating to child protection, reporting all concerns to an appropriate person. 7. Ensure the appropriate setting of cover work and remote learning. |
| **In addition to the above specific responsibilities** | **The post holder will carry out any other reasonable duties relevant to the role as directed by the Headteacher. This job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you**. |

**Many specific responsibilities will require collaborative working with other members of the leadership team which the post holder will develop proactively.**

**Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task is not identified. Employees will be expected to comply with all reasonable requests from the Headteacher to undertake work of a similar level that is not specified in their job description.**

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**Subject / Curriculum Lead Signature Date**

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**Head of Faculty Name Signature Date**

**Person Specification**

The person specification shows the abilities and skills necessary to carry out the duties in the job description. You should indicate clearly how you meet these requirements with examples of impact when completing the application form and supporting statement.

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| **Essential** | **Desirable** |
| **QUALIFICATIONS AND EXPERIENCE** | |
| Qualified Teacher Status or Qualified Teacher Learning and Skills Status (QTS or QTLS).  Record of excellent classroom practice  Experience of successfully teaching pupils with a wide range of learning needs.  Ability to teach across all key stages in the subject/curriculum area  Evidence of continuing programme of appropriate professional development |  |

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| **PROFESSIONAL EXPERTISE and OTHER PROFESSIONAL REQUIREMENTS** | |
| Experience of successful collaboration, mentoring and modelling good practice.  Proven ability to self-motivate, use initiative and lead proactively to produce the best outcomes for pupils.  To possess excellent listening, written and oral communication skills, make presentations and to communicate effectively with pupils, parents and colleagues  Effective administration skills which are efficient and positive  Record of participation in activities beyond own classroom designed to have impact on student progress either at subject of year/house level, such as organising extra-curricular activities or working for an examination board  **Commitment to the protection and safeguarding of children and young people** |  |
| **TEACHING AND LEARNING** | |
| The ability to create a safe and stimulating environment that contributes positively to teaching and learning.  The knowledge and skills to promote high standards of discipline and behaviour.  A proven ability in the use of information and communication technologies and of their application in management and education.  Be able to demonstrate enthusiasm and innovation in teaching practices, modelling for others when required.  Ability to write quality curriculum plans and programmes of study for the short, medium and long term.  Ability to create resources for teaching and engaging students in their learning  Good interpersonal skills  Excellent knowledge and understanding of the requirements of the *SEN code of practice 2015*  Broad knowledge of the variety of courses and syllabuses on offer within the subject area  Confident understanding of the role of assessment and AfL in securing pupil progress  Extensive knowledge on matters concerning equality, inclusion and diversity in teaching |  |

**The school is committed to recruitment for inclusion and diversity. The school is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced DBS check.**