



JOB DESCRIPTION

Job Title:	TPAT Subject Area Curriculum Lead (Secondary)
Salary:	Leadership Pay Range L05-L09
Responsible to:	Director of Education (Secondary)
Direct Supervisory Responsibility for:	Academy Curriculum Leaders, Teachers
Important Functional Relationships: Internal/External:	Headteachers, TPAT Improvement Team, Senior Leaders, Teachers and External Professional Bodies

Main Purpose of the Job:

To raise standards of outcomes for TPAT pupils by leading improvement in the quality of curriculum and assessment, and in the effectiveness of pedagogy in the relevant curriculum area.

To provide leadership and oversight of the secondary curriculum and assessment across all secondary academies within the Trust in the relevant subject area.

The role ensures high-quality curriculum design, effective implementation, and impactful assessment practices that drive up standards of education, pupil achievement and close attainment gaps for vulnerable and disadvantaged pupils. In doing so, ensure that education reflects 'high and rising standards' within all Trust schools.

To undertake the full duties as a Classroom Teacher (as defined in the TPAT Class Teacher job description) and act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document* and *Teacher Standards*.

Main Duties and Responsibilities:

- Use an appropriate range of data to evaluate the effectiveness of the curriculum, and pedagogy; to identify strengths, and priorities for development and to take action to drive improvement.
- Make a significant contribution to the Trust's improvement mission to raise outcomes, particularly for disadvantaged pupils and those with SEND through development of Curriculum and Pedagogy.
- Lead the development of Connect (the TPAT secondary curriculum) ensuring that sequencing, academic rigour of content, assessment and resources are high quality and reflect the Trust's ambition for learning for all pupils.
- Continue to evaluate and review the quality of Connect, benchmarking standards against both local and national best practice and drawing, as appropriate on external sources of advice. In doing so, ensure that Connect reflects national best practice in quality of curriculum.
- Ensure that Connect reflects ambitious standards of learning for all pupils, including and particularly moving learning forward at pace from KS2 to KS4 and beyond. Work with colleagues across both primary, secondary and FE phases to ensure strong progress in learning through the curriculum.
- Secure strong foundational knowledge and skills for pupils by developing and embedding a coherent and highly effective Trust-wide strategy for Literacy/Numeracy (as relevant to role). In doing so, ensure that pupils are provided with a curriculum and teaching which secures strong foundational knowledge through which they have access to the curriculum.
- Make a significant contribution to raising standards across the Trust academies, including through sharing best practice via Networks and through other Trust processes as relevant and appropriate.

- Make full use of digital communication to promote Trust values and ethos of high standards and to impact positively on standards and outcomes.
- Quality assure standards of curriculum delivery across Trust academies. Provide expert support to Curriculum and Senior Leaders to raise standards of teaching, including digital pedagogy. Provide targeted support to subject teams, including facilitated co-planning for delivery, coaching, CPD, and resource development.
- Ensure that the assessment strategy (formative and summative) is highly effective in identifying and resolving pupil misconceptions and is used to evaluate and inform curriculum development and teaching. Ensure that summative assessment is systematically moderated and that standards are accurately assessed against national benchmarks.
- Design and secure implementation of a Trust-wide Raising Standards Strategy for KS4 which contributes to rapid improvement in outcomes for all pupils.
- Lead development of Home Learning by embedding a high quality, shared strategy and implement this consistently across all schools so that completion rates meet the Trust floor standards.
- Work in partnership with Network Leads, Sponsors and Expert Groups to ensure that Network time is used to full effect to advance both Connect and the quality of implementation
- Promote and uphold positive relationships between Academy teams through effective communication, partnership and commitment to collaborative development.

General Responsibilities applicable to all staff

- Demonstrate and promote the ethos and values of Truro and Penwith Academy Trust at all times.
- Contribute to the overall ethos and aims of the school and the Trust.
- Actively promote the safety and welfare of our children and young people. Follow and adhere to all agreed Child Protection and Safeguarding policies and procedures at all times.
- Make a positive impact on our students' lives and contribute to shaping a brighter future.
- Play a full part in the life of the school community and support its vision and ethos to encourage all staff and students to follow this example.
- Work effectively with other members of staff to meet the needs of students; ensuring that students' needs are prioritised.
- Act as a role model to reflect the Trust's high standards for professional conduct and behaviour.
- Appreciate and support the role of other professionals.
- Have a clear sight of how this role impacts on the school's students at all times.
- Work with professionalism in line with the Trust's Code of Conduct.
- Be aware of and comply with all policies and procedures at all times, especially those relating to child protection, health, safety and security, confidentiality, data protection and copyright, code of conduct, reporting all concerns to line manager.
- Be a positive influence on the climate and culture of the Trust and a positive role model at all times.
- Model good management practice across the Trust.
- Be aware of and support difference, ensuring equal opportunities for all.
- Actively promote the safety and welfare of our children and young people.
- Administer basic first aid and assist in the dispensing of medically prescribed controlled drugs in line with school procedures (only if trained to do so); recording on SafeSmart as required.
- Attend liaison events and effectively promote the school at open days/evenings and other events.
- Act as a Trust team member and provide support and cover for other staff where needs arise, inclusive of work at other sites within a reasonable travel distance.
- Be aware of and comply with all School and Trust policies and procedures. Undertake mandatory training, professional development, learning activities and appraisal procedures as appropriate.
- Attend and participate in relevant meetings and Trust based INSET as required.
- Responsible for your own self-development on a continuous basis; taking responsibility for your own CPD.

- Recognise own strengths and areas of expertise and use these to advise and support others.
- Maintain at all times the utmost confidentiality with regards to all reports, records, personal data relating to staff and students and other information of a sensitive nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.
- Carry out any other reasonable instructions commensurate with the post in order to support the work of the Trust and its Academies.

Job Description

This job description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post. This job description does not form part of your contract of employment.

The post-holder may be required to undertake such work as may be determined by their line manager from time to time, up to or at a level consistent with the main responsibilities of the job.

This job description may be amended at any time in consultation with the post-holder.

Special Conditions of Employment

Truro and Penwith Academy Trust is committed to safeguarding and promoting the welfare of children and young people, ensuring a culture of valuing diversity, and ensuring equality of opportunities, and expects all staff and volunteers to share this commitment. The post-holder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The post-holder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or well-being of children or young people.

All offers of employment are conditional and are subject to satisfactory pre-employment checks including receipt of original qualification documents, two satisfactory references, health screening, proof of eligibility to work in the UK, Childcare Disqualification check, a Disclosure and Barring Service (DBS) check and online searches.

PERSON SPECIFICATION – Curriculum Lead

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	Qualified Teacher Status Degree in National Curriculum Subject Post Graduate Level Qualification or recognised alternative Evidence of continuing professional development	Honours Degree at 2:1 or above Masters Level Qualification NPQ Qualification or similar	Application
Skills and Experience	A proven track record of working with pupils of the relevant age in a learning environment Experience of working in at least one secondary school Track record of securing standards commensurate with Ofsted 'Good' or better Experience of managing significant resources or finance within a school environment Evidence of making a positive contribution to a department or whole school initiative	Relevant experience to include providing specialist support within certain areas of the curriculum, or with specialist pupil groups Track record of improving outcomes for pupils, including vulnerable students and those with SEND, and/or disadvantaged	Application Interview Assessment

	<p>Experience of teaching appropriate Key Stages</p> <p>Experience of a leadership role with evidence of positive impact on outcomes</p> <p>Experience of innovative curriculum and resource design</p>	<p>Experience of coaching, mentoring and developing colleagues</p>	
Specialist Knowledge and Skills	<p>Knowledge of current education and professional developments and an understanding of their application in a whole school context</p> <p>Translate teaching and learning into effective progress and attainment</p> <p>In-depth knowledge of specific curricular area</p> <p>See task and plans through to completion</p> <p>Up-to-date ICT skills and strong knowledge of digital pedagogy (Advantage)</p> <p>Experience of curriculum development in the relevant curricular areas</p> <p>Excellent communicator: to a variety of audiences and orally, in writing and using social media</p> <p>Effective listening & communication skills</p> <p>Be an effective team leader who works collaboratively and effectively with others</p> <p>Awareness of the SEND Code of Practice and Pupil Premium Strategy</p> <p>Knowledge and understanding of the Ofsted inspection framework</p> <p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities</p>	<p>Experience of examining within a relevant subject</p>	<p>Application Interview Assessment</p>
Behaviours and Values	<p>Self-motivated and able to work constructively as part of a team and as a leader</p> <p>Able to adapt approach to suit circumstances and audience</p> <p>Adopt a reflective approach towards professional decision making</p> <p>Ability to relate well to children and adults and to inspire others to excel</p> <p>A desire to facilitate achievement</p> <p>Ability to work to deadlines and methodical approach to work</p> <p>Ability to thrive under pressure</p>		<p>Application Interview Assessment</p>

	<p>Ability to manage challenging situations including with staff and stakeholders</p> <p>Deeply committed to equality of opportunity, British Values and diversity</p> <p>Energy and enthusiasm</p>		
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