

TLR level:	1C
TLR value:	£11,027

Status of the post:

This is a senior middle leadership post within the school. Curriculum leaders should lead with imagination and persistence to create a faculty team with a shared sense of loyalty, enjoyment, and pride in their professional development and demonstrate the ability to deliver the school's core purpose. In their role the curriculum leader will be supported and challenged by the SLT link.

Main purpose of the post:

Norham High School needs TLR holders to be leaders as well as managers, with responsibilities to guide and direct staff, as well as creating and controlling a cohesive curriculum which ensures progress for all pupils. They should aim to create and foster a team with a shared sense of responsibility for all aspects of the faculty's work: ensuring that pupils learn and progress in a structured, engaging way which develops their learning power.

Norham High School's middle leaders are expected to be good role-models, encapsulating the pro-active, positive qualities of professionalism expected in the school community.

Curriculum leaders are also expected to support the wider school by helping to shape whole-school policy and communicating and embedding those policies within the faculty.

Curriculum leaders work closely with their teams to ensure that faculty actions have the maximum impact on the learning of pupils.

Specific responsibilities:

The post holder will be required to exercise his/her professional skills and judgement to carry out, the professional duties set out below. Where there are other TLR post holders in the faculty, these responsibilities can be distributed, along with the relevant responsibility:

A key aspect of the role of an effective curriculum leader will be the ability to triangulate priorities through their self-evaluation (SEF), department development plan and monitoring and evaluation activities. This should be evident in the 4 key areas of responsibility.

1. The curriculum leader is responsible for improving the impact of high quality teaching and learning across the faculty through:
 - Using the teaching and learning profiles to plan targeted support for staff
 - Coaching and mentoring of staff within their faculty
 - Modelling and developing the use of the whole school Teaching for Learning policies and strategies
 - Strategically leading and modifying the completion of long and medium term planning
 - Monitoring of short term planning for pupil progress
 - Ensuring that all staff within their curriculum area use data to plan differentiated lessons to support pupil progress

- The Curriculum Leader is responsible for ensuring that the faculty has high quality schemes of work that allow personalised learning packages to be developed for all pupils and groups of pupils which both address their skill deficits and provide progress through the curriculum at an appropriate pace.

It is expected that the curriculum leader's model good practice linked to all areas of the Teaching for Learning policy and contribute significantly to whole school professional development to raise the quality of teaching and learning within their curriculum area

2. The curriculum leader is responsible for improving rates of progress across the faculty by:

- Identifying any underachievement through data analysis
- Ensuring that classroom based intervention is implemented promptly to address identified underachievement
- Quality assuring teacher assessments and pupil reports at KS3 and KS4
- Liaising with the progress leader
- Developing appropriate curriculum pathways for pupils/groups of pupils to ensure that all make at least expected levels of progress
- Preparation of detailed reports to inform pupil progress meetings. These must measure the impact of intervention strategies
- Working collaboratively with relevant staff, including the Senior Leadership Team, Progress Leader, Pastoral Co-ordinator, Academic Mentor and other key middle leaders to ensure appropriate intervention is implemented and monitored as appropriate.
- The curriculum leader should ensure that the progress of key vulnerable and AEN groups (including more able pupils) is monitored and that pupils identified are appropriately supported
- Ensure gaps in performance of disadvantaged and Children who are looked after are identified and addressed leading to more rapid progress and closure of gaps
- Where a curriculum lead has concerns about the progress being made by pupils (or groups of pupils), the Curriculum Leader has a responsibility to ensure that intervention is put in place to correct this. Intervention may be at a classroom level or an individual level.
- Making relevant referrals to the SENCO through the identified procedures
- Ensure literacy levels across the school are improved rapidly and that the literacy coordinator is appropriately supported and held to account to ensure all pupils have sufficient confidence and competence in literacy to access and make good progress throughout the curriculum.

It is expected that all curriculum leaders all understand and demonstrate the correlation between 'good' teaching over time, the critical importance of accurate and informative data and the link between these and sustained pupil progress.

3. The curriculum leader is responsible for personal development, behaviour and welfare within the faculty by:

- Ensuring that the school's behaviour for learning policy is embedded within the faculty
- Ensuring the achievements of pupils are recognised and celebrated in line with whole school policy

- Ensure that faculty sanctions and rewards systems are robust and in line with whole school policy
- Being committed to safeguarding and promoting the welfare of children and young people

It is expected that curriculum leaders take a proactive role in the maintaining positive behaviour for learning across the whole school.

4. The curriculum leader is responsible for the leadership and management of the faculty by:
- Identifying relevant CPD needs of individuals and across the faculty
 - Ensuring that the faculty is kept up to date and informed about current changes in education and any national curriculum changes that might affect their curriculum area
 - Responding to changes in a way that ensures an appropriate and engaging curriculum
 - By ensuring that cross curricular obligations are written into their schemes of work and policies. An example of this will be literacy and numeracy across the curriculum.
 - By ensuring (in liaison with the schools examination officer) that pupils are entered appropriately for the correct public examination. The curriculum leader should ensure that the faculty is represented at the start of all public examinations.
 - By ensuring that pupils are set appropriately within the constraints of the timetable
 - By ensuring that teacher assessment data is accurate and delivered within the timescales outlined in the data policy
 - By ensuring that staff are deployed effectively in respect to their timetables and contribution to planning and departmental development. The Curriculum Leader has a responsibility to ensure that distribution of groups is as fair as possible, and takes into account individual strengths and the need to develop by taking on new challenges.
 - By building a team spirit within the faculty, using appraisal, praise and department meetings to encourage a collegiate approach to all aspects of school life. This applies to all staff working within a curriculum area
 - By ensuring that the curriculum area is well maintained and is bright, attractive learning environment which is conducive to good learning
 - Arranging appropriate cover work in the event of staff absence
 - By developing effective links with the governing body, ensuring they have relevant first hand evidence of impact within the faculty as well as reporting to the governing body
 - By assisting the headteacher in all aspects of the appointment of faculty staff
 - By being responsible for the faculty budget and the efficient spending of this in line with whole school procedures

Any other duties commensurate with the post which may be required by the Head Teacher

Job descriptions are subject to annual review