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| **Teagues Bridge Primary School** |
| **Job Title: Curriculum Development****Responsible to: The Headteacher****Responsible for: Literacy (Reading and Writing.** | **Scale ~ point ~ TLR2**  |

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| ***JOB PURPOSE*** |
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| The essential quality a school leader is, to provide all teachers with an example which demonstrates the commitment required to achieve excellence and continued school improvement. A school leader must be proactive, forward thinking and initiate change. The role is to ensure the school is the best it can be and that it grows each term.A leader must:* Manage professional development and review.
* Organise and implement the curriculum.
* Liaise with the local community, parents and other agencies.
* Monitor and evaluate standards and progress of teaching and learning.
* Organise and manage the day-to-day procedures to enable the smooth running of the key stage.
* To lead by example ~ lessons, teaching, profile must be outstanding at all times.

Job Purpose:* To implement the school development plan and ensure that actions are taking place.
* To co-ordinate and evaluate teaching and learning across the school and ensure continuity and progression throughout the curriculum.
* To make strategic evaluations of personnel issues as a supportive and well-motivated team member.
* Be an outstanding classroom practitioner.
* Children’s book will demonstrate better than expected progress and high standards will be set throughout in all subjects.
* Behaviour management will be outstanding.
* Assist in the smooth running of the school at all times.
* Make fortnightly book looks and monitor planning to ensure that pitch and expectations are matched to the national curriculum.
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| ***MAIN DUTIES and RESPONSIBILITIES*** |
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| The main areas of responsibility and the assigned duties are specified below.This is a senior post within the school. The post holder will ensure the smooth running of Key stage 1 and 2 and contribute to initiatives to improve/develop the school.The post holder is accountable to the headteacher**Teaching and Learning:*** Lead by example as a teacher and as a manger, achieving high standards of pupil attainment, behaviour and motivation through effective teaching.
* To be responsible to the head teacher for co-ordinating the work of key stage 1 and 2, supporting and advising where appropriate.
* Support subject leaders in the development and implementation of curricular initiatives.
* Monitor the quality of teaching and learning in key stage 1 and 2, in line with the school policy and the school development plan.
* Monitor books and planning fortnightly.
* To review long-term planning to ensure coverage, progression, and a range of learning experiences.
* To ensure there is progression across all foundation subjects.
* To monitor the standards of behaviour and achievement within each year group.
* Support staff to meet their performance management targets.
* Ensure that school policy and practise is being followed by all staff.

**Recording and Assessment:*** Monitor foundation subjects every half term and complete evidence forms and action plans.
* Ensure that actions from monitoring are followed up and addressed.
* Monitor planning to ensure needs are being met, there is an element of challenge and questions provoke learning.
* Review the impact of the new curriculum through assessment for learning.
* Carry out half termly pupil progress meetings with staff to ensure certain groups are making expected progress.

**Leadership:*** To support the headteacher in providing a clear vision and direction for the development of the school.
* Take a leading role in specific projects as a result of monitoring and evaluation.
* Contribute to leadership team decisions on all aspects of policy development and organisation by playing a significant role in preparation, implementation and monitoring of the school’s development plan.
* Assume responsibility for the school in the absence of the head, deputy or assistant head.
* Attend leadership team meetings fortnightly and ensure any issues are reported back to the KS teams.
* Be a strong advocate for change and champion school improvement.
* Convey a positive ‘can do’ attitude, motivate and inspire staff and present a united front to secure successful outcomes for school initiatives.
* Establish good relationships, encourage good working practices and support and lead teachers.
* Monitor the impact of the new curriculum.
* Lead on the school self-evaluation process for your specific subject area, updating the mini-SEF as and when and reporting to governors.
* Develop creativity across the school.
* Write termly reports to governors on the monitoring and evaluation you have carried out and the impact on the school and your KS.
* Be an effective role model for your team in terms of teaching, behaviour and classroom management.
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| Standards and Quality Assurance*:** Support the aims and ethos of the school.
* Liaise with governors, when appropriate, to facilitate their overview of the school management.
* Attend and participate in governor training and leadership training.
* Uphold the school’s code of conduct and dress code.
* Plan and participate in CPD.
* Develop links with governors and neighbouring schools.
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| People and Relationships:* Sustain effective, positive relationships with all staff, pupils, parents and governors and the local community.
* Encourage SMSC, British values and Values of the month amongst pupils and staff.
* Manage innovation and change.
* Work collaboratively.
* Manage and develop effective working relationships with all staff in the school.
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| Human and Material resources and their development and deployment:* When required, lead the professional development of all staff through, peer support.
* Contribute to the audit of staff development and training needs.
* Ensure support and training during induction of new staff.
* Ensure that materials and resources are ordered to ensure staff can carry out their duties.
* Monitor the resources budget to ensure that there is not overspend from capitation
* Ensure the maintenance of the structural environment for effective teaching and learning. For good behaviour and for pupils SMSC development.
* Report any defects to the structure of the classrooms to the headteacher.
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| **WORK ENVIRONMENT:****Work demands** **Physical demands** * Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running e.g. PE lessons, when meeting pupils’ personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures.

**Working conditions** * Majority of work takes place in classroom environment, may be involved in outside activities e.g. supervision of playground, sports field activities, off-site educational activities in all weather conditions as required. May also involve visits in the home.

**Work context** * Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively.
* Risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children.
* Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene.
* Risk of infection when dealing with unwell children.
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| Other duties and Responsibilities:* To lead change in teaching and learning across the school and to take a lead role in the implementation of the new cornerstones curriculum.
* To oversee the COMPUTING curriculum.
* To shadow the Maths and Science co-ordinators.
* To implement the new assessment procedures.
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This job description may be reviewed annually

The job description is not necessarily a comprehensive definition of the post and the post holder may be required to undertake other tasks as instructed by the headteacher.

I acknowledge that I have received the job description and that consultation has been completed.

This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.

This post has been assessed as requiring D level under the Common European Framework of Reference for Language (CEFR).

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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

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| **Type of criminal records checks required for this post** | **Ticked as required** |
| None |  |
| Basic Disclosure |  |
| Standard Disclosure |  |
| Enhanced Disclosure |  |
| Working with Adults - Regulated Activity |  |
| Working with Children - Regulated Activity |  |

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>

**Review Arrangements**

The details contained in this job description reflect the content of the job at the date it was prepared. However, it is inevitable that, over time, the nature of the jobs may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed.

Consequently, the school will be expected to revise the job description from time to time and will consult with the post holder at the appropriate time.

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| Job description agreed by: | Name: | Signature: | Date: |
| Job Holder |  |  |  |
| Headteacher |  |  |  |