

## **JOB DESCRIPTION**

### **CURRICULUM LEADER OF EXPRESSIVE ARTS**

<b>Post Title</b>	Curriculum Leader - Expressive Arts
<b>Overall responsibility:</b>	The Curriculum Leader is responsible for the performance of all staff delegated by the SLT Line Manager within the Curriculum team.
<b>Reporting to:</b>	Senior Leadership Team
<b>Liaising with:</b>	All staff, governors, parents/carers.
<b>Disclosure Level:</b>	Enhanced
<b>Salary/Grade:</b>	TMS/UPS + TLR 1c

## **Job Content**

### **Strategic Purpose**

- The Curriculum leader is responsible for the performance of all staff within the team.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the Curriculum Area, in accordance with the aims of the School and the curricular policies determined by the Governing Body and Headteacher.
- To develop and enhance the teaching practice of others.
- To monitor and support overall progress and development of students as the Curriculum Leader, Teacher and Tutor.

### **Operational Responsibilities**

The Curriculum Leader shall:

- Lead the development of appropriate specifications, resources, Schemes of Work, Marking Policies, Assessment and Teaching and Learning strategies within the designated area.
- Lead the day-to-day management, control and operation of course provision, including the effective deployment of staff and other physical resources.
- Monitor and follow-up on student progress, including the analysis and evaluation of performance data.
- Work with colleagues to formulate aims, objectives and strategic plans for the Curriculum Area.
- Contribute to middle leadership across the School and the development of staff and students both within the Curriculum Area and beyond.
- Work with the SLT to ensure that the continuing professional development needs of staff are identified and that appropriate programmes are designed to meet such needs.
- Promote teamwork and to motivate staff to ensure effective working relations.
- Act as a positive role model to staff and students.
- Develop effective teaching and learning in across the Curriculum Area.
- Ensure effective communication and consultation, as appropriate, with parents, staff and outside agencies.
- Encourage students to get involved in extra-curricular activities within the Curriculum Area.
- Implement the School's Behaviour for Learning system within the Curriculum Area.
- Ensure a high quality learning experience for students, which meets individual needs and internal and external quality standards.
- Undertake such other appropriate duties as may be reasonably required from time to time by the Learning Coordinator. [See conditions of employment below]
- Support the delivery of the School's Careers Programme.

**Performance Management**

The Curriculum Leader will agree professional targets annually with the appropriate Senior Leader, who will monitor and review her/his performance in accordance with the School's Performance Management Policy.

**Conditions of Employment**

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment [the Contract of Employment].

The post holder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body.

To uphold the School's policy in respect of child protection matters.

S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document, including all of the conditions of employment of teachers other than head teachers set out in Part 12 of Section 2 of the same.

Particular attention is drawn to Section 66 of the above document – *'teachers with leadership or management responsibilities shall be entitled so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities'*.

The post holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

All staff members participate in the school's performance management scheme.

		Essential	Desirable	Evidence
<b>Qualifications and Experience</b>				
1	Educated to degree level or equivalent	✓		A
2	Qualified teacher status	✓		A
3	Ability to teach GCSE Music	✓		A
4	Ability to teach A Level Music		✓	A, R, I
5	Proven experience of teaching exam classes and strong student performance	✓		R, I
6	High quality teaching to students of all ages and abilities	✓		R, I
7	Collaborating with colleagues in the preparation, assessment and monitoring of student work	✓		R, I
8	Knowledge and understanding of Safeguarding practice	✓		A, I
9	Evidence of involvement in continuing professional development activities	✓		R, I
10	Evidence of contributing to successful improvement strategies	✓		A, R, I
<b>Skills</b>				
11	Establish a safe and stimulating environment for students, rooted in mutual respect	✓		A, I
12	Set targets that stretch and challenge students of all backgrounds and abilities	✓		A, I
13	Support all aspects of Curriculum Area self-evaluation and improvement strategies	✓		R, I
14	Ability to work hard under pressure while maintaining a positive, professional attitude	✓		R, I
15	Ability to organise and prioritise workload and work on own initiative	✓		R, I
16	Excellent personal, oral and written presentation skills	✓		A, R, I
<b>Personal Attributes and Behaviours</b>				
17	Adaptability and flexibility to changing circumstances and new ideas	✓		R, I
18	A belief that schools have a responsibility to prepare students for their lives - not just for exams	✓		R, I
19	Creative, courageous and resilient	✓		R, I
20	Ability to respond positively to feedback	✓		R, I
21	Sustain personal motivation and that of colleagues	✓		A, R, I
22	Willing to take responsibility and ownership	✓		A, R, I
23	Team player	✓		R, I
<b>Ability to Fulfil Wider Professional Responsibilities</b>				
24	Willingness to make a positive contribution to the wider life and ethos of the School	✓		R, I
25	Ability to develop effective professional relationships with colleagues, students and parents	✓		R, I

**Key to Evidence: A = Application**

**I = Interview**

**R = Reference**