



## Curriculum and Pupil Development Leader (Internal only)

Salary / grade range	M1 - UPS3 + (SEN Allowance and TLR 2A)
Location	Co-op Academy Rathbone
Reports to	Head of School

### Purpose of role:

To be a lead colleague for assigned curriculum and strategic areas across the academy so that pupils have access to a well-designed, well-sequenced, ambitious curriculum and associated intervention and support that enables them to make strong progress personally, emotionally and academically and can successfully move on to their next steps.

- Fulfil the duties and responsibilities of a qualified teacher as outlined in the latest Teachers' Pay and Conditions document and Teacher Standards
- Oversee and lead the development, performance, moderation, and quality assurance of the quality of teaching, learning assessment and intervention for assigned curriculum areas (literacy subjects and phonics OR creative, physical and numeracy-based subjects)
- Provide operational and strategic support to senior leadership on a whole-academy area of responsibility (Management of pupil need: Deputy SENDCo; LAC Teacher; PP strategy, learning interventions OR pastoral and wellbeing functions: behaviour, attendance, mental health, family / community engagement, wellbeing interventions in partnership with other Curriculum Leader)
- Line manage assigned Teachers
- Ensure implementation of curriculum and consistency of approach across assigned curriculum areas
- Take the leading role in utilising moderation as a means of measuring impact, raising standards and improving student outcomes in the key stage.
- Take the leading role in, and be accountable for, ensuring delivery of the curriculum and lesson planning is effective and maximises all pupils' opportunities to reach their full potential in the key stage.

### Key accountabilities (and specific duties / responsibilities):

- As a qualified teacher, fulfil the requirements of this role as laid out in the latest national documents.
- Leading teachers and support staff across the academy with respect to assigned curriculum areas and whole-academy responsibilities
- Being the line manager for non-TLR teachers and assigned PPDR reviewer for a group of staff
- Work with leaders and staff to design, Implement and evaluate a vision, Intent and Curriculum across the academy, monitoring and contributing to planning and moderation.
- Under the stewardship of senior leadership, fulfil the operational and strategic requirements of an assigned whole-academy area of responsibility: (Management of pupil need: Deputy SENDCo; LAC Teacher; PP strategy, learning interventions OR pastoral and wellbeing functions: behaviour, attendance, mental health, family / community engagement, wellbeing interventions in partnership with other Curriculum Leader)

### Core duties:

- Lead and be accountable for the curriculum, quality of education, assessment and staff within assigned subject and whole-academy areas of responsibility
- With senior leadership, design, develop and ensure the effective implementation and evaluation of an assigned cross-academy curriculum, reporting back as required to senior leadership
- Provide leadership, drive and capacity in the assigned areas of whole-academy responsibility so that we make excellent provision for all pupils
- Maintain knowledge of, and actively contribute to, the school's daily operational leadership and management systems, particularly with respect to assigned curriculum and whole-academy areas of responsibility
- Maintain knowledge of, and actively contribute to, the school's vision, intent, values, ethos, priorities and action plans.
- To actively promote inclusion and acceptance of all pupils within the classroom and school.
- To work closely with teaching colleagues to ensure consistent delivery of high quality lessons, accessible to all children and young people.
- To encourage pupils to interact and work cooperatively with others and engage, challenge, motivate and reinforce self-esteem with all pupils in all activities.
- Be accountable to SLT for the effectiveness of the work that you lead and undertake.
- Review work undertaken, completing all relevant paperwork and action planning, and evaluate the impact this work has had on improving student outcomes and the development of a high class provision in order to plan accordingly for future improvements.
- Effectively share impact analysis with colleagues and actively implement action points in response.
- Consistently deliver, and support others to deliver, good/outstanding lessons and student outcomes.
- Secure and sustain a positive climate for learning and behaviour of pupils
- Take a leading role in promoting high expectations for planning as a means of raising standards and improving student outcomes.
- Actively contribute to the development of a consistent approach to collating evidence, assessment and target setting through a leading role in moderation.

- Actively contribute to quality assurance, data analysis, self-evaluation and improve planning at subject, curriculum and whole-academy level.
- Support senior leadership in designing and implementing effective moderation programmes which contribute directly to school improvement.
- Actively engage in research, training, collaboration and creative teaching to continually develop individuals and others' expertise and practice.
- Take responsibility for their own professional development and remain up to date with current practice, undertaking any relevant training.
- Inspire, motivate and influence colleagues to secure the highest standards of teaching and learning in order to promote student progress across the four areas of need on EHCPs, but most notably in cognition and learning; team-teaching, coaching and modelling effective practice as required
- Contribute to the identification of training and work in partnership with SLT and Co-op Academies Trust to organise relevant training for colleagues supporting pupils across the academy.
- Develop and sustain purposeful collaboration and productive relationships with others both within and outside of school.
- Attend and lead school meetings as part of the middle leadership team of the school.
- Actively promote a positive and purposeful climate, which enables colleagues to develop, challenge and support each other, resulting in improved teaching.
- Maintain professionalism, resilience and resourcefulness in order to inspire others and command respect.
- Model professional behaviour and attitudes around the school to ensure the highest standards of professionalism and conduct are met.
- Work within the school's safeguarding, behaviour, health and safety and other policy requirements and expectations, including using positive handling techniques when required to keep self and others safe (such as Team Teach)
- Commit to good attendance in self and promote this in others.
- Prioritise and manage their own time effectively.
- Comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns.
- Effectively manage delegated human, physical, environmental and financial resources within the school to achieve educational priorities, while taking a pragmatic approach to resource and financial constraints.
- Comply with any reasonable request to undertake work of a similar level not specified in this job description.
- Embody and model the Co-op values.

Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Good relevant degree or equivalent</li> <li>• National Professional Qualification for Middle Leaders (NPQML) and / or NPQ SENDCO</li> <li>• Recognised teaching qualification and QTS - Primary</li> <li>• Evidence of continued professional development</li> <li>• Award bearing management or specialist SEN training</li> </ul>	D    D	
<b>Experience</b> <ul style="list-style-type: none"> <li>• Proven record of consistently good or better teaching and behaviour management</li> <li>• Experience of working with SEMH pupils and / or children with a variety of complex SEND</li> <li>• Successful mentoring, modelling or intervention to raise standards in planning, teaching and moderation</li> <li>• Experience of proactively contributing to curriculum design to effectively meet cognition and learning needs</li> <li>• Experience of utilising collaboration and/or research to develop expertise in cognition and learning</li> <li>• Experience of interrogating evidence then proactively striving to close gaps</li> <li>• Experience of managing staff training</li> <li>• Experience of being a middle leader</li> </ul>	       D D	
<b>Skills, Ability, Knowledge</b> <ul style="list-style-type: none"> <li>• An understanding of current SEN and curriculum issues and their implications</li> <li>• Willingness to be trained in, and ability to use; as required, positive handling techniques and moves to keep children safe (such as Team Teach)</li> <li>• Knowledge and expertise in meeting cognition and learning needs of SEN pupils</li> <li>• An understanding of curriculum design and knowledge of current national priorities</li> </ul>		

<ul style="list-style-type: none"> <li>• Ability to identify reliable information and make reasoned judgements based on that information</li> <li>• Good oral communication, written, numerical and ICT skills</li> <li>• High order administrative and organisational skills with good attention to detail</li> <li>• Resilience and the ability to deal with a large volume of work and heavy demands upon time</li> </ul>		
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Ability to motivate others to engage in school improvement and foster high expectations</li> <li>• Ability to take a leading role in raising standards in planning and moderation</li> <li>• Ability to communicate impact statements and work positively with others to improve outcomes</li> <li>• Commitment to the active promotion of the school's ethos, vision and intent</li> <li>• Apply an outward-looking perspective and maximise opportunities for training and collaboration</li> <li>• Ability to get things done by applying positivity, commitment and drive when supporting change</li> <li>• Ability to motivate others to share purposefully in curriculum, planning and moderation developments</li> <li>• Ability to develop others' practice through application of expertise in SEND.</li> <li>• Build and maintain positive and respectful relationships across the school community.</li> </ul>		

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.