



CURRICULUM LEADER PERFORMING ARTS JOB DESCRIPTION

School Mission Statement

Our Maricourt family, with Christ at the centre, is a community of welcome, compassion and respect in which we are encouraged to discover our true purpose and empowered to achieve the extraordinary so as to be the change we want to see in our world

Accountable to: Headteacher, SLT Line Manager

UPR/MPR plus TLR: 2B

Job Purpose

The post holder will work in harmony with the School's Mission Statement and keeping in mind the aim of the school which is to develop the whole person in the likeness of Christ, will contribute to the ethos of the school, in the curriculum, in working practices and in relationships with staff and pupils.

Main Tasks

Strategic Direction and Development of the Subject

Within the context of the school's aims and policies, curriculum leaders develop and implement subject policies, plans, targets and practices. They:

- Assist the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the subject.
- Develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective quality of education;
- Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;

- Use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils;
- Analyse and interpret the relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which:
 - contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
 - are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
 - identify realistic and challenging targets for improvement in the subject;
 - are understood by all those involved in putting the plans into practice;
 - are clear about action to be taken, timescales and criteria for success;
 - monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

Quality of Education

Curriculum leaders secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement. They:

- Ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs;
- Ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;
- Ensure effective development of pupils' literacy, numeracy and information technology skills through the subject;
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject;
- Set expectations and targets for staff and pupils in relation to standards of pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- Ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
- Ensure that teachers of the subject know how to recognise and deal with discrimination of any kind;

- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
- Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.

Leading and Managing Staff

Curriculum leaders provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching. They:

- Help staff to achieve constructive working relationships with pupils;
- Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; developing responsibilities and delegating tasks, as appropriate;
- Sustain their own motivation and, where possible, that of other staff involved in the subject;
- Appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s);
- Audit training needs of subject staff;
- Lead professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LAs, subject associations;
- Ensure that early career teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status and other required standards;
- Enable teachers to achieve expertise in their subject teaching;
- Work with the SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to pupils' needs;
- Ensure that the Headteacher, senior leaders and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

Efficient and Effective Deployment of Staff and Resources

Curriculum leaders identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely.

They:

- Establish staff and resource needs for the subject and advise the Headteacher and senior managers of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money;

- Deploy, or advise the Headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise;
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
- Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
- Ensure that there is a safe working and learning environment in which risks are properly assessed

General:

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future when other reasonably similar duties maybe allocated from time to time commensurate with the general character of the post and its grading. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions document as they relate to Teachers.

All staff are responsible for the implementation of the Health & Safety Policy as far as it affects them, colleagues and others who may be affected by their work. The postholder is also expected to monitor the effectiveness of the health and safety arrangements and systems to ensure appropriate improvements are made where necessary.

The School has an approved equality policy in employment and copies are freely available to all employees. The post holder will be expected to comply, observe and promote the equality policies of the School.

The post-holder will be expected to observe and promote the School's commitment to ensuring that it does all that is reasonably possible to minimise the potential for crime, disorder, anti-social behaviour, substance misuse and crime that adversely effects the environment.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Note: Where the postholder is disabled, every effort will be made to support all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job

Prepared by: **Mrs T Hatton**

Designation **Headteacher**

Date **Sept 2024**

CURRICULUM LEADER PERFORMING ARTS PERSON SPECIFICATION:

Applicants must meet all the essential requirements of this post.

They must demonstrate that they have experience together with the skills, knowledge and understanding needed to be a successful Curriculum Leader Performing Arts at Maricourt Catholic High School. This will be assessed as shown in the table below:

Essential	Assessed Through
Qualified Teacher Status (Secondary Trained)	Application/Certificate
Degree appropriate to the post	Application/Certificate
A minimum of 3 years' teaching experience (at the time of appointment)	Application/Reference
Knowledge of National Curriculum requirements	Application/ Interview
Experience of effective curriculum planning	Application/Reference
Evidence of excellent / broad subject knowledge	Application/ Interview/Reference
Ability to teach across the full age and ability range (KS3 - 5)	Application/ Interview/Reference
Confident about using data to improve levels of achievement	Application/ Interview/Reference
Competent use of ICT	Application
Commitment to the Catholic ethos of the school	Application/ Interview
Commitment to the Maricourt school development plan and school priorities	Application/ Interview
Enthusiasm for teaching, learning and the achievement of every student	Application/ Interview/Reference
A willingness to lead by example in the extra-curricular life of the school	Application/Interview/Reference

Highly effective classroom teacher who has a good rapport with students of all abilities	Interview/Reference
High professional standards	Interview/Reference
Good personal and interpersonal skills	Reference/Interview
Good oral and written communication	Application/Interview
Good time management and personal organisation	Application/Reference
Commitment to continued personal and professional development	Application/Interview
Evidence from current practice of commitment to excellent attendance and punctuality	Reference
Desirable	Assessed Through
Committed and practising Catholic	Application/Interview/Reference
Recent experience in an 11 - 18 school	Application/Interview/Reference