



Job Description

JOB TITLE	Curriculum Lead – Design Technology
PHASE	Secondary
REPORTING TO	SLT / Principal
RESPONSIBLE FOR	A full learning experience, guidance and support for pupils

Job Purpose

Teachers receiving Teaching and Learning Responsibility payments provide professional leadership and management for their subject area and secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. They are accountable for significant, specified responsibilities focused on teaching and learning, that is not required of all classroom teachers.

- (a) All staff are ultimately responsible to the Principal.
- (b) Line manager – member of the SLT

Duties and Responsibilities

- You are to carry out the duties of an Academy teacher as set out in latest Pay and Conditions Document and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Principal.
- All staff are expected to uphold the Academy's principles and policies which underpin good practice and the raising of standards.
- Demonstrate a thorough and up-to-date knowledge of the teaching of your subject, develop the use of thinking tools through your subject and take account of wider curriculum developments which are relevant to your work.
- Consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs.
- Consistently and effectively use a range of appropriate strategies for teaching and classroom management.
- Consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback.



- Demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment.
- Take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning.
- Make an active contribution to the policies and aspirations of the Academy.

All teachers accessing a TLR must meet the National Standards for teachers.

Management of information and pastoral duties:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMS/4Matrix, registers etc.
- To complete relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.
- To communicate effectively with the parents of students as appropriate, attend parents' evenings, Information Evenings.
- To be a tutor in the extended learning programme if appropriate.
- To promote the general progress and well-being of individual students. Key competency : managing students
- To liaise with appropriate leaders to ensure the implementation of the Academy's extended learning programme, where required.
- To register students, accompany them to assemblies, encourage their full attendance and participation in other aspects of Academy life.

Post of Additional Accountabilities relating to the Teaching and Learning Responsibility.

All Curriculum Leads receiving a payment for Teaching and Learning Responsibilities must demonstrate knowledge and understanding of:

- The Academy's aims, priorities, targets and action plans that contribute to Academy improvement and effectiveness including the process of Academy self-evaluation and commitment to cognitive education.
- Processes and systems for quality assurance within the curriculum areas(s).
- Principles and practices in relation to managing learning and teaching, people, policy and planning, resources and finance.
- Principles and practices of effective leadership and management of change.



- The application of ICT to learning, teaching and management of the curriculum area(s).
- Principles of curriculum planning.
- Financial planning and resources planning.

Key accountabilities: *contribute to the whole Academy ethos.*

Impact on educational progress beyond your assigned pupils/students:

- Curriculum Leaders will be accountable for the standards of attainment and achievement for all students in their curriculum area. This will be set against Academy targets in terms of prior attainment, relative Academy performance and value added statistics.
- Curriculum Leaders should use data effectively to set targets for students' progress and intervene appropriately when it is clear there is student underachievement in the curriculum area.
- Develop and implement policies and practices for the curriculum area which reflect the Academy's commitment to high achievement.
- Monitor progress made in achieving subject plans and targets, evaluate their effectiveness.

Key Accountability – *progress and achievement*

Key Competencies – *holding people accountable*

managing pupil learning

Leading, developing and enhancing the teaching practice of others:

- Ensure curriculum coverage, continuity and progression in the curriculum area for all students, including AMA (Academically Most Able) students and those with specific or linguistic needs.
- Ensure that teachers are clear about learning objectives in lessons, understand the sequence of teaching and learning and communicate this to students.
- Provide guidance on appropriate teaching and learning strategies to meet the needs of all students.
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement.
- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for the



student achievement and evaluate progress and achievement in the curriculum area by all students.

- Evaluate the teaching of the subject in the Academy and use this to identify good practice and disseminate this, whilst also identifying areas for improvement and take action to improve further the quality of teaching and learning.
- Ensure students develop necessary thinking skills, facilitate independent learning, ensure awareness for the responsibility of citizenship, personal, social, moral and cultural development.
- Establish a partnership with parents providing them with appropriate feedback on their child's progress in your curriculum area.

Key Competency: *Passion for learning, challenge and support*

Accountability for leading, managing and developing your subject area:

- Help staff to achieve constructive working relationships with students and parents.
- Establish clear expectations and constructive working relationships among staff involved in your curriculum area, including team working and mutual support, devolving responsibilities and delegating tasks, as appropriate; evaluating practice, developing an acceptance of accountability.
- Monitor staff as required by the Academy's Performance Management policy and develop staffs' personal and professional effectiveness, training and development needs and mentor where appropriate NQTs, ITT, GT, teachfirst or School Direct students.
- Act as a role-model for professional standards and support through high quality professional development: coaching, mentoring and using external quality assurance.
- Liaise with SENCO and appropriate senior staff and governors regarding standards, behaviour, targets, plans and priorities for improvement for your curriculum area.

Key Competency: *Drive for improvement, developing potential*

Efficient and effective deployment of staff and resources.

- Manage resources effectively and efficiently to achieve value for money.
- Advise the Principal on the deployment of staff to ensure the best use of subject, technical and other expertise.
- Use accommodation to create effective and stimulating environment for teaching and learning of the curriculum area.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.



Generic Duties relevant to all members of Staff

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members, customer and service users
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust
- Develop effective professional relationships with colleagues

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with their line manager and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the Trust
- Take part in the Trusts appraisal and performance management procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the Trust community
- Respect individual differences and cultural diversity

The Trust

- The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.



- You will be based at TSAT Hub. However, you may be asked to work at any of the other Hubs within the Trust and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

Customer Service

- At TSAT customer service is paramount to our way of work; All staff will be required to mirror our philosophy and take pride in offering a fantastic customer experience to all stakeholders modelled on our four Customer First Values - Trusted, Solution Focused, Approachable & Timely

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Equal Opportunities

- To actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and



commitment to Equal Opportunity Policies in relation to both employment and service delivery.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

Data Protection

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of Curriculum Lead Design Technology

Name:

Signed:

Date: