



CURRICULUM LEADER: Design & Technology

Actively supporting the vision and values of Haslingden High School, the post holder will work to provide professional leadership and management for all subjects within the Design and Technology Faculty, ensuring each one delivers high quality teaching across the school and sixth form, effectively using the resources available in order to raise standards of learning and achievement for all students.

Purpose

- a. To ensure the provision of an exciting, ambitious and inclusive curriculum that is well sequenced and equips students with the skills and motivation to overcome future challenges, in accordance with the school aims and whole school curriculum rationale, and policies determined by the Governing Body and Headteacher
- b. To raise standards of student attainment and achievement within the curriculum area, monitoring and supporting student progress to ensure that learners are able to be successful and achieve the best possible outcomes
- c. To be professionally accountable for student progress and outcomes within the Faculty area
- d. To develop and enhance the teaching practice of colleagues within the Faculty, ensuring that student experiences are the best possible
- e. To be accountable for leading, managing and developing the curriculum area
- f. To effectively manage and deploy teaching / non-teaching staff, financial and physical resources within the Faculty to support the delivery of the curriculum

Key Knowledge & Understanding of:

- the school's aims, priorities, targets and plans and how these impact on the context of the work of the Faculty;
- the contribution of the work of the Faculty to the school as a whole;
- relevant statutory requirements for the curriculum and for assessment, recording and reporting;
- the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement;
- relevant aspects of leadership and management practice;
- the implications of the Code of Practice for Special Educational Needs for teaching and learning.

Key Functions

1 Planning & Setting Expectations

- set high expectations and targets for teaching, learning, achievement and behaviour. Develop and implement policies and practices for the subject(s) that support these expectations;
- establish and implement Faculty improvement plans which focus development, contribute to whole-school aims and identify realistic and challenging targets, actions, timescales and criteria for success;
- ensure that the School Leadership Team (and governors as required) are well informed about subject policies, plans and priorities, subject related professional development plans and the Faculty's success in meeting objectives and targets;
- ensure the development of shared schemes of work and teaching resources which are clearly sequenced in order to enable students to build their knowledge and skills towards agreed end points;
- ensure that each subject within the faculty has a curriculum that contains the content which has been identified as most useful, and ensure that this content is taught in a logical progression, systematically and explicitly to enable all students to know and remember more and to acquire the intended knowledge and skills;
- ensure that opportunities to make links with careers, information and guidance are embedded with the curriculum where appropriate
- be aware of curriculum developments in the subjects across the faculty area, ensuring these appropriately inform planning and delivery across all three Key Stages;
- work with the LSF Faculty and published documentation to ensure that appropriate provision is in place to support the needs of students with SEND;
- ensure that appropriate provision is in place to support the needs of vulnerable students, removing any barriers to learning where possible;
- establish staff and resource needs and advise SLT as required. Manage the Faculty's budget, deploying staff and resources effectively;
- ensure that Faculty accommodation and resources are used to create an effective and stimulating environment for the teaching and learning of the Faculty's subjects.
- Attend Curriculum Forum meetings and Curriculum Briefings to represent the Faculty and contribute to whole school improvement as part of this team;
- work with the school's Health and Safety Officer (Business Manager) to ensure that there is a safe and healthy working and learning environment in which risks are properly assessed;
- work with LRC Manager to make recommendations for resources

2 Managing Teaching & Learning

- create and maintain an up-to-date Faculty working handbook which makes clear the expectations within the Faculty, including reference to relevant policies and procedures;
- take responsibility for the self-evaluation of the curriculum area in line with school self-evaluation procedures;
- ensure that appropriate quality assurance systems (e.g. lesson visits, collaborative book/work reviews, student voice etc) are in place showing clearly how the quality of teaching and learning will be evaluated and evidenced;
- identify and disseminate effective practice and highlight and address areas for improvement;
- ensure that whole school teaching and learning priorities are embedded in Faculty practice;
- ensure that teachers are able to select from a range of appropriate teaching and learning methods to meet the needs of the subject/s and of different students;

- ensure that provision is in place to meet the needs of all learners and specifically the most vulnerable and those with SEND;
- ensure that all students are able to access full curriculum coverage, continuity and opportunities for progression;
- ensure that constructive working relationships exist between staff and students;
- ensure that effective and efficient management and organisation of learning resources is in place;
- ensure that opportunities for the effective development of students' skills and understanding in literacy, numeracy, ICT, study skills and Citizenship are embedded in faculty practice where appropriate.

3 Assessment & Reporting

Working with Deputy Headteacher: Quality of Education -

- analyse and use relevant national, local and school data, research and inspection evidence to inform policy and practice, expectations, targets and teaching methods;
- establish systems for assessing, recording and reporting achievement, following school guidelines, and use the information to recognise and raise achievement further;
- use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support these students, ensuring that expectations are equally high for those with SEND and the most vulnerable;
- monitor the progress made in achieving targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

4 Guidance and Welfare

- ensure that the physical, mental and emotional wellbeing of students and staff is at the forefront of Faculty decisions
- establish Faculty behaviour for learning systems, in line with the whole school behaviour for learning policy, which include opportunities to celebrate student successes and also ensure appropriate action is taken where student behaviour does not align with school expectations, including contacting parents/carers where appropriate;
- 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;
- ensure that there is a safe and healthy working and learning environment, in which risks are properly assessed.

5 Wider Professional Role

- create a positive climate in the Faculty. Establish constructive working relationships among staff, including, through team working and mutual support, devolving responsibilities and delegating tasks as appropriate and developing an acceptance of evaluation and accountability;
- ensure a clear, shared understanding of the importance and role of the subject(s) in contributing to students' spiritual, moral, cultural, social and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.
- appraise staff as required by the school Performance Management policy;
- lead professional development in the Faculty through example and support and coordinate the provision of high quality professional development, including methods such as coaching and drawing on other sources of expertise;
- work with the Assistant Headteacher to ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported, and assessed in relation to standards for the

award of QTS and within the Early Careers Framework. Ensure that other new staff are suitably inducted and supported.

- support the school's links with the local community, including local primary schools, and use these to extend the subject, enhance teaching and develop wider understanding;
- communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community.

These responsibilities are in addition to those of a standard scale teacher.