

Specialist Curriculum Manager

Salary: SO1 SCP 23-25

37 hours per week. Term time plus 5 days

Job Description

Purpose of the Post

To coordinate and manage the suite of Specialist Curriculum provisions. To create an engaging curriculum pathway for students requiring an Alternative Provision. To deliver an experiential and/or vocational provision for students who require a different curriculum offer. To work with parents of the students involved in the alternative pathway to develop a strong partnership between school and home and multi agencies.

Main duties and responsibilities

1) Support for Students:

- To be responsible for the day-to-day management of Specialist Curriculum provisions and ensure the provisions meets all students' needs.
- To deputise for the Specialist Curriculum Leader as required.
- Be responsible for planning, implementing, delivering and assessing an appropriate challenging and supportive curriculum for students who are withdrawn or step out from mainstream classes, including the resourcing of the provisions.
- To play a full part in the graduated response, including referrals, transition arrangements, safeguarding, attendance and academic tracking within the provisions and, where required, with external alternative providers.
- To liaise with stakeholders, including school staff and parents/carers for all the students in the provisions.
- To participate in the referral process to the provision and oversee the liaison with home.
- To oversee the exit procedures from the Specialist Curriculum provisions and plan for a smooth re-integration back into mainstream.
- To work closely with the SEND team, to support and provide evidence for interventions and external and statutory documents and assessments as required.
- To develop procedures and processes to enhance the delivery of the provision to meet the needs of the school in liaison with the senior leadership team.
- To ensure a calm, consistent approach to deliver the provision and maintain high standards of behaviour.
- To line manage support staff involved in the Specialist Curriculum provisions as required.
- Establish and maintain purposeful working relationships with pupils and staff
- Provide advice to enable students to make choices about their own learning and behaviour
- Maintaining good order through the use of relational practice
- Be fully versed and comply with policies and procedures relating to child protection, health, safety, confidentiality and data protection, reporting all concerns to the appropriate person.
- Participate and contribute to continuous professional development to ensure up to date knowledge and skills. This includes openness to the area of SEND education to provide for the students with educational needs
- Contribute to the promotion of a positive view on inclusion.
- Support the school's drive to a creative and flexible approach to meeting the educational needs of students.
- Promote the inclusion and acceptance of all students.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Take responsibility to have a deep understanding of the students you support; know their needs and expected outcomes
- Create and maintain a purposeful, orderly and supportive environment

- To implement, support and actively contribute to the policies and processes of the school's Relationships and Behaviour policy, including supervising interventions related to this, such as detentions.
- Provide detailed and regular feedback to the pastoral team as directed.
- Establish constructive relationships with parents/carers, contacting home to inform parents/carers of progress/positives/concerns
- Be responsible for the safeguarding of the students whilst attending the Specialist Curriculum provisions
- To complete first day calls for absent students who are part of the Specialist Provision cohorts and liaise with the attendance team for home visits / follow up, participating in them as required.
- To maintain accurate records and update the school information management system (Arbor) along with accurate behaviour / safeguarding information (CPOMs)
- To be a part of the wider safeguarding team within the school.
- To maintain records and logs, analysing this data to identify and implement effective, targeted interventions.

2) Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes
- Attend and participate in regular meetings, training and other learning activities as required, contributing to the overall ethos and aims of the school
- Communicate effectively with other partners in learning
- Be a coach for a small group of students.
- To undertake any other duties commensurate with your grade, as directed by your line manager, to support student wellbeing and development
- To undertake Team Teach training and other relevant training, such as First Aid, as required to support the role and the needs of the school.
- To provide consistent and effective support in line with the requirements and responsibilities of your role

Person Specification

Qualifications and experience		
	Essential	Desirable
Education and Training	● Relevant training for working with young people aged 11 – 19. ● GCSE C / 4 grade or higher (or equivalent) in Maths and English. ● Evidence of training and/or qualifications which reflect appropriate communication / educational skills e.g. NVQ Level 3 or equivalent.	● Team Teach training ● Training and/or qualifications related to relevant areas of needs within the cohort
Experience	● Experience of working with young people aged 11 – 16. ● Proven track record of successfully working with disaffected young people. ● Experience of assisting students with their learning.	● Experience of working in a secondary school ● Recent relevant experience of working with young people whose

	● Experience of working as part of a team. ● Experience of working with students with additional needs, including those with an SEMH profile	learning may have been impeded due to a range of circumstances. ● Line managing and developing colleagues.
Skills	● An ability to communicate effectively with teachers, students, parents and multi-agencies. ● An ability to work autonomously and as part of a team. ● Good organisation, time management, communication and interpersonal skills ● Knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information. ● The ability to liaise with and gain the confidence of all school staff. ● A clear understanding of the factors which lead to educational disaffection in young people. ● Knowledge and understanding of strategies to remove barriers to learning in young people. ● The ability to work flexibly. ● The ability to produce detailed, concise evaluative reports.	● Knowledge of the range of additional support/agencies available for students. ● Good ICT skills.
Professional knowledge		
Safeguarding	● Thorough knowledge and understanding of safeguarding children. ● Commitment to abide by and uphold the policies on Equal Opportunities, Health and Safety and Child Protection at Parkside school	
Professional skills		
Ethos	● A holistic approach to the well-being and education of pupils. ● The ability to challenge and engage children in their learning through creative opportunities, with high levels of expectations of all learners.	
Professional attributes		
Relationships	● Ability and willingness to work collaboratively and supportively within the school team. ● Able to inspire confidence and respect amongst students, colleagues and the school community. ● Builds effective and professional working relationships with parents, staff, Governors and the wider community. ● Effective organisational, personal management and time management skills ● Ability to use initiative and not to need continual direction	● Ability to identify existing and potential barriers to learning and engage in strategies to overcome these.
Attitude	● Is committed to their own professional development. ● Consistently reflects the highest levels of professionalism as a role model at all times and demonstrates the school's aims and values at all times.	● Is a creative thinker, who strives to embed innovative practice and strategies to improve learning for pupils.

	• Work in ways that promote equality of opportunity for all • Self-awareness, empathy, managing feelings, motivation, social skills	
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Behaviours and expectations:

All staff members are expected to adhere to and promote professional standards including the Trust and School code of conduct and values.

General:

The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Principal and develop and promote high standards of professional conduct in school.

You will be expected to carry out your duties in line with the School's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, contract, induction, ongoing performance management and development through school communications.

You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support Trust, and your own professional development.

As part of your wider duties and responsibilities you will be required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have.

The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.

July 2026