



Specialist Curriculum Leader

Salary: PO2 Point 29-32

37 hours per week. Term time plus 5 days

Job Description

Purpose of the Post

We are looking for an enthusiastic and passionate colleague to join our Academy in the newly created position of Specialist Curriculum Leader. To help create and deliver the Specialist Curriculum provisions within the school. This role is an opportunity to make a positive difference for those students who require additional support to access their mainstream schooling and overcome barriers to learning and good behaviour. The role will help shape, lead and evolve our Specialist Curriculum provision and spaces, working with senior colleagues in creating and delivering a vision for success.

You will be a key member of the Extended Leadership Team, alongside Heads of Faculty and Senior Middle Leaders, and work closely with senior colleagues, Key Stage teams and the SENCO in identifying barriers to success for students. You will work with colleagues to help plan and deliver a curriculum, personalised as appropriate, that supports identified students to improve their attendance and wellbeing, embrace routine and re-engage in their education and learning. This will be delivered in a positive learning environment that is led and managed by you.

The role line manages colleagues within the Specialist Curriculum areas, and is also responsible for engaging with external partners for students whose Specialist and Alternative provision is off site, quality assuring provisions and being a part of the graduated response.

Main duties and responsibilities

- To have responsibility for the leadership, management and co-ordination of the Specialist Curriculum Provisions to ensure the curriculum and progress of identified students is coordinated and closely monitored enabling them to succeed.
- To lead and develop the curriculum intent and implementation of the Specialist Curriculum Provisions and support this through the delivery of the curriculum to students.
- To liaise with school staff (such as the Senior Leaders, the SENCO and Key Stage managers) and external agencies with a focus on identifying barriers to student success and intervening to close gaps, and support access to the 'formal' curriculum.
- To set out, work towards and communicate effectively a vision of excellence for teaching and learning within the area, which involves continuously improving the quality of teaching and learning in the area – continuously developing schemes of work and improving methods using exam results to drive change
- To effectively manage the team within the subject area's disposal, including teaching, non-teaching and support staff, taking responsibility for effective and supportive line management of the department.
- To maintain sufficient written documentation to support the area effectively in terms of teaching strategies and procedures
- To support all members of the area in terms of student discipline, their personal classroom performance and individual professional development

- To ensure that the Positive Achievement system is used consistently and effectively
- To play a wider role within the academy as a middle leader in ensuring the Academy's policies and vision are implemented – In line with the Academy Improvement Plan
- To communicate effectively with members of the area & all other relevant members of academy
- To use the Performance Development cycle to enhance the professional development aspirations of colleagues and achieve targets for the programmes.
- To strategically lead and manage the Specialist Curriculum provision and spaces
- To lead and develop the curriculum intent and implementation of the Specialist Curriculum provision
- To lead and develop curriculum pathways, personalised as required, for students accessing the provision.
- To support in the teaching and delivery of the planned curriculum.
- To track and monitor the progress of students whilst accessing the Specialist Curriculum provisions.
- To prepare action plans for short, medium and long term for identified students.
- To liaise with colleagues as appropriate to facilitate the referral process for students to access the Specialist Curriculum provision.
- To identify success criteria for students to be able to gauge the impact and effectiveness of the planned curriculum and interventions
- To lead and co-ordinate staff who support in the Specialist Curriculum provisions, whether teaching or associate.
- To be aware of the KS2 curriculum and the standards of progression and attainment for students through KS3 and into KS4.
- To support in the building and gathering of evidence for use in identified applications and referrals.
- To lead on the re-integration of students from external alternative provision, on return to the main school, liaising with appropriate staff internally and externally to support and plan for the success of this.
- To lead on the re-integration of students back to mainstream lessons from the Specialist Curriculum provisions and interventions, liaising successfully with members of the teaching staff, developing strategies for staff to use to maintain students' progress in lessons.
- To work closely with the Senior Leadership Team to lead on effective implementation of assessment preparation, including qualification and examination entries for the identified cohort of students within the internal Specialist Curriculum provision and external Alternative Provisions.
- To liaise with external patterns, and other educational establishments to facilitate Off Site Directions or other intervention strategies.
- To contribute towards continuity and progression within the whole academy curriculum
- To develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for students, and to incorporate a variety of assessment methods at key points to enable accurate judgements on student progress
- To develop strategies within the programmes managed for the students' spiritual, moral, social and cultural development, including citizenship
- To use the programmes where appropriate to develop students' literacy, numeracy and competence in ICT
- To assist in the monitoring and evaluation of teaching in the area; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team
- To develop strategies and procedures (using national and academy and faculty guidelines) for teaching and learning for students with special educational needs including the most able

- To work with the SENCO to ensure TLSPs are used effectively within the area by setting subject-specific targets and matching the provision to individual student needs
- To be responsible for the management of all programmes of learning allocated to the area
- To encourage staff to develop extra-curricular activities which may, or may not, be linked to the area.
- To be responsible and proactive in your own development both academically and professional skills such as line management or coaching skills
- To provide or organise in-service training for the area staff (teaching and non-teaching) as appropriate
- To have responsibility for the monitoring, support and assessment of any trainee (ITT) and newly qualified teachers (ECTs) allocated to the area
- To identify development opportunities for staff within the area – Using the performance management cycle or appropriate channels
- To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff
- To personally keep up to date with developments and new ideas related to the programmes of learning within the area.
- To develop effective systems for working with young people and their families to prevent exclusion.
- To develop and foster good relationships with parents.
- To ensure all complaints are dealt with effectively using the school's complaints procedures.
- Be a coach for a small group of students
- To be a Designated Safeguarding Lead as part of the school's Safeguarding Team.

Person Specification

Education and Training	Essential	Desirable
Excellent numeracy/ literacy skills (minimum GCSE C / 4 equivalent or above in English and Maths)	✓	
Safeguarding Training (Designated Safeguarding Lead level) or willingness to achieve this immediately upon appointment	✓	
Degree or QTS or equivalent higher-level professional qualification		✓
Team Teach training.		✓
Relevant Experience	Essential	Desirable
Experience of managing students with challenging behaviour / SEMH profile.	✓	
Experience of working with young people aged 11 – 16.	✓	
Operational knowledge of the SEND Code of Practice and statutory documents	✓	
Demonstrate impact with respect to improving outcomes or securing sustained progress for students, including those who are disadvantaged	✓	
Experience of working with parents to secure better engagement for students with their school experience	✓	

Experience of using data set to plan effective strategies to improve standards within a key stage	✓	
A measurable understanding of how effective pastoral care systems can improve academic success for all students including those who are disadvantaged	✓	
Evidence of having developed the learning capacity of students.	✓	
Evidence of continued professional development	✓	
Successful experience of leading, motivating or monitoring other members of staff	✓	
Experience of more than one school / Academy		✓
Skills and Aptitudes	Essential	Desirable
An awareness of current educational developments	✓	
Have the capability to lead others in successful school improvement and innovation	✓	
Understand the importance of high quality wraparound care and support to help all students, including those who are disadvantaged, achieve the best academic outcomes	✓	
Ability to work with academic and pastoral staff in school to safeguard the best outcomes for all students, including those who are disadvantaged	✓	
Ability to hold members of staff to account for the upholding of high standards and expectations, including for those students who are disadvantaged	✓	
Possess strong leadership and management skills	✓	
High levels of integrity and professionalism	✓	
Ability to work well in a team	✓	
Excellent ICT Skills	✓	
Ability to think originally and creatively	✓	
Possess excellent written and verbal communication skills	✓	
Enthusiasm, energy, commitment and resilience	✓	
The ability to relate positively to students, parents and other stakeholders to engage them successfully in the life of the school	✓	
Be able to build constructive working relationships with local schools and colleges, employers, the local community and the local authority	✓	
Appreciate the balance between the academic, social and emotional development of young people needed to create an excellent school	✓	
Characteristics	Essential	Desirable
Ability to work under pressure and to meet deadlines	✓	

Good sense of humour & ability to maintain a sense of perspective in all working conditions	✓	
Record of good attendance and punctuality	✓	
Good organisational skills and high levels of self-motivation	✓	
Passionate belief in the ability of every student to achieve	✓	

Behaviours and expectations:

All staff members are expected to adhere to and promote professional standards including the Trust and Parkside's 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