



Job Description

Role	Curriculum Leader for Technology & Art	School/Department	River Academy
Grade	MPR/UPR plus TLR 2b (TLR fixed term, will be reviewed 31 August 2027 at that time in the context of the growth of the school)	Reports to	Deputy Headteacher
Purpose	<p>The specific responsibilities of the role will be reviewed annually in the context of a growing school and may be amended in discussion with the postholder.</p> <p>In addition to the requirements of a main scale/UPR teacher (as appropriate):</p> <ul style="list-style-type: none">• Developing, alongside Trust leadership, the curriculum intent for Technology and Art at River Academy.• Leadership of the curriculum implementation for Technology and Art at River Academy.• Contributing to the wider development of whole school curriculum intent and design, modelling best practice and expertise in curriculum design and implementation to other curriculum leaders.• Contributing to curriculum planning and assessment as appropriate within the school and wider Trust.• Line managing staff and TLR holders in the Technology and Art teams, and other staff as appropriate.• Ensuring that monitoring, evaluation and professional coaching is effective in supporting staff performance, academic standards and the personal development and wellbeing of the students.• Writing and enacting Development Plans to address identified priorities.• Ensuring compliance with Health and Safety requirements within the subject areas.		
Scope	Staff responsibilities:	Financial Accountability:	
	Line management of the Technology and Art teams (and others as directed by the Headteacher)	Departmental budget	



Key accountabilities	<ul style="list-style-type: none">• The standards reached by all students including the disadvantaged, those with special needs and the more able in the subject throughout each key stage.• The reduction and/or removal of any differences in performance of groups of students.• The standard of teaching, learning and assessment in the subject.• The development of a positive and aspirational team which contributes positively to the culture and ethos of the whole school/Trust.• The consistent implementation of school policy in the subject.• The effective use of resources
Relationships	The postholder will build positive, professional relationships with a wide range of stakeholders, including Trust and school leaders, colleagues across Maiden Erlegh Trust, students, parents and carers, plus external partners. These relationships are central to creating a collaborative, supportive environment that enables shared success and strong outcomes for all.
Supporting Maiden Erlegh Trust	The postholder may occasionally support other Maiden Erlegh Trust schools, promoting collaboration, professional growth, and the sharing of effective practice. This cross-Trust work provides opportunities to learn from colleagues, contribute to improvement initiatives, and strengthen our community.
Main duties and accountabilities	<p>The specific responsibilities of the role will be reviewed annually in the context of a growing school and may be amended in discussion with the postholder.</p> <p>Initially, the postholder will be responsible for:</p> <p>Leadership and management</p> <ul style="list-style-type: none">• The engagement of students and staff with the Trust values and ethos.• The implementation of school and Trust policy and regulations regarding behaviour, classroom routines, presentation of self and work, attitudes to learning and punctuality.• Sharing strategic leadership of the school with other middle and senior leaders and attending and participating positively in relevant meetings and discussions.• Adopting a collaborative approach with other middle leaders to ensure that teaching, learning and assessment as well as behaviour management are consistently led across the school.• Implementing school policies relevant to the subject including those relating to behaviour, homework and assessment.• Contributing to departmental recruitment and induction in a timely way, ensuring that all statutory



requirements are met.

- Leading whole school CPD as appropriate.
- Ensuring that monitoring and evaluation is effective in terms of staff performance, academic standards and the personal development and wellbeing of the students.
- Ensuring that staff are properly appraised (within the timescales given) through the agreed performance management systems and that appropriate training is provided to meet identified needs and/or professional development aspirations. This includes the accurate, and continuous evaluation of staff performance, and when necessary, following the capability procedure.
- Supporting the development of ECT's within the department to support the growth of the team going forward.
- Contributing to team meetings so that the focus is on classroom practice and staff development in line with the Team Development Plan and School Improvement Plan.
- Contributing to Team Development Plans to address the identified priorities and to feed into the School Improvement Plan.
- The organisation and evaluation of departmental events e.g.: walk through mocks, theme days.
- The proactive and positive communication with staff, students and parents using a variety of different media.
- The provision of information required by the Headteacher or member of the School Leadership Group.
- Undertaking agreed duties before and after school and during unsupervised time.

Student outcomes

- Ensuring that all students make the best possible progress from their starting points and that any differences in performance are identified early and actions are taken to reduce them rapidly.
- Reviewing performance critically and constructively at each data point and after examinations so that effective development strategies are implemented rapidly.
- Working closely with the Senior Leader responsible for the line and standards management of the subject to ensure that students are supported, intervened with and challenged in an effective and timely way.
- Students are enthused by the subject and show pride in their participation, presentation and work generally.
- Contributing to the school's Electives (enrichment) programme.



Quality of teaching, learning and assessment

- Ensuring the quality of teaching and delivery of lessons across the department is consistently highly effective.
- Identifying best practice and ensuring that this is shared across the team.
- Identifying underperformance and intervening early with colleagues who need support.
- Ensuring homework is set in line with school procedures and that it is meaningful, stimulating and challenging.
- Managing necessary adjustments to teaching and learning with respect to any curriculum or specification changes.
- Ensuring that assessments in all year groups are standardised (internally and externally) and that current attainment and predictions are accurate.
- Ensuring that students receive appropriate feedback in a variety of forms such they understand and act on advice regarding how to improve in the subject.
- The supervision of internal examinations and supporting the examinations administrator in the organising of external (when applicable) and internal examinations.
- The shared responsibility, with the other middle leaders, for the care of the internal and external environment of the school(s), health and safety of students.
- Keeping up to date with latest pedagogical research and developments and benchmarking the team's practice against best practice in school and in other establishments.

Behaviour, attendance and safety

- Ensuring the culture and ethos in the department is in line with that of the Trust – calm, purposeful, positive and aspirational.
- Supporting departmental staff to take full responsibility for the conduct, behaviour for learning and attendance/punctuality in their groups.
- Ensuring student effort, commitment and progress is recognised through the use of commendations, certificates, letters of praise, and meetings with senior staff.
- Monitoring and acting on the detailed record of incidents which occur within the department and ensuring that all staff follow the Behaviour, Anti-Bullying and Equalities policies consistently.



	<ul style="list-style-type: none">• Ensuring compliance with Health and Safety, Safeguarding and Equality requirements within the subject area.• Ensuring that curriculum areas are appropriately supervised during unsupervised time.• Being a form tutor
Other requirements and responsibilities	<ul style="list-style-type: none">• Enhanced DBS clearance required.



Person Specification

Role	Curriculum Leader for Technology & Art	School/Department	River Academy
Qualifications, training and education	<ul style="list-style-type: none"> • Good quality honours degree. • PGCE, or equivalent, in secondary education. • QTS. 		
Skills and abilities	<ul style="list-style-type: none"> • Strong subject knowledge. • An understanding of what makes outstanding teaching and learning, and the ability to put this into practice. • An ability to use data to monitor student progress and inform curriculum planning. • Familiarity with ALPS data. • An understanding of best practice when quality assuring the work of the department. • The ability to put effective intervention in place for under-achieving students. • An understanding of the qualities of a successful scheme of work and the key principles of assessment. • The ability to coach and mentor other teachers. • An ability to forge good working relationships with staff and students. • Organisational skills. • Knowledge and understanding of current developments in subject teaching and also of wider educational issues. • Well-developed behaviour management skills. • Ability to work hard under pressure. • Able to prioritise to meet deadlines. • Committed to continued personal development. • Commitment to contribute to the wider life of the school. 		
Requirements specific to the role	<p>All staff and volunteers are expected to be committed to safeguarding, equality and promoting the welfare of children and young people.</p> <p>To ensure awareness of local safeguarding policies and procedures and to report any concerns or information received as required</p>		

Maiden Erlegh Trust retains the right to implement changes in job descriptions and person specifications to reflect changes in the demands of the post. Where this is necessary this will be done in consultation with you.

Signed: Post holder	
Date:	



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