



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

# Role Profile

Curriculum Leader of  
History

Astrea Academy  
Netherwood

## **ROLE SPECIFICATION**

<b>Academy / Department</b>	Astrea Academy Netherwood
<b>Post title</b>	Curriculum Leader of History
<b>Responsible to</b>	Assistant Principal
<b>Full time Salary</b>	£33,235 to £52,064, plus TLR 2F (£8,610)
<b>Pro-Rata Actual Salary</b>	N/A
<b>Working Pattern</b>	Full Time 52 weeks per year
<b>Pension</b>	Teachers' Pension Scheme
<b>Working Hours</b>	Monday – Friday 32.5 hours
<b>Line Management Responsibility</b>	Yes

## **ROLE SUMMARY**

Curriculum Leaders in collaboration with others, are accountable for the standards of attainment and progress of students, the quality and delivery of the curriculum and the professional performance of the staff they line manager.

## **MAIN DUTIES & RESPONSIBILITIES**

### **Knowledge and Understanding**

Curriculum Leaders will have knowledge and understanding of:

- ★\* The academy's aims, priorities, targets and action plans.
- ★\* The relationship of the subject to the curriculum as a whole.
- ★\* Any statutory curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress.
- ★\* The characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
- ★\* The implications of the Code of Practice for Special Educational Needs for teaching and learning and liaising with the SEN department.

### **Planning and Setting Expectations**

Curriculum Leaders will:

- ★\* Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching.
- ★\* Establish, with the involvement of relevant staff, short, medium and long term School Improvement Plans for the development and resourcing of the subject, which contribute to whole academy aims, policies and practices including those in relation to behaviour, equal opportunities, training and development.
- ★\* Identify realistic and challenging targets for improvement based on a range of comparative information and evidence, including the attainment of students.
- ★\* Ensure that all those responsible for putting plans in to action, understand the targets, the timescales and criteria for success.

- ★\* Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs.
- ★\* Ensure that academy routines are adhered to by staff and that deadlines are met by all.

### **Leadership of Teaching & Learning**

Curriculum Leaders will ensure:

- ★\* Appropriate curriculum coverage and homework, continuity and progression in the subject for all students, including those of high ability and those with special educational, or linguistic needs.
- ★\* That curriculum coverage also effectively develops students' literacy, numeracy and ICT skills and contributes to students' understanding of Spiritual, Moral, Social and Cultural (SMSC) responsibilities as citizens in modern Britain and upholds the British Values.
- ★\* Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students.
- ★\* That work is set and classes organised when subject area staff are absent; setting work and organising classes in emergencies.
- ★\* That they take a lead role in the management of student behaviour in the curriculum area.
- ★\* That teachers apply the academy and curriculum area management of student behaviour policies.

### **Managing Own Performance and Development**

Curriculum Leaders will:

- ★\* Take a proactive approach to professional development and to participate in training opportunities, and other learning activities as required including participation in the academy's Appraisal and Probationary procedures.
- ★\* Attend and actively participate in regular team and academy meetings.
- ★\* Prioritise and manage own time effectively to balance all the demands made in this role.
- ★\* Strive to achieve challenging professional goals.
- ★\* Be a self-critical and reflective practitioner.

### **Leading & Liaising with Staff & Other Adults / Agencies**

Curriculum Leaders will:

- ★\* Help staff to achieve constructive working relationships with students.
- ★\* Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities, delegating tasks, evaluating practice; and developing an acceptance of accountability.
- ★\* Implement and lead where appropriate the academy policies on Probation, Appraisal and Capability to develop the personal and professional effectiveness of teachers.
- ★\* Lead professional development through example and support and coordinate the provision of high-quality professional development by methods such as

- coaching and drawing on other sources of expertise as necessary.
- ★\* Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status and academy expectations.
  - ★\* Advise and be fully involved in the process of appointing new staff to the subject area.
  - ★\* Develop and implement a range of strategies to monitor teaching and learning.
  - ★\* 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.
  - ★\* Develop opportunities for effective links with outside learning experiences within the subject area, for example, fieldwork, speakers, industrial visits to enhance teaching and develop the students' wider understanding.
  - ★\* Communicate effectively, orally and in writing with senior leaders, parents, governors and appropriate agencies.

## **Managing Resources**

Curriculum Leaders will:

- ★\* Establish staff and resource needs and advise senior leaders of likely priorities for expenditure and allocate available resources with maximum efficiency to meet the objectives of the academy and subject plans and achieve value for money.
- ★\* Deploy, or advise senior leaders on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise.
- ★\* Maintain and ensure the efficient use of existing resources, ensuring all members of the subject area are familiar with these, and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the academy.
- ★\* Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject.
- ★\* Ensure that there is a safe working and learning environment in which risks are properly assessed.

## **Professional Expectations**

Curriculum Leaders will:

- ★\* Uphold the Trust's ethos and expectations of professional standards as exemplified in the Staff Code of Conduct and Teachers' Standards.
- ★\* Be aware of and comply with all academy and Trust policies and procedures, especially those relating to safeguarding/child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- ★\* Ensure that the Principal, senior leaders and Trustees are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.
- ★\* Be innovative in all aspects of the role - to find more efficient/effective ways of undertaking activities, provision of teaching and learning within the curriculum; to make cost savings; find solutions for difficulties faced by students, challenges

- and change, etc.
- ★\* Contribute to the development of academy policy and oversee its implementation.
  - ★\* Work collaboratively with other curriculum and subject leaders to maximize student outcomes and to develop the policies and practices of the academy.
  - ★\* Undertake other duties and responsibilities as required from time to time commensurate with the grade of the post.

*This list is not exhaustive.*

## **PERSON SPECIFICATION**

	<b>Essential</b>	<b>Desirable</b>
<b>Education and Training</b>		
Qualified Teacher Status	•	
Good Honours Degree	•	
Evidence of outstanding teaching	•	
Personal success in delivering strong academic outcomes across Key Stages 3 and 4.	•	
<b>Experience</b>		
Expertise in the teaching of History including evidence of excellence in own work as practitioner	•	
Experience of managing a team successfully, or a willingness to undertake training in this area	•	
Experience of monitoring and evaluating aspects of teaching and learning and/or performance management	•	
Evidence of active cross curricular input and involvement		•
Involvement in sharing expertise through teacher trainee mentoring or in-service training		•
<b>Knowledge</b>		
Secure knowledge of National Curriculum/GCSE syllabus	•	
A thorough understanding of current educational issues	•	
Ability to formulate clear and effective mid and long term plans	•	
An understanding and commitment to the protection and safeguarding of children and young people	•	
<b>Professional Skills</b>		
The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach were necessary to achieve the desired outcome	•	
The ability to manage change effectively	•	
High level personal IT skills and the ability to use these	•	

effectively in a range of situations		
Ability to work under pressure and to deadlines	•	
High expectation of self and others	•	
	•	
<b>Personal Qualities</b>		
Confident, enthusiastic and motivated with a passion for education	•	
Commitment to self-development and continual improvement	•	
Strong relationship building skills with the ability to work as part of a team understanding Trust roles and responsibilities and own position within these	•	
Commitment to Diversity, Equality and Inclusion	•	
Ability to command credibility and respect	•	
Flexible and organised approach to work	•	
Energy, imagination, loyalty and personal commitment	•	
Inquisitive nature with sound problem solving skills, judgement and initiative	•	
Can-do attitude and solution focused approach with an ability to manage expectations	•	
Able to adapt to changing circumstances and new ideas	•	
High level of integrity with an ability to self-evaluate and reflect	•	

### **GENERAL RESPONSIBILITIES**

- ★\* Contribute to the overall aims of the Trust and Academy Improvement Plans.
- ★\* Commitment to continual learning and development of skills.
- ★\* Behave in a manner that is professional, friendly and fair demonstrating and role modelling politeness and respectfulness.
- ★\* Demonstrate an excellent record of attendance and punctuality.
- ★\* Be aware of and comply with Trust policies and procedures including but not exhaustive of:
  - Acceptable Use of IT Policy
  - Code of Conduct
  - Keeping Children Safe in Education (KCSIE 2024)
  - Child Protection and Safeguarding Policy
- ★\* Work cooperatively as part of the Trust wide staff team.
- ★\* This role profile is not exhaustive and undertaking other duties may be required.

### **THIRD PARTY CHECK**

Is this role subject to the following checks?

Disclosure Barring Service Enhanced Check (DBS)	Yes
Section 128 (S128) check	Yes

Is this role a Senior Leadership Role with management responsibility for the academy?	
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**APPLICATION PROCESS**

Due to the Education sector requirements and that we must comply with Keeping Children Safe in Education (KCSIE) an application form must be completed. We are unable to accept a CV as form of application. We recognise that our application forms are comprehensive. If you have any difficulties completing, please do contact [recruitment@astreaacademytrust.org](mailto:recruitment@astreaacademytrust.org)