



Curriculum Team Leader

Social Sciences

MPS/UPS & TLR 2b

Full Time - permanent

September 2026 start date

Be your best self



1557

Tadcaster
Grammar School



Dear potential applicant,

Thank you for expressing an interest in applying for the post of Curriculum Team Leader, Social Sciences

At Tadcaster Grammar School [TGS] we put the needs of students at the forefront of our decision making and practice. Our curricular and co-curricular offer responds to the aims and aspirations of individuals and we structure this as a 7-year experience. The school is fortunate to have a highly committed and talented staff and governing body and our students are motivated, articulate and keen to learn. TGS is a larger than average school, but we organise our pastoral systems so everyone is seen, heard and valued.

Several features of the school are likely to be of note to you if you visit. The first is the very open and welcoming nature of the school from both the staff and students. The second, the sheer variety of activities which are offered both within the curriculum and after school hours. TGS is a school with a strong reputation for looking after its students and where high standards of conduct are non-negotiable.

Our ambition for the school focuses on developing a culture where all students achieve highly whatever their background or ability. This relies on providing learning and teaching of the highest possible quality to engage, enthuse and motivate. At TGS we do not limit our definition of achievement simply to traditionally academic pursuits; we believe in developing well rounded individuals and, as such, we make a significant investment in the areas of sport, creative and performing arts.

The Social Sciences are a vibrant and highly successful part of the curriculum at TGS, with a large uptake in our Sixth Form. Students tell us that they enjoy their learning and achieve highly. As such, we wish to recruit someone who will contribute something really special to our team. We are looking for a proven and skilled classroom practitioner who can inspire, enthuse and add value. We currently offer **Psychology, Sociology** and **Criminology**, and we are hoping to appoint a colleague who can offer some, or all of these subjects from the Social Sciences suite.

If you feel you are ready for the challenge and would like to know more about the school and its activities please take a look at our website at www.tgs.starmat.uk. If you would like to speak with a member of the Social Sciences team, or arrange to visit during a school day, please do not hesitate to contact us on 01937 833466 or email k.mitchell@tgs.starmat.uk

If you choose to take your interest in the post further, I would encourage you to pay attention to the following whilst assembling your application:

- The School Vision and Values Statement
- Job description and person specification
- School performance data about the school available in the public domain

I hope the following information shapes your thinking and gives the guidance to help you apply.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I look forward to the possibility of meeting you soon.

Yours faithfully,

Mr R Vernon
Acting Headteacher

The Selection Process

The Yorkshire Learning Trust is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed. For further details about the school visit our website: [Tadcaster Grammar School](#).

If you wish to apply for the post of Curriculum Team Leader; Social Sciences, fully complete the online application form on our careers website [HERE](#), ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with email addresses).

Your Supporting Statement within the application form should be 2 sides A4 Ariel 12 point, 1.15 spacing maximum, addressing the following:

How your experience to date best fits you to the requirements of the following sections of the person specification:

- Experience
- Training
- Knowledge and skills

Please use *relevant* examples and impact measures from your practice during the last 3 years.

Please provide a 5-7-point action plan detailing the key qualities and characteristics that make an effective Curriculum Team Leader, and what outline actions you would be likely to prioritise during the first 6 weeks of the Autumn term 2026. (in tabular format).

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word. Your audience for your written work will be school staff and governors.

Remember when addressing the above, ***less is sometimes more***.

Timeline for the selection process

Post advertised	Monday 27th April 2026
Closing time/date for applications:	9am Monday 11th May 2026
Invitation to interview by telephone/ Confirmation by email:	Tuesday 12th May 2026
Selection day:	Friday 15th May 2026

Please address all return mail to Mrs R Evans (HR Advisor): tgs.recruitment@tgs.starmat.uk

Appendices

1	The School Vision and Values Statement
2	Job Description for the role of Curriculum Team Leader (Social Sciences)
3	Person Specification
4	Social Sciences Curriculum Team Information

Appendix 1: The School Vision and Values Statement

OUR VISION *(Our cause; our key belief)*

Be your best self	<p>During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should also be:</p> <ul style="list-style-type: none"> ● aware of the needs of others in their thoughts and actions; ● empowered to control their own well-being; ● able to achieve fulfilment in their current and future lives.
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OUR CORE VALUES *(These should be seen, experienced & lived)*

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the Yorkshire Learning Trust **values** of trust, openness and service. In addition:

All **staff** are expected to consistently model the following **values** which underpin everything we do, every day:

Students considered first	All of our decisions should put the needs of students first. All students will be known well, included, valued and heard.
High expectations - no limitations	We do not prejudice potential by preconceptions about individuals or groups of students.
The right curriculum experience for each student	We respond to the aspirations and needs of individual students with a broad and balanced curriculum and diverse co-curricular offer.
The best support for each student	Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.

All **students** are expected and supported to show the following **values** in everything they do in school, every day:

Ambition	To show a desire to achieve success.
Resilience	To show a determination to achieve success.
Responsibility	To take ownership for their actions and work in and out of school.
Respect	To be considerate to themselves and others.

Appendix 2: Job Description: Curriculum Team Leader

Job Description

CURRICULUM TEAM LEADER

Post Title: Curriculum Team Leader [Social Sciences]
Pay Range: MPS/UPR + TLR 2b
Line Manager: Senior Leadership Team Link

Rationale

To secure and account for effective learning, appropriate achievement and educational, social and personal progress of all students in the assigned area of responsibility, consistent with the aims of the school and the unique needs of each individual learner.

RESPONSIBILITIES AND KEY TASKS

Specific Responsibilities – All Teaching Staff

Teachers should work with their Curriculum Team Leader, whilst taking direct responsibility for the following:

- To uphold the aims, policies, procedures and ethos of the school.
- Work in accordance with the Teacher Standards (2012) [Teachers' standards](#).
- Work within the School Teachers Pay and Conditions Document
- Teach as directed throughout the school subject to appropriate training.
- To be accountable for students' attainment and achievement.
- Contribute to and implement the annual School Improvement Plan and agreed policies.
- Monitor, expect and improve progress in student learning.
- Participate in the pastoral management of the school as requested.
- Take part in appraisal procedures outlined in an agreed school policy.
- Take responsibility for their own professional development.
- Plan and deliver lessons using a range of strategies to meet students' individual learning needs.
- Have a thorough knowledge and understanding of their subject, its teaching and place in the National Curriculum and that of the school.
- Set and mark homework according to the school and subject policies.
- Mark, assess, record and report on students' achievements, setting appropriate targets for improvement.
- Meet deadlines for reporting, marking, submission of assessment data, coursework, marks and forecast grades.
- Prepare students for examinations, taking part in standardisation and moderation activities required within the subject and by examination boards.
- Contribute to the development of schemes of learning, school and subject policies as appropriate.
- Attend and contribute to appropriate meetings and professional development activities.
- Contribute to the process of subject self-evaluation and improvement planning.
- Undertake whatever other duties might reasonably be requested by the Headteacher or Curriculum Team Leader.

Specific Responsibilities – Form Tutors	<ul style="list-style-type: none"> ● Take responsibility for day to day discipline routines and attendance in the form group. ● Review and discuss students’ work and welfare, setting targets as necessary. ● Promote good behaviour and positive attitudes at all times. ● Support form, year, and house activities as appropriate.
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> ● Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate ● This Trust is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.
Health & Safety	<ul style="list-style-type: none"> ● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. ● To work with colleagues and others to maintain health, safety and welfare within the working environment.
Data Protection	<ul style="list-style-type: none"> ● Know about data protection issues in the context of your role. ● To comply with the YLT’s policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality
Equalities	<ul style="list-style-type: none"> ● Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values ● The YLT is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.
Customer Service	<ul style="list-style-type: none"> ● The YLT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment ● The YLT requires that staff offer the best level of service to their stakeholders and behave in a way that gives them confidence. Stakeholders will be treated as individuals, with respect for their diversity, culture and values

Responsibilities (Curriculum Team Leader)

In addition to the job description for 'Teacher' and 'Form Tutor', a Curriculum Team Leader takes responsibility for the following:

<ul style="list-style-type: none">● Providing clear, strategic cohesive leadership and direction in the subject area, and motivating colleagues in developing innovative strategies to enhance the quality of learning, teaching and achievement.
<ul style="list-style-type: none">● Responsibility for the Subject Improvement Plan, and Self Evaluation within the subject. Implement the Subject Improvement Plan to secure continuous improvement and quality outcomes for all students.
<ul style="list-style-type: none">● The promotion of the subject; both within the school, and across YLT schools.
<ul style="list-style-type: none">● Leading on the dissemination of good practice in Teaching and Learning and providing support for colleagues within the subject.
<ul style="list-style-type: none">● Employment, deployment and training of staff within the subject To oversee day-to-day management, control and operation of curriculum provision within the department, including effective deployment of staff and physical resources.
<ul style="list-style-type: none">● The line management and appraisal of colleagues within the subject, including managing performance, as appropriate.
<ul style="list-style-type: none">● Supporting colleagues with behaviour for learning.
<ul style="list-style-type: none">● Overseeing reporting and supporting staff to ensure the accuracy of forecast grades and exam analysis.
<ul style="list-style-type: none">● Leading Quality Enhancement (to include moderation, learning walks, work scrutinies, data analysis and student voice within the subject).
<ul style="list-style-type: none">● Contributing to any team reviews and the Subject Improvement Plan, leading and supporting with subject reviews.
<ul style="list-style-type: none">● The overall accountability for student progress, including national examination results, within the subject.
<ul style="list-style-type: none">● Devise, implement and monitor curriculum plans/maps. These should be well sequenced, coherent and fit for purpose: They should ensure they focus on consistent and effective learning and teaching to produce progression for all.
<ul style="list-style-type: none">● Leading on the implementation of adaptive teaching strategies across the subject.
<ul style="list-style-type: none">● Oversight and recording of expenditure within the subject.
<ul style="list-style-type: none">● Oversight of the subject environment, to include adherence to health and safety requirements (where appropriate).
<ul style="list-style-type: none">● The organisation and leading of regular subject meetings and curriculum development time. Lead on creating agendas and sharing action minutes.
<ul style="list-style-type: none">● Managing and staffing Subject break detentions.
<ul style="list-style-type: none">● Ensuring that work has been set for absent colleagues.
<ul style="list-style-type: none">● Attendance at Curriculum Team Leader meetings, and sharing of information from CTL meetings with colleagues in the subject area.

<ul style="list-style-type: none"> ● Co-ordinating the development and use of online teaching & learning resources, including Google Classrooms.
<ul style="list-style-type: none"> ● Managing formal and informal assessments (to include examination entries).
<ul style="list-style-type: none"> ● Interpreting, using and analysing all data (including examination results) and monitoring the progress of key groups of students.
<ul style="list-style-type: none"> ● To direct and lead appropriate intervention for identified students.
<ul style="list-style-type: none"> ● To analyse question level feedback (where appropriate and available) from external examination boards and from internal examinations, and identify any patterns to be able to improve future performance.
<ul style="list-style-type: none"> ● To ensure that the subject maintains an accurate electronic record of results (as appropriate) to ensure an accurate indication of current performance (if available).
<ul style="list-style-type: none"> ● Supporting students with and preparing students for transition points, by providing appropriate information, advice and guidance.
<ul style="list-style-type: none"> ● Promoting student recognition and rewards.
<ul style="list-style-type: none"> ● Liaising with parents at Parents' Information Evenings and subject based Parents' Evenings, and with relevant associate staff.
<ul style="list-style-type: none"> ● Confirming student grouping.
<ul style="list-style-type: none"> ● Liaising with Learning Support and Student Support, and other relevant associate staff.
<ul style="list-style-type: none"> ● Attending appropriate courses and disseminating the information gathered, as well as leading appropriate training for colleagues.
<ul style="list-style-type: none"> ● Co-ordinating enrichment activities within the subject.
<ul style="list-style-type: none"> ● Exemplifying the expectations of the Teachers' Standards, and holding colleagues to account using school and MAT policies and procedures when these standards are not consistently met
<ul style="list-style-type: none"> ● Making an active and sustained contribution to whole school policies and procedures to contribute to the highest quality student experience e.g. the Behaviour for Learning Policy, school duties.
<ul style="list-style-type: none"> ● To effectively monitor and manage the workload of colleagues.
<ul style="list-style-type: none"> ● To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
<ul style="list-style-type: none"> ● To ensure teachers in the Department complete all aspects of the target setting, assessment AND reporting cycle on time and to the highest standard.
<ul style="list-style-type: none"> ● To keep up to date with and respond to national developments in the subject area and teaching practice and methodology.
<ul style="list-style-type: none"> ● To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the line manager.
<ul style="list-style-type: none"> ● To actively monitor pupil progress across all classes within the subject area.



This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

As part of the Yorkshire Learning Trust (YLT) we pride ourselves on the work that we do supporting young people and welcome all applications. Visit the [website](#) for access to our recruitment policies.

The YLT is committed to equality, and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.

More information can be found on the YLT website [HERE](#)

Appendix 3: Person Specification

Essential upon appointment	Desirable on appointment
Knowledge & Skills	
<ul style="list-style-type: none"> ● Thorough knowledge and understanding of the subject and how it can be effectively taught across the spectrum of age and ability. ● Good knowledge of curriculum development and improvement in your subject area, together with a willingness to contribute to schemes of learning. ● Confident about using data systematically to evaluate performance, together with an ability to monitor and assess progress and provide feedback to students. ● Proven, excellent teaching and classroom management skills and an ability to relate well to and motivate <i>all</i> students. ● An understanding of how students learn and improve their skills, knowledge and understanding. ● Excellent verbal, written and communication skills ● Understanding of current research into teaching and learning, and can demonstrate how this has been used in the classroom 	
Qualifications & Experience	
<ul style="list-style-type: none"> ● Qualified teacher, with a proven track record of good or better teaching ● Excellent classroom practitioner with a relevant degree (or equivalent) and experienced subject specialist to the 11-18 age group. ● Understanding of the importance of the planning, delivery, assessment cycle. ● Able to demonstrate a variety of approaches to teaching and learning. ● To have a clear understanding of the National Curriculum and its application. 	

Personal Qualities

- A professional approach to all aspects of the role as per the [Teachers' standards](#)
- A willingness to model the core staff values of the school.
- Demonstrates enthusiasm, drive and energy to achieve results.
- Make a positive contribution to the wider life and ethos of the school, including extracurricular activities.
- Commitment to work as part of a team.
- Ability to filter, judge and act decisively.
- Ability to work in a way that promotes the safety and wellbeing of children and young people.
- Flexible, able to cope with change.

Other Requirements

- Enhanced DBS Clearance.
- Ability to use initiative and take responsibility for own Continuing Professional Development.
- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours and attitudes.
- Ability to use authority and maintain discipline.
- An empathy for equality & diversity.
- The ability to converse at ease with stakeholders and provide advice in accurate spoken English.

Appendix 4: Additional information about the Social Sciences Department

Job Title: Curriculum Team Leader (Social Sciences)

Staffing

Katie Mitchell	Curriculum Team Leader for Social Sciences
Hazel Brooksby	Teacher of Psychology
Louise Bland	Teacher of Sociology / History
Ros Knapton	Teacher of Criminology

Accommodation & Resources

- Social Sciences are based within the Sixth Form Block with bespoke teaching rooms equipped with projectors and teaching resources.

Curriculum Intent Statement

Our Social Sciences curriculum aims to develop critical, informed learners who can understand and evaluate the social world. Through subjects such as psychology, sociology and criminology, students explore how individuals, groups, and institutions shape society.

Students build secure theoretical knowledge while developing the ability to analyse evidence, construct arguments, and engage with contemporary issues such as inequality, crime, and social change. The curriculum promotes independent thinking, resilience, and respect for diverse perspectives.

Ultimately, we prepare students for higher education and careers in fields such as psychology, education, law, and public services, while fostering a lasting interest in society and human behaviour.

Key Stage 5 Curriculum Details

We currently offer students Psychology, Sociology and Criminology

- Edexcel Psychology A level
- AQA Sociology A level
- WJEC / Eduqas Criminology Level 3 Diploma

Full curriculum details can be found on the school website [HERE](#)