



# Curriculum Leader for A level Physics

## TLR 3 £1055

A Level Physics was added to the curriculum in September 2023. The college now seeks to appoint a passionate subject specialist to lead and further develop this course as the college goes through a period of sustained growth. You will join a highly collaborative team of science teachers who work together effectively to share best practice and ensure our students get the very best. A full time applicant would also be required to teach the physics based units on the BTEC Level 3 Applied science course with a 50/50 split between A Level and BTEC teaching.

### Job Description

The Curriculum Leader will report to a Curriculum Manager or a Director of Curriculum. They do not themselves line manage other staff but may lead and organise the day to day work of others, working within the curriculum area they are accountable for.

Where teachers within the curriculum area are not meeting the expectations of their role, the Curriculum Leader will bring this to the attention of the line manager who will be responsible and accountable for supporting and challenging these individuals and ensuring that expectations are met

In order to enable the Curriculum Leader to complete their role, they must have access at all times to student's work such as class files, assessment folders and google classrooms without notice to enable them to effectively monitor quality within the subject. They may also visit classrooms within the subject area without notice.

The Curriculum Leader will be the 'subject expert' and will support the development of best practice pedagogy and general classroom practice for teachers who teach within their subject.

1.1 In addition to the general responsibilities of a classroom teacher, the *Curriculum Leader* is responsible for

- leading the pedagogical approach within the curriculum area
- communicating key updates about the subject to both teachers within the subject and leaders outside of the area
- quality assurance of the subject under the direction of their line manager
- leading improvements and developments where needed
- directing supply staff in the absence of a subject teacher
- planning appropriate cover when a colleague is unable to do so
- monitoring colleagues' progress through the curriculum plan and the quality student work so that they can raise concerns if needed to the line manager

1.2 They are accountable for

- the design of subject policies and the quality of key resources that help ensure the quality of teaching, learning and assessment within the subject area
- ensuring those teaching in the subject have the necessary knowledge of the content and assessment requirements for the qualification to effectively support students to succeed
- ensuring that effective intervention takes place where needed to ensure all students within the cohort achieve, including taking action to ensure that College systems are being used properly to support and challenge students studying the subject where needed
- ensuring that subject level development objectives are met /other required improvements are put in place
- ensuring elements of the college development plan which are applicable are met
- ensuring course level CEIAG requirements are met and that the curriculum provision enables students in this area to engage with a range of employers and universities that are appropriate for students interests and ability
- ensuring the curriculum is enriched beyond the requirements of the specification

Specifically, they are accountable for the quality of documentation of

- curriculum plans
- subject level teaching, learning, assessment and support materials/resources
- internal verification/standardisation or moderation
- self assessment report and quality improvement plan
- data meetings
- curriculum reviews

and should seek guidance or support from their manager as required.

*(please refer to the expectations of 'teachers' who are responsible for creating and collaborating towards the production of these documents)*

1.3 In addition they are responsible for

- Coordinating the checking of exam entries/registrations across the subjects are made on time and are correct, including the management of any resits
- Ensuring clear communication with students and parents regarding examination/controlled assessments, including dates, regulations and fees
- Ensuring that any internal or external verification processes meet the requirements of the exam board (this includes ensuring yourself and colleagues are adequately trained)
- Ensuring the standardisation and moderation of marking for assessments that are delivered across the cohort
- Ensuring that sufficient checks are in place to identify the use of plagiarism or undeclared use of AI and where they are that the college policy is followed
- Ensuring that cours(e) materials are standardised within the course and meet the expectations of the College, including storage and sharing of teaching materials
- Monitoring the implementation of college policies relating to the student experience in a classroom, in particular around assessment, marking and feedback within the subject
- Promoting our shared vision and values within the curriculum area
- Ensuring that communication regarding academic concerns or classroom conduct happens promptly and professionally, providing support to colleagues where needed, for example by supporting at a meeting or preparing for a phone call
- Creating sufficiently robust systems to ensure

- effective assessment throughout the year, enabling the identification of gaps and subsequent actions to close them
- accurate PI/Mock data, including for shared groups/subjects with multiple cohorts
- Promoting the academic area at internal and external recruitment events and by direct outreach to schools, including working creatively to design and deliver new outreach events to support the further growth of the subject area
- Co-ordinating the checking and updating of marketing materials such as the prospectus entry for the curriculum area

#### 1.4 Wider Duties

At times a Curriculum Leader may be asked to lead meetings and CPD for the subject area and to support the professional development of junior colleagues or non subject specialists.

They may also be asked to help with course change requests and progression decisions, including providing support at meetings with parents and students under the guidance of the Director of Curriculum.

Where a subject network exists within our Trust or local area, the curriculum leader may be required to attend

#### 1.5 Where a colleague is required to act as Lead IV

Some teachers will also act as Lead IV for their Course. In this instance, they are bound to meet the requirements set out by Pearson and the College BTEC handbook.

The following checklist may be helpful and further guidance can be given by the Centre Quality Nominee

- To register all students on the BTEC qualifications (NQF) with examinations officers. Ensure students' registration is correct and students are entered for exams and resits in a timely manner
- Create 'BTEC mark books' to allow assessors to record the grades for each assignment achieved by each learner.
- To create and update assessment plans and quality assure the assessment plans for other teachers
- Manage marking and IV across the department to enable staff to have some remission to mark and IV work
- To ensure that staff are using the current assignment briefs as published by Pearson.
- To ensure assignments are issued, submitted and marked in accordance with the assessment plans to ensure consistency of marking
- Register as Lead IV, accessed through Edexcel Online on an annual basis
- Ensure that Google Classrooms are set up appropriately for each cohort/ qualification. LIV should have access to every Classroom for QA and for ease of use in any situation of transition of staff.
- Production of quality assurance and best practice documents such as IV trackers and criteria tracker.

- Ensuring teachers are aware of Pearson rules in regard to assessment and feedback and are following these rules (Checked via IV process, weekly meetings, induction of new staff).
- Delivery of standardisation training to the department to ensure consistency of marking and a holistic IV process.
- Keep evidence of the standardisation process for your team.
- Share information about standards with other internal verifiers and assessors to ensure that assessment across the centre is to national standards.
- Ensure that records of assessment and verification and current learner work are available for scrutiny by Pearson on request.
- Sign the Lead Internal Verifier Declaration to confirm that samples sent for standards verification are complete, accurate and authentic.
- Prepare for and participate in the QRD visit as directed by the Quality Nominee.
- Attend training in Centre with QN and meetings
- Support other Lead IVs through sharing of best practice and feedback to leadership to help us all improve the quality of the provision we provide
- Support new staff with induction into BTEC QA processes and policies to ensure they are able to work effectively and efficiently
- Coordinate the 'sign off' process for students who have completed the course at the end of the year.
- Where requested, authorise a maximum of one opportunity for any learner to resubmit work for internally assessed units following summative assessment, if requested and ensure that this is recorded
- Ensure that any late submissions are recorded

## Curriculum Leader - Person Specification

	<b>Essential</b>	<b>Desirable</b>
Qualifications, Educational and Training	<p>Degree and teaching qualification in the relevant subject.</p> <p>At least 3 years teaching experience</p> <p>Commitment to CPD both personal and for others.</p>	Further professional qualifications.
Relevant Experience		Evidence of a contribution to areas such as the wider curriculum and the extended curriculum.
Knowledge, skills and abilities	<p>Excellent classroom practitioner with a real passion for the subject and an ability to communicate that passion.</p> <p>Very good oral and written communication skills.</p> <p>Ability to work as part of the team.</p> <p>Ability to plan, organise and adapt.</p> <p>Excellent IT skills.</p>	
Other skills and abilities	<p>A belief in the ethos of the College.</p> <p>Commitment to care and support for every student in the College.</p> <p>Flexibility and willingness to be involved in the developing College and at times to be in College outside College hours.</p> <p>Willingness to be involved in and support the work of the Co-op Academies Trust</p> <p>Commitment to the responsibility for and practices concerned with the safeguarding and promoting the welfare of young people.</p>	

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*encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.*



## Teacher of Physics and BTEC Applied Science

### Subject Specific Responsibilities

In accordance with college policies and agreed ways of working each teacher is responsible for following the agreed College approach to teaching, learning, assessment and classroom culture/expectations. Specifically they must

#### 1.1 Knowledge and skills

Keep up to date with curriculum changes in the subjects which they teach  
Maintain high levels of subject knowledge, being aware of changes that have developed through new research or changes to methodologies  
Keep up to date with best practice pedagogy in the subjects which they teach  
Keep up to date with the assessment requirements of their courses and information from their exam board  
Be reflective about their teaching practice, open to feedback and always seek to improve what they do

#### 1.2 Ensuring quality in the Curriculum

Actively participate in curriculum area meetings and contribute collaboratively to the completion of

- curriculum plans
- subject level teaching, learning, assessment and support materials/resources
- internal verification/standardisation or moderation
- self assessment reports and quality improvement plans
- data meeting documentation
- curriculum review documentation

Work to deliver a teaching and learning experience for students that is informed by best practice and seek guidance from colleagues where needed  
Apply effective strategies to support individuals and groups of students who are identified as *SEND, Disadvantaged or Vulnerable* in order to ensure that they meet or exceed their targets. Monitor the impact of these strategies; adapt and develop them when necessary to ensure the best outcomes for each student.

#### 1.2 Planning and delivering the Curriculum

Plan and deliver lessons and assessments according to the subject curriculum plan and notify the curriculum leader if you are unable to keep to the proposed schedule

Plan and deliver lessons that, where possible, support and reinforce key learning or concepts from the College CORE curriculum, CEIAG priorities or EDI calendar  
Mark and provide feedback in accordance with the College policy

Support and enable students to organise their folders and notes according to the agreed policy for the subject/curriculum area

### 1.3 Monitoring, assessment, intervention and reporting

Monitor and be accountable for student attainment, progress and conduct in accordance with the College's policies.

Assess work and form accurate judgements about the students level of attainment in line with agreed policies of the subject/curriculum area

Complete data drops according to the guidance given, working collaboratively where needed for shared classes

Ensure reporting of the students' progress is prompt, professional and informative with clear targets set.

Apply effective strategies to support individuals and groups of students who are underperforming or who need additional support in order that they meet or exceed their targets.

Liaise with parents/carers to offer feedback, information and guidance to ensure the students gain maximum benefit from the learning opportunities and the support you provide

Promptly and professionally raise concerns about student academic habits, progress and attainment in line with College policies and provide support where needed

Promptly and professionally raise concerns about student conduct, attendance and punctuality, wellbeing, safety or learning needs

Complete promptly your part in 'contracts' or other supportive monitoring or intervention processes for students

### 1.4 The learning environment

Update and maintain classroom displays to support learning and promote subject areas successes to current and prospective students

Take care of classroom resources, report faults and order new materials as required to ensure the best learning experience and environment for our learners

### 1.5 Enrichment

The organisation of departmental visits and excursions in accordance with College policies

The organisation of guest speakers or other enriching experiences that enhance the curriculum experience, student understanding of the subject or that inspire further study/career routes

### 1.6 Student Recruitment

Support as directed with the production of recruitment/keep warm materials such as the prospectus page for your subject area

Support as directed at recruitment events

Ensure high quality experiences for students visiting the college for open events, taster days and interviews

Look for opportunities to form relationships with subject colleagues in feeder schools to support with marketing and recruitment to the College  
Maintain a record of destinations of former students from their subject and promote their successes as part of the marketing and recruitment of their subject area

## General expectations and responsibilities

The post holder must

### 2.1 Being professional

Know the policies and expectations that apply to you in your role and as an employee of Connell Co-op College

Keep up to date with all key communications, policies and guidance from your line manager/team, the College and the Trust (*key regular comms include Central Updates & the Friday Notes*)

Complete your P&PDR documentation according to the guidance and deadlines given

Seek support and guidance from your line manager or other expert colleagues when you need to regarding your day to day work, workload or wellbeing.

Actively participate in CPD provided by the College and seek out other CPD opportunities that support our own development and that of the College as well all seek to improve the work we do

Attend meetings and CPD promptly and actively participate

Respond promptly and professionally to emails and telephone calls and seek support from a line manager if a communication or situation has become difficult

### 2.2 Safeguarding

Be vigilant in safeguarding our students by

- reviewing policies and key updates that are provided annually to all colleagues
- keeping up to date with the college SG CPD cycle
- following our agreed ways of working in reporting concerns
- raising 'low level concerns' about colleagues to the Principal

### 2.3 The environment and culture

Maintain high expectations of students and clear professional boundaries at all times, modelling the behaviour we expect all students and colleagues to exhibit in the workplace

Do their part to ensure that all College policies are adhered to and consistently implemented and where they are not, to raise concerns promptly and professionally through the line management structure

Ensure all areas of the College are maintained to a very high standard, reporting faults promptly and through the correct process

Report accidents and near misses for themselves and others

Maintain their working environment/classroom/shared use spaces to a high standard ensuring a pleasant and professional environment for all

Support, through their subject specialism or personal interests, the wider curriculum and extra curriculum of the College.

Do their part to create a culture of a safe working and learning environment for all

Take action to always promote equality, diversity and inclusion

Attend and fully participate in College events and activities as directed



Work with colleagues, students and other stakeholders according to our ways of being (list) and co-operative values (list)

#### 2.4 Our brand

Promote and publicise the work and achievement of the colleagues and students in the subject, the wider Curriculum Area and the College in general

Do their part to support with recruitment to the College

Follow brand guidelines for all communications - written and verbal

#### 2.5 quality assurance and improving what we do

Take an active part in any quality assurance processes related to your area of work to help us find ways to improve what we do

Contribute to, and where directed take responsibility for, self assessment and quality improvement documents for their area of work

Support with and do their part to enable the College to meet it's quality improvement plan objectives

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## Person Specification

	Essential	Desirable
Qualifications, Educational and Training	<p>Degree and teaching qualification in the relevant subject.</p> <p>Commitment to CPD both personal and for others.</p>	Further professional qualifications.
Relevant Experience	<p>Experience of teaching the subjects listed for the advertised role</p> <p>A NQT will be considered. However, a NQT will need to demonstrate clear strengths that compensate for lack of experience.</p>	<p>Experience of teaching more than one subject offered by the College</p> <p>Evidence of a contribution to areas such as the wider curriculum and the extended curriculum.</p>
Knowledge, skills and abilities	<p>Excellent classroom practitioner with a real passion for the subject and an ability to communicate that passion.</p> <p>Very good oral and written communication skills.</p> <p>Ability to work as part of the team.</p> <p>Ability to plan, organise and adapt.</p> <p>Excellent IT skills.</p>	
Other skills and abilities	<p>A belief in the ethos of the College.</p> <p>Commitment to care and support for every student in the College.</p> <p>Flexibility and willingness to be involved in the developing College and at times to be in College outside College hours.</p> <p>Willingness to be involved in and support the work of the Co-op Academies Trust</p> <p>Commitment to the responsibility for and practices concerned with the safeguarding and promoting the welfare of young people.</p>	

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