

TONBRIDGE GRAMMAR SCHOOL JOB PROFILE

Job Title:	Curriculum Director 10-11
Job Holder:	
Line Managed By:	Assistant Head Teacher (Strategic Lead 10-11)
Date:	Revised March 2023
TLR:	2c + 10 periods a fortnight

Job Purpose

To build and maintain the TGS student experience in line with the school vision: to ensure the successful implementation of the curriculum, to secure outstanding progress and attainment for all students.

To liaise with the examinations officer in order to support the examination process for GCSE's and mock exams.

To lead the Assistant Curriculum Director and support them to quality assure the Learning Mentor programme and delivery.

Key Areas of Responsibility and Impact:

- To lead the development and implementation of the academic and co-curriculum in years 10-11.
- To ensure there is a positive student experience for students in year 10-11.
- To oversee the Learning Mentors in Year 10-11 with the Assistant Curriculum Director.
- To support the Attendance officer with student attendance and the wellbeing team with managing behaviour.
- To lead the development and implementation of HSEE through the Learning Mentors.
- To support retention of students into the IB Diploma Programme.
- To develop the leadership skills of the Assistant Curriculum Directors 10-11 to ensure succession planning.

Academic Curriculum:

- To work with the MYP Coordinator to ensure that the development of AtL skills and IB Learner Profile attributes is embedded.
- To work with the MYP Coordinator to oversee, assess for impact, review and refine students' Service as Action through the year.

Student Progress:

- Coordinate and lead RAP Meetings to ensure the appropriateness and timeliness of intervention strategies employed by Subject Leaders, providing support and holding Subject Leaders to account as necessary.
- To manage all assessment and reporting processes including: quality assurance, collection and integrity of data in line with the school's AfL Policy.
- To lead the analysis of performance data to secure outstanding progress for all students.
- To lead the systems of day to day academic monitoring, tracking and intervention to identify students requiring support across the curriculum in order to secure outstanding progress for all students.
- To lead the effective and timely implementation of intervention strategies to challenge under-achievement in sub-groups including: SEN, SWAN, lower attainers, EAL and G&T students.

- To collaborate with the SENCO to ensure the effective implementation of support programmes and monitoring of students with specific educational needs and those receiving Pupil Premium.
- To monitor in collaboration with the member of staff in charge of Pupil Premium, implementation of support programmes for these students.
- To manage the 10-11 prefects.

Student Experience:

- To review and refine the implementation of the curriculum including: homework and assessment policies to ensure that timings and types of assessment/homework support student well-being and have a direct impact on progress.
- To quality assure the student experience for consistency in years 10-11 to ensure smooth transition into, through and out Key Stage 4.
- To support the GCSE options process working with the Curriculum Director 7-9.
- To monitor Service Learning opportunities in the curriculum.
- To manage and assess the impact of the co-curriculum programme to develop the Learner Profile skills and attributes .
- To work with the AHT for co-curricular provision to manage the allocation of school visits across years 10-11 and assess the impact.
- To support the 10-6 programme, working with the Director of Sixth Form.
- To support the Director of Sixth Form with events relating to IBDP student recruitment and retention.

Behaviour:

- To secure and maintain the highest standards of behaviour and discipline within the school community.

Learning Communities:

- To lead the Learning Mentor programme across years 10-11
- To quality assure the provision from Learning Mentors to secure effective tutoring providing support and holding Learning Mentors to account as necessary
- To lead the Learning Community teams to ensure that Learning Mentors monitor and review their mentees attainment, well-being, attendance, punctuality and behaviour. To liaise with Subject Leaders to this end as appropriate.
- To design the HSEE Programme in years 10-11 to ensure development of skills across the 2 years and appropriateness of provision.

Information Sharing:

- Provide management information to the Strategy Group.
- To build and maintain effective relationships with all stakeholders including parents.
- To lead communications to parents: Curriculum Information Evenings, Consultation Evenings, Student Reports, Curriculum Guides, the School Website and Parent Bulletin.
- To develop and maintain a positive ethos amongst students with relation to the IBDP and MYP at TGS.
- To support the realisation of school retention targets for the Sixth Form.
- To collaborate with the Sixth Form Team to support academic transition into Year 12.
- To deliver assemblies.

Leading and Managing Staff:

- To line manage the Assistant Curriculum Directors for years 10-11, Student Advisors 10-11 and delegate duties as appropriate.

- To develop the leadership skills of the Assistant Curriculum Directors of years 10-11 to ensure succession planning.
- To lead the Learning Mentor teams in years 10-11 and monitor the implementation of the Learning Mentor Programme, providing support and holding staff to account as necessary
- To manage the reporting process including: quality assurance, collection and integrity of data in line with the School's AfL Policy.

Resource Management:

- To lead the Year 10-11 Development Plan.
- To secure and allocate resources to support student experience.
- To plan financially for best value and monitor expenditure.
- To manage the budget for the HSEE programme.

Quality Assurance:

- To monitor standards of attainment and behaviour.
- To monitor, evaluate and review intervention strategies.
- To support, monitor and promote the school ethos.
- To monitor, evaluate and review the implementation of school policies including: Behaviour, Rewards, Assessment, Teaching & Learning and Curriculum.
- To provide exemplary standards of teaching and learning.

Knowledge and Understanding of:

- The IB curriculum continuum (MYP and IBDP).
- The MYP and GCSE curriculum
- The IB learner profile
- Current Ofsted schedule
- Interdisciplinary Learning, planning and delivery
- School Assessment and Reporting policy
- School Teaching and Learning policy
- Outstanding teaching and learning
- Monitoring evaluation and review processes
- Planning and Management of change
- Financial planning, resource planning and resource management
- School Policy
- Safeguarding
- Health and Safety

Additional Duties:

- To play a full part in the wider life of the school community, to support the school ethos and to encourage staff and students to follow this example.
- To set a high standard of dress and enforce uniform and dress code in line with school policy.
- To actively lead and promote school policies.
- To play a full part in the Duty Rota to ensure the well-being and safety of students during lunch and at the start and end of the school day as required.
- To engage in continuous professional development of self and others.
- To actively engage in the staff performance appraisal process.
- The conditions of employment for school teachers specify the general professional duties of all teachers. The professional standards for teachers at the relevant level are applicable.

Professional Standards

It is important to recognise that Tonbridge Grammar School teachers must maintain professional standards at all times and to recognise that they are role models for the students in many respects. Refer to Professional Standards including Dress Code

Personal Qualities:

Self awareness

Emotional self awareness
Accurate self assessment
Self confidence

Social Awareness

Empathy
Organisational awareness
Service awareness

Self management

Emotional self-control
Transparency
Adaptability
Achievement orientation
Initiative
Optimism

Relationship management

Developing others
Inspirational leadership
Change catalyst
Influence
Conflict management
Team work and collaboration

Additional Notes

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job profile.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job profile is current at the date shown but in consultation with you may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.