



DESCRIPTION OF POST

Job title: Curriculum Manager – Adult Skills (Vocational/classroom based)

Size: 0.8 FTE

Conditions of Service: LBR Adult Ed Teaching & Educational Management Staff

Scale: Academic Scale: 8-12

Directly responsible to: Assistant Principal, Adult Skills

A. Overall Purpose of Job

1. To manage adult skills (vocational/classroom based) provision efficiently and effectively achieving high learner satisfaction, outcomes and progression to further learning and/or employment.
2. To plan and deliver (vocational/classroom based) provision which meets local skills needs and national priorities maximising funded value
3. To promote and inspire innovation and excellence in teaching, learning and assessment

B. Main duties and responsibilities

1. To advise the Assistant Principal on curriculum development and course resourcing using destinations and progression data to improve planning and delivery of provision which meets local skills requirements and national priorities
2. To produce timely high quality accurate course information using the approved template
3. To celebrate learner success and achievement through nominations for Learner of the Month Awards, Class punctuality & attendance awards and annual Award ceremonies using the website and social media channels
4. To be responsible for interviewing schedules, IAG and keeping learners informed of progress liaising with the learning support adviser to ensure learners receive the support they need
5. To develop schemes of work with tutors which meet qualification/course requirements and include opportunities for independent learning, enrichment and learning resources to develop skills, knowledge and behaviours in relation to equalities, employability, strengthening communities, sustainability and health & wellbeing
6. To ensure the health & safety and wellbeing of learners and the embedding of British values in curriculum delivery
7. To encourage innovation and creativity ensuring teaching is highly effective across adult skills provision and English, maths and ICT is embedded in the curriculum to enable learners to improve their levels of skills relative to their starting points preparing them for progression to further learning and/or employment
8. To work closely with tutors and the CPD/TLA Adviser on improvements to develop teaching and learning improvement strategies to ensure the delivery of outstanding teaching, learning and assessment and facilitate the transfer of outstanding practice through a peer exchange scheme
9. To promote use of e-learning, the VLE and exploitation of opportunities for engaging learners using smart phones, tablets, new technologies and their applications
10. To use performance data including, punctuality, attendance, retention, achievement, teaching & learning quality checks and learner voice activity as a basis for course evaluation and improvement plans
11. To lead on outstanding teaching, learning and assessment strategies at team meetings providing feedback on learner survey results and learner forum recommendations
12. To implement an annual scheme of classroom visits and learning walks to inform tutor action plans to develop outstanding teaching, learning and assessment
13. To produce timely records of tutor progress and achievement against development plans to inform the annual tutor review
14. To monitor the implementation of all quality systems including checking the quality of SoW, session planning and individual learning plans
15. To monitor the effectiveness of learner support arrangements
16. To identify any gaps in progress and achievement between different groups of learners and develop strategies with the CPD & Teaching, Learning & Assessment Adviser for addressing these
17. To contribute to a termly self-assessment report and a Quality Improvement Plan achieving improvement targets ensuring tutors are supported in the delivery of those targets
18. To act as internal verifier/moderator where appropriate to agreed programmes and provide support for assessors
19. To mentor new tutors and engage in professional dialogue with all tutors identifying training and development needs and strategies for meeting these
20. To maintain and refresh own teaching and learning pedagogy



21. To ensure compliance with legislation, external body requirements and Institute policy and procedures

C. General Duties

1. To act as Duty manager on term time evenings and Saturday mornings in line with the duty manager rota
2. To participate in performance review and continuous professional development (CPD) developing required knowledge, understanding and skills to deliver responsibilities effectively
3. To positively promote the Institute in all contact and communication with the public and learners
4. To follow all Institute policies and procedures
5. To undertake any other duties as may be reasonably requested commensurate to the level of experience and responsibility expected including supporting other teams at peak times



Person Specification: Curriculum Manager – Vocational/Classroom based

Specification	Essential	Desirable
Education and Training Formal qualifications and relevant training	<ol style="list-style-type: none"> 1. Degree or professional qualification/subject specialist qualification at level 3 or 4 2. A recognised teaching qualification (e.g. Cert Ed, DTLS) 3. Maths and English at Grade A*-C or equivalent 4. Safeguarding and Prevent Duty 	<ol style="list-style-type: none"> 1. Evidence of CPD in leadership/management 2. Coaching skills
Experience Ability to undertake duties of the post	<ol style="list-style-type: none"> 1. Experience of management of key curriculum processes and procedures, including planning, meeting the requirements of external funders, awarding bodies and inspectors, use of management information 2. Substantial experience of teaching adults in the post 16 sector 3. Managing staff teams 4. Experience of setting standards, monitoring these and implementing interventions if required 5. Achieving improved outcomes for learners and positive impact on improvements implemented 6. Understanding of use of e-learning and mobile technologies in T,L&A 7. Developing and maintaining relationships 8. Using data to analyse course performance demonstrating improved outcomes for learners and positive impact on improvements implemented 9. Contributing to collaborative decision making, appreciating the impact and longer term effects of decisions 	<ol style="list-style-type: none"> 1. Experience of successfully managing change 2. Experience of mentoring and coaching staff 3. Experience of OFSTED inspection and peer review
Skills and Knowledge	<ol style="list-style-type: none"> 1. Understanding of equalities, safeguarding, counter terrorism, health & safety and DDA legislation 2. Understanding of OFSTED Common Inspection Framework and other quality assurance and improvement frameworks 3. Developing, implementing and monitoring quality improvement processes to improve teaching, learning & assessment 4. Understanding of Equal Opportunities issues and experience of use of strategies to promote equality and diversity in teaching and learning and to identify and narrow student performance gaps 5. ICT skills and using technology to support learning 	



	<ol style="list-style-type: none">6. Understanding of the post 16 funding landscape7. Understanding of the Professional Standards for Teachers	
Personal Qualities	<ol style="list-style-type: none">1. High level communication skills both oral and written2. Ability to lead and inspire team3. Positive, energetic and proactive approach4. Innovative and motivated to work with partners, adult learners and a diverse learner group5. Highly organised and with the ability to prioritise complex workload6. Ability to work under operational pressure, delegate effectively and meet deadlines7. Attention to detail8. Reliable with a flexible approach to working hours9. Reflective practitioner able to develop own skills and seek advice from a variety of sources10. Committed to developing the success and wellbeing of others	