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| **JOB DESCRIPTION** | | **JD no: 53** |
| **Job Details** | | |
| **Post Title** | Curriculum Support Manager | |
| **Responsible to** | Line Manager | |
| **Purpose of job** | | |
| To manage and organise cover in the absence of a teacher through deployment of Curriculum Support Officers and supply staff. To organise and provide induction and support for supply staff and Curriculum Support Officers. | | |

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| **Responsibilities** |
| 1. To manage the staff cover system to ensure continuity in teaching and learning, organising the appropriate deployment of teachers, supply staff and Curriculum Support Officers. 2. To liaise with supply and recruitment agencies in engaging appropriately qualified supply staff to cover absences and temporary vacancies. 3. To act as the main point of contact for any problems that may occur in relation to cover, reporting any concerns to the teacher or manager where appropriate and in accordance with the school’s referral procedures. 4. To liaise with senior management and Heads of Department regarding specific cover duties. 5. To carry out Curriculum Support Officer role in the absence of a teacher; creating and maintaining a purposeful and orderly learning environment for pupils, ensuring that the work set out by the teacher is carried out in accordance with the school’s strategy, to ensure pupils have the appropriate equipment and materials to enable them to complete the tasks set and ensure completed work is collected at the end of the lesson and returned to the teacher. 6. To support expectations of pupil behaviour in and outside the classroom, securing appropriate standards of discipline and ensuring that the school’s behaviour management policy is adhered to. 7. To deal with any emergencies or problems which occur, in line with the school’s policies and procedures. 8. To participate in the organisation and supervision of whole school activity days such as induction days. 9. To supervise small groups of students or individuals who are entitled to support or extended time for public examinations. 10. To assist in the general efficient operation of the school, including providing cover for support staff where necessary and as directed by the Principal. 11. To undertake any other duties, commensurate with the level of the post, as may be required from time to time. |
| **Assessment and Reporting** |
| * Standard of work will be assessed by the Line Manager and as such the Curriculum Support Manager will be observed and monitored both formally, through the Trust’s Performance Development procedures and informally through daily discussions. |
| **Student Care Role** |
| * The Curriculum Support Manager will follow the Trust’s procedures for student contact & welfare. * All issues arising from direct or indirect contact are to be taken to the appropriate Academy’s Child Protection Officer. |
| **Training and Development** |
| * Training and development will be given to ensure that the Curriculum Support Manager is able to carry out their job and will play a full and active part in the performance of the Brooke Weston Trust. |
| **Communication** |
| The Curriculum Support Manager will:   * seek to respond to work-related matters within the same working day wherever possible * represent the Trust in a range of situations including communicating and co-operating with persons or bodies outside the school environment |
| **Discipline, health and safety** |
| All staff share an obligation to maintain good order and discipline among the students and safeguard their health and safety both when they are authorised to be on Academy premises and when they are engaged in authorised Trust activities elsewhere. |
| **Hours of work** |
| * The Curriculum Support Manager is employed for 37 hours per week for 39 weeks. |

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| **Beanfield Primary School**  **Curriculum Support Manager- Person Specification** |

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| **Education and Qualifications** | **Criteria** | **Assessment** |
| Educated to GCSE level in Maths, English and IT | **E** | **A** |
| Further qualifications relevant to the post, e.g. Learning Support training, NVQ, communication, ASD, First Aid. | **D** | **A** |
| Evidence of CPD and recent training which enhances administrative practice | **D** | **A/I** |

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| **Experience** | **Criteria** | **Assessment** |
| Successful recent experience of working with children in a school learning environment. | **E** | **A/I** |
| Previous experience of being a Cover supervisor/ HTLA, teaching whole classes. | **D** | **A/I** |
| Experience of developing and operating effective administrative and organisational systems. | **E** | **A/I** |
| Ability to work collaboratively in a variety of team settings. | **E** | **A/I** |

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| **Knowledge and Understanding** | **Criteria** | **Assessment** |
| General understanding of national curriculum and other basic learning programmes. | **D** | **A/I** |
| Detailed knowledge of IT systems; competent user of Word, Excel, SharePoint. | **E** | **A** |
| Detailed knowledge of School Management Information Systems (MIS) (Pupil Asset) | **D** | **A/I** |

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| **Skills** | **Criteria** | **Assessment** |
| Ability to maintain clear and concise notes and records. | **E** | **A/I** |
| Ability to work under pressure and prioritise effectively | **E** | **A/I** |
| Good organisational and time management skills. | **E** | **A/I** |

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| **Personal Qualities** | **Criteria** | **Assessment** |
| Have a passion for education and developing the whole child. | **E** | **I** |
| Be able to demonstrate a commitment to personal professional development. | **D** | **I** |
| Positive and enthusiastic approach towards work. | **E** | **I** |
| Be able to work on own initiative, as well as part of a team. | **E** | **I** |
| High expectations of self and others. | **E** | **I** |
| Able to remain calm under pressure and be able to adapt quickly to change. | **E** | **I** |
| Flexible to meet the needs of the school. | **E** | **I** |
| Maintains confidentiality and discretion | **E** | **A/I** |

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| **Criteria Key** | | **Assessment Key** | |
| **E** | Essential | **A** | Application Form |
| **D** | Desirable | **I** | Interview |