



# Curriculum Leaders - Job Purpose

- To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress.
- To be accountable for student progress and development within the curriculum area.
- To develop and enhance the teaching practice of others.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Leadership of the school.
- To be accountable for leading, managing and developing the curriculum area.
- To effectively manage and deploy teaching/support staff, financial and physical resources within the curriculum area.

## **General:**

You are expected to fulfil the requirements of the job description Expectations of All Teachers at Bournemouth School.

## **Reporting to:**

Relevant Senior Leadership Team Member

## **Responsible for:**

Subject Leaders, teaching staff and other relevant personnel within the curriculum area.

## **Liaising with:**

Senior Leadership Team, other Curriculum Leaders, Student Support Services, Learning Support and relevant staff with cross-school responsibilities, relevant non-teaching support staff, parents.

## **Pay Scale:**

TLR 2.2

## **Disclosure Level:**

Enhanced

## **Effective Date:**

September 2024

# Expectations of Curriculum Leaders

*All Bournemouth School staff make the education and welfare of our pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Colleagues act with honesty and integrity, keep their knowledge and skills up-to-date and are self-critical, forge positive professional relationships, and work with parents, governors and external agencies in the best interests of our pupils*

Curriculum Leaders at Bournemouth School are expected to:

1. Be effective teachers
2. Contribute to the creation of the School's culture
3. Support colleagues to understand how pupils learn
4. Lead curriculum design within the subject area
5. Support colleagues in improving their classroom practice
6. Support colleagues in adapting their teaching to meet the needs of all learners
7. Lead the effective use of assessment
8. Contribute to professional development activities
9. Implement improvement plans effectively

## Standard 1

### Teaching

Curriculum Leaders will be effective teachers who apply a range of knowledge and skills to teaching, including those set out in the *Expectations of Teachers* document.

As a reminder, all teachers at Bournemouth School are expected to:

1. Set high expectations
2. Promote good progress
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching
6. Make accurate and productive use of assessment
7. Manage behaviour effectively
8. Fulfil wider professional responsibilities

## Standard 2

### School Culture

#### Contribute to the creation of a culture of high expectations across the school by:

- 2.a. Articulating, modelling and rehearsing practices that contribute to the intended school culture and the responsibilities every member of the school community has in its creation.
- 2.b. Developing colleagues' ability, through articulating, modelling and rehearsing, to contribute to the intended school culture within lessons and at other times during the school day (e.g. extra-curricular activities and lunchtime).
- 2.c. Using intentional and consistent language that promotes challenge and aspiration for all pupils and colleagues.
- 2.d. Creating an environment for all pupils and colleagues where everyone feels welcome and safe and learning from mistakes is part of the daily routine.

#### Contribute to the creation of a culture of professional learning and continuous improvement for colleagues by:

- 2.e. Involving colleagues in the creation of short-, medium- and long-term priorities that will lead to improved outcomes for pupils and communicate these priorities regularly.
- 2.f. Prioritising professional development and a shared responsibility for continuous improvement.

## Standard 3

### How pupils learn

#### Explain important ideas about how pupils learn to colleagues, including by:

- 3.a. Introducing ideas about working and long-term memory.
  - 3.b. Articulating the role that prior knowledge plays in learning.
  - 3.c. Explaining the importance of practice in learning.
- Providing subject, phase and domain specific examples, as appropriate.

#### Support colleagues to help pupils learn by:

- 3.e. Explaining how misconceptions develop and sharing approaches to prevent them forming (e.g. by talking to experienced colleagues).
- 3.f. Highlighting the importance of sequencing lessons so that pupils secure foundational knowledge before more complex content.
- 3.g. Providing examples of how to structure lessons to ensure that pupils experience a high success rate when attempting challenging work (e.g. with scaffolds to support success being removed over time).
- 3.h. Additional examples of application are integrated into *sections 4, 5, 6 and 7*.

**Standard 4****Subject and curriculum****Support colleagues to design a carefully sequenced, broad and coherent curriculum by:**

- 4.a. Ensuring colleagues recognise the inherent structures within subjects and identifying important knowledge, skills and concepts within them and the relationships between these components.
- 4.b. Emphasising the value of ensuring pupils' thinking is focused on important ideas within the subject and that multiple opportunities are provided to revisit these ideas over time.
- 4.c. Sharing and modelling powerful analogies, illustrations, examples, explanations and demonstrations for colleagues to use in their teaching.

**Support colleagues to develop pupils' literacy by sharing and modelling approaches that:**

- 4.d. Use systematic synthetic phonics when teaching early reading phonics.
- 4.e. Support pupils to become fluent readers (e.g. through guided reading or repeated reading).
- 4.f. Improve pupils' vocabulary (e.g. through explicit instruction and by planning for pupils to repeatedly encounter important words).
- 4.g. Improve reading comprehension (e.g. modelling prediction, questioning, and summarising when reading).
- 4.h. Increase the quality of classroom talk (e.g. modelling the use of technical vocabulary).
- 4.i. Improve pupils' writing (e.g. through modelling and by combining reading and writing tasks).

**Standard 5****Classroom practice****Support colleagues to plan effective lessons by:**

- 5.a. Providing examples of how components of effective lessons (e.g. explanations, modelling, practice and questioning) might interact, highlighting that no one single structure will suit every lesson.
- 5.b. Explaining that critical thinking and problem solving rely on pupils having the necessary foundational knowledge and that scaffolding should only be removed as pupils achieve high degrees of success.
- 5.c. Emphasising the value of providing multiple opportunities for pupils to consolidate and practise applying new knowledge, skills and concepts.
- 5.d. Explaining how to break tasks down into constituent components when first setting up independent practice.
- 5.e. Ensuring that the teaching includes retrieval and spaced practice to build automatic recall of key knowledge and interleaving of concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems.

**Support colleagues to explain and model effectively by:**

- 5.f. Providing feedback on explanations that highlights the importance of explanations that start at the point of current pupil understanding and include concrete representation of abstract ideas (e.g. make use of metaphors).
- 5.g. Providing feedback on modelling that highlights the importance of narrating thought processes to make it clear how an expert might think when completing the task, drawing pupils' attention to links with prior knowledge, and making the steps in a process memorable to ensure pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).

**Encourage colleagues to stimulate pupil thinking and check for understanding by:**

- 5.h. Supporting them to plan activities around what they want pupils to think hard about.
- 5.i. Describing how a range of question types can improve the quality of class discussions (e.g. by modelling new vocabulary or asking pupils to justify answers to extend and challenge pupils).
- 5.j. Providing scaffolds for pupil discussion to increase the focus and rigour of dialogue.
- 5.k. Suggesting approaches that support effective collaborative or paired work (e.g. clear success criteria, providing high-quality models, providing explicit guidance on how to work together effectively) whilst highlighting considerations that may affect its success (e.g. pupils' familiarity with routines, pupils having the necessary prior knowledge and how pupils are grouped).

**Standard 6****Adaptive teaching****Provide opportunities for all pupils to experience success by:**

- 6.a. Ensuring interventions and support from teaching assistants and other professionals are targeted and never used as a replacement for high-quality teaching.
- 6.b. Providing examples of how to adapt lessons while maintaining high expectations for all, so that all pupils have the opportunity to experience success.
- 6.c. Enabling colleagues to adapt lessons, make reasonable adjustments, and implement structured academic or behavioural interventions that are well-matched to pupils' needs before seeking a diagnosis or specialist support.

**Support colleagues to adapt their teaching to different pupil needs by:**

- 6.d. Sharing effective approaches for scaffolding new content and removing scaffolds over time.
- 6.e. Using different forms of assessment (including specialist assessments linked to each area of need), including within lessons, to identify pupils who need further support.
- 6.f. Ensuring colleagues are able to draw on support when teaching children with special educational needs and disabilities, particularly the Special Educational Needs Co-ordinator (SENCO).

**Support colleagues to meet individual needs without creating unnecessary workload by:**

- 6.g. Promoting the use of well-designed resources (e.g. existing high quality curricula and textbooks).
- 6.h. Sharing and modelling effective approaches for intervening in lessons with individuals and small groups rather than planning different lessons for different groups of pupils or taking pupils out of classrooms for interventions during lessons.

**Ensure pupils are grouped effectively (across subjects and within individual classrooms) by:**

- 6.i. Emphasising the need to maintain high expectations for all groups and ensuring all pupils have access to a rich curriculum.
- 6.j. Ensuring that any groups based on attainment are subject specific, avoiding the perception that these groups are fixed.

**Standard 7****Assessment****Support colleagues to avoid common assessment pitfalls by:**

- 7.a. Providing examples of assessment designed to indicate understanding and inform teachers' decision-making within a lesson (e.g. using hinge questions to identify misconceptions, using questioning to check that correct answers stem from secure understanding).
- 7.b. Explaining that it is best to draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments.

**Contributing to the design of school assessment systems by:**

- 7.c. Choosing, where possible, unedited, externally validated materials in controlled and uniform conditions when required to make summative assessments.
- 7.d. Making use of well-designed resources (e.g. quality- assured, centrally created assessments and other high-quality external assessment).

**Support colleagues to provide high-quality feedback by:**

- 7.e. Providing examples of feedback that is accurate and clear, encourages further effort, and provides specific guidance on how to improve.
- 7.f. Sharing approaches to peer- and self-assessment that are likely to increase its effectiveness (e.g. by sharing model work with pupils and highlighting important details, and modelling metacognition in teaching).

**Encourage colleagues to use high quality, reliable assessment without creating unnecessary workload by:**

- 7.g. Emphasising that written marking is only one form of feedback and explaining ways to use verbal feedback in lessons where possible.
- 7.h. Sharing specific approaches that reduce the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).
- 7.i. Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.

## Standard 8

### Professional development

#### Contribute to effective professional development linked to teaching, curriculum and assessment across the school by:

- 8.a. Aligning professional development priorities with wider school improvement priorities and focussing on a shared responsibility for improving outcomes for all pupils.
- 8.b. Making use of well-designed frameworks and resources instead of creating new resources (e.g. sources of subject knowledge, the Early Career Framework and associated core induction programme for early career teachers, ITT Core Content Framework, suite of National Professional Qualifications,).
- 8.c. Ensuring that time is protected for teachers to plan, test and implement new, evidence-informed ideas.
- 8.d. Developing a team of colleagues who can facilitate a range of professional development approaches.
- 8.e. Ensuring that colleagues are able to continually develop specialist subject, phase and domain expertise.
- 8.f. Making reasonable adjustments that are well-matched to teacher needs (e.g. to content, resources and venue).
- 8.g. Ensuring that any professional development time is used productively and that colleagues perceive the relevance to their work.

#### Plan, conduct, and support colleagues to conduct, regular, expert-led conversations (which could be referred to as mentoring or coaching) about teaching by:

- 8.h. Building a relationship of trust and mutual respect between the individuals involved.
- 8.i. Tailoring the conversation to the expertise and needs of the individual (e.g. adapting conversations to be more or less facilitative, dialogic or directive).
- 8.j. Using approaches including observation of teaching or a related artefact (e.g. videos, assessment materials, research, lesson plans), listening, facilitating reflection and discussion through the asking of clear and intentional questions, and receiving actionable feedback with opportunities to test ideas and practise implementation of new approaches.
- 8.k. Where appropriate, creating opportunities to co-observe a lesson segment, exploring and modelling what a teacher with a particular area of expertise sees and thinks.

#### Avoid common teacher assessment pitfalls by designing approaches that:

- 8.l. Ensure formative assessment tasks are linked to intended outcomes.
- 8.m. Draw conclusions about what teachers have learned by reviewing patterns of performance over a number of assessments.
- 8.n. Use multiple methods of data collection in order to make inferences about teacher quality.



## Standard 9

### Implementation

#### Plan and execute implementation in stages by:

- 9.a. Ensuring that implementation is a structured process where school leaders actively plan, prepare, deliver and embed changes.
- 9.b. Making a small number of meaningful strategic changes and pursuing these diligently, prioritising appropriately.
- 9.c. Reviewing and stopping ineffective practices before implementing new ones.

#### Make the right choices on what to implement by:

- 9.d. Identifying a specific area for improvement using a robust diagnostic process, focusing on the problem that needs solving, rather than starting with a solution.
- 9.e. Providing credible interpretations of reliable data that focus on pupils' knowledge and understanding.
- 9.f. Examining current approaches, how they need to change and the support required to do so.
- 9.g. Adopting new approaches based on both internal and external evidence of what has (and has not) worked before (e.g. pupil outcome data and research-based guidance).
- 9.h. Ensuring it is suitable for the school context, recognising the parameters within which the change will operate (e.g. school policies) and where the school is in its development trajectory (e.g. addressing any significant behaviour problems would be an immediate priority).
- 9.i. Assessing and adapting plans based on the degree to which colleagues are ready to implement the approach (e.g. current staff motivation and expertise).

#### Prepare appropriately for the changes to come by:

- 9.j. Being explicit about what will be implemented, and the overall desired outcomes.
- 9.k. Specifying the elements of the approach that appear critical to its success (i.e. the 'active ingredients') and communicating expectations around these with clarity.
- 9.l. Developing a clear, logical and well specified implementation plan, and using this plan to build collective understanding and ownership of the approach.
- 9.m. Using an integrated set of implementation activities that work at different levels in the school (e.g. individual teachers, whole school changes).

#### Deliver changes by:

- 9.n. Managing expectations and encouraging 'buy-in' until positive signs of changes emerge.
- 9.o. Monitoring implementation (including by clearly assigning and following up on the completion of critical tasks) and using this information to tailor and improve the approach over time (e.g. identifying a weak area of understanding and providing further training).
- 9.p. Reinforcing initial training with expert follow-on support within the school.
- 9.q. Prioritising the 'active ingredients' of the approach until they are securely understood and implemented, and then, if needed, introducing adaptations.

**Sustain changes by:**

- 9.r. Using reliable monitoring and evaluation to review how the implementation activities are meeting the intended objectives and continue to align with school improvement priorities.
- 9.s. Continuing to model, acknowledge, support, recognise and reward good approaches.
- 9.t. Treating scale-up of an approach as a new implementation process (e.g. from one department to another).