

# Job Specification

## Curriculum Manager Construction & Electrical

<b>Responsible to:</b>	<b>Director of Faculty</b>
<b>Responsible for:</b>	<b>Direct Reports</b>
<b>Grade of post:</b>	<b>Grade 10 – SP 38 – SP 41</b>
<b>Hours of work:</b>	<b>37 hours per week</b>
<b>Work location:</b>	<b>Torc Campus with travel between our Rodbaston, Tamworth and Cannock Campuses</b>
<b>Code:</b>	<b>HR2223-033</b>

**Job Purpose:** To support the managerial and academic leadership for the Directorate, focusing on the quality of the learner journey and the development of excellence in teaching and learning. To provide operational direction and support for the program of study to include quality of provision, success, and retention rates. To ensure a team approach to developing and improving the program.

### Key Duties & Responsibilities

1. To support the Director of Faculty in enforcing good standards of preparation, delivery and assessment of learning for all students and to address issues of underperformance or non-compliance as required, across all funding streams.
2. To measure performance, progress and to set clear objectives against KPI's for individual tutors through regular individual meetings and appraisal process.
3. To work closely with appropriate course team members to monitor student attendance and take appropriate action in order to meet College standards.
4. To work with the Director of Faculty to create a cohesive, multi level curriculum offer, which provides opportunities for progression and which reflects the needs of local and national employers.
5. To co-ordinate the IV/EV requirements of the curriculum and to work with the teams in order to ensure awarding body criteria and expectations are met.
6. To attend and fully participate in training and development programmes as required and to adhere to college policies and procedure relating to:
  - a. Return to work/MAP arrangements.
  - b. Quality and Performance Management policies and timescales
  - c. Expectation meetings, with staff as required.
  - d. Appraisal process

## Other Duties and Responsibilities

- To carry out all duties in accordance with the College's Health and Safety, Safeguarding & Equality & Diversity policies and procedures, practices, and procedures.
- To carry out any other duties as directed by your Line Manager.
  - To monitor the work of teaching staff in setting targets to support academic progress, and to liaise with cross college support services to ensure that a model of 'prefer to refer' operates effectively and contributes to student attendance success and wellbeing.
  - To co-ordinate the provision of a "one stop" advice, guidance and enrolment services for the curriculum area, ensuring that teaching and support staff are available throughout the applications process to support appropriate recruitment.
  - To contribute as required to the work of cross college managers in creating a purposeful, student focused college where clear expectations contribute to student's success and provide opportunities for staff development and career progression.
  - Ensure all printed and online information is correct, up to date and in line with College policy.
  - Plan and prepare team for College information and taster events.
  - Ensure Programme Team are engaged with Advice and Guidance and Enrolment Training.
  - Plan interviews and information sessions.
  - Follow up on initial programme enquiries and convert to enrolments
  - Advise DoF (Director of Faculty) re programme and staff timetables.
  - Advise DoF re staffing, training and resources.
  - Plan induction and submit plan to DoF.
  - Ensure, if required that students are entered for examinations and all documentation is completed correctly and timely
  - Hold regular team meetings to plan and monitor assessments.
  - Identify all students who will require a PEEP (Personal Emergency Evacuation Plan) within their programme and liaise with DoF to ensure that these are completed and disseminated to the College Health and Safety representative and programme teams.
  - Plan and chair regular programme team meetings ensuring that notes of the meeting are recorded on the Faculty's approved minute format and actions are recorded in SMART format. All team meetings should cover:
    - Teaching and learning
    - Sharing good practice
    - Punctuality, attendance, retention, and success
    - Student support
    - Individual student progress
    - Safeguarding/health & safety
    - Checking feedback to students follows and achieves quality standards
  - Collate key performance data and discuss/action plan with team.
  - With DoF and Programme Team set and monitor performance targets for attendance, retention, and success rates.
  - Lead the programme review process and complete all documentation for the programme review process
  - Follow up and implement where appropriate, actions from Learner Voice meetings and learner questionnaires for the programme.
  - Act as the first line of student discipline – power to issue stage 2 contracts

- Monitor student performance through Promonitor.
- Organise a student at risk register. Monitor and report issues to DoF.
- To ensure all comply to the Colleges retention, punctuality, and retention policy.
- Ensure that ALS needs of students are picked up at interview and ALS Team are notified.

### Safeguarding

The College considers that the job holder for this role should have a DBS Enhanced disclosure with Child

### Duties and responsibilities of the role:

Communication – Oral and written	<ul style="list-style-type: none"> <li>• Excellent and effective communication skills are required to successfully drive curriculum goals.</li> <li>• To prepare and present high-quality timely reports to the Director of Faculty including recommendations for improvement where this is required</li> <li>• To write, taking contributions from others, the area self-assessment report/s and quality improvement action plans in conjunction with teams</li> <li>• To communicate with all levels of staff and students in a format and way they can understand whether orally or in written form</li> </ul>
Teamwork & Motivation – internal or external, can be fixed, matrix, project groups	<ul style="list-style-type: none"> <li>• Working within the team and having the ability to work on projects and plan curriculum in year and for subsequent years.</li> <li>• Understand and manage the inter-relationship between teams and their impact on the overall aims of the organisation; help to break down barriers between teams; build beneficial working relationships across teams</li> </ul>
Liaison & Networking – Liaison is making and maintaining individual work-related contacts; network is interconnecting group of people (internal and/or external)	<ul style="list-style-type: none"> <li>• Networking with essential partners, employers, key stakeholder, and parents in order to grow curriculum and ensure all learners reach their potential.</li> <li>• To work effectively with all managers across the College supporting the teamworking ethos and ensuring informed decisions are taken that support college business/strategic objectives</li> <li>• To ensure that excellent internal working relationships are maintained across the College to ensure a good service is maintained</li> <li>• To attend training and development events in order to understand and apply measures that ensure compliance and provides best practice solutions</li> </ul>
Service Delivery – customer is anyone receiving services	<ul style="list-style-type: none"> <li>• Ensure that service level agreements with key stakeholders and partners are scrutinised and key dates met.</li> <li>• To ensure curriculum area programmes are delivered on time and to a high standard that secures high satisfaction rates and outcomes.</li> </ul>

	<ul style="list-style-type: none"> <li>• To ensure that regular learner feedback is obtained within the curriculum area, tracked and monitored and learner satisfaction is maintained and improved</li> <li>• To work collaboratively with other curriculum areas to benefit learner experience through innovation</li> </ul>
Decision Making – relates to finance, physical resources, students, staff, and policy	<ul style="list-style-type: none"> <li>• Ensure that the colleges best needs are met when purchasing equipment and services and that the correct process is followed.</li> <li>• To be able to make decisions on learner disciplinarys and create suitable action plans</li> </ul>
Planning & Organising – financial, capital and people	<ul style="list-style-type: none"> <li>• Taking part, with guidance from curriculum manager and Director of Faculty, in capital bid processes, bids and planning equipment needs for new curriculum.</li> <li>• To seek and develop new curriculum to meet learner demand and funding opportunities.</li> <li>• To working within budgets whilst securing external funding that enhances the offer or experience for students.</li> <li>• To oversee effective and efficient staff utilisation within the area of responsibility</li> </ul>
Initiative & Problem Solving – identifying actual/potential problems, considering/devising solutions, implementing. Consider acting within given boundaries.	<ul style="list-style-type: none"> <li>• Be able to identify problems and provide solutions, particularly where student success is affected.</li> <li>• To identify and lead improvements resulting from monitoring curriculum area performance data and targets through the College dashboard and College systems such as Pro-solution, Pro-Achieve and Pro-Monitor</li> <li>• To actively identify and implement ways of improving the offer, its delivery and the experience for students, employers, and stakeholders</li> <li>• To seek out best practice and ensure its adoption within the curriculum area in order to secure improvement in the curriculum offer, in growth or in quality.</li> <li>• To operate autonomously within the boundaries of the role and budgets provided whilst ensuring the Director of Faculty is well informed at all times</li> </ul>
Investigation & Analysis – includes research	<ul style="list-style-type: none"> <li>• Investigate different curriculum models and delivery methods and use to adapt and improve curriculum</li> <li>• Analyse routine data or information using predetermined procedures and gathering the information from standard sources; work accurately to complete the task precisely as specified, using college systems, such as prosolution, proachieve and the college dashboard</li> </ul>
Sensory & Physical Demands – uses senses singly or in combination and use of physical skills/ effort	<ul style="list-style-type: none"> <li>• Ensure that work environments are fit for purpose, welcoming and encourage learners to develop their skills and reach their potential.</li> <li>• To utilise the skillset of all team members to encourage and enthuse staff to improve performance and through that ensure a high level of student and employer satisfaction</li> <li>• To use a mix of negotiation skills, directives, and engagement strategies, such as leading curriculum meetings, that support the college business/strategic objectives</li> </ul>

Work Environment – conditions under which they work. Risk/H&S	<ul style="list-style-type: none"> <li>• Ensure that all work areas are compliant with health and safety rules. To ensure the safety of learners at all time and ensure that all your learners use safety equipment and Personal Protective Equipment (PPE) provided for specific tasks or working area.</li> <li>• To work remotely, as college flexibilities allow, in a safe manner with due regard to your wellbeing, welfare and health &amp; safety including use of Display Screen Equipment</li> </ul>
Pastoral Care & Welfare – physical, mental health & wellbeing	<ul style="list-style-type: none"> <li>• To support students in developing their personal, social and employability skills, where appropriate.</li> <li>• To ensure that Safeguarding and Equality and Diversity are fully embedded into the curriculum and its delivery</li> <li>• To be able to deal with matters confidentially e.g., performance, individuals who are coping with illness/absence and to deal with families of individuals where appropriate</li> <li>• To act mindful of your and others wellbeing with due regard to the ‘right to disconnect’</li> </ul>
Team Development – coaching, development of team (not others)	<ul style="list-style-type: none"> <li>• To work as an active part of a team(s) ensuring quality is maintained through engaging with the programme review process.</li> <li>• To provide and or arrange relevant CPD for staff both through industry updating and pedagogical approaches</li> <li>• To identify direct reports and team members development needs and coach as appropriate to improve their performance</li> <li>• To be responsible for KPI’s related to the role</li> <li>• To provide feedback on performance via probation and regular and formal reviews</li> <li>• To ensure that there is a level of resilience in the team to cover absence</li> </ul>
Teaching & Learning -Support all types of teaching and learning support outside of immediate work team	<ul style="list-style-type: none"> <li>• To keep up to date with subject specialisms, awarding body requirements and act upon changes with support from the College.</li> <li>• To provide appropriate subject specific/academic support and refer students to other specialist support/guidance where a need is identified.</li> <li>• To establish and maintain high quality delivery, incorporating digital where relevant, that supports learner engagement and their success and progression within the curriculum area</li> <li>• To share best practice across college and within your team</li> <li>• To lead improvements in the standard of delivery (teaching, learning and assessment) that secures high satisfaction rates and outcomes within your area</li> <li>• To support the implementation of the teaching and learning strategy and associated action plans and ensure the college business/strategic objectives are met</li> </ul>
Knowledge & Experience – knowledge acquired through	<ul style="list-style-type: none"> <li>• To keep industrial skills up to date and ensure that teaching and learning strategies follow all current Ofsted guidance.</li> </ul>

education/ qualifications and experience	
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#### PERSON SPECIFICATION

<b>Education/Qualifications</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
<ul style="list-style-type: none"> <li>• Degree or other level 5 qualification</li> <li>• Teaching/assessment qualification</li> <li>• English and Maths GCSE (Grade C or above)</li> </ul>	X	X	
<i>Desirable:</i>			
<ul style="list-style-type: none"> <li>• Evidence of post graduate study and continued personal development</li> <li>• Evidence of engagement with in house training and development</li> </ul>	X	X	
<b>Experience and Technical Skills</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
<ul style="list-style-type: none"> <li>• Thorough and demonstrable understanding of the curriculum area, including progression opportunities and scope for extending inclusivity</li> <li>• A record of excellence in teaching and learning within the relevant curriculum area</li> <li>• Proven ability to work as part of a team, making an effective contribution to managing change and embedding quality processes</li> <li>• Able to use IT and interrogate cross college IS systems to monitor data and KPIs</li> <li>• Awareness of IV/EV requirements and how the regulations of awarding bodies can be met</li> <li>• To be able to coordinate the work of course leaders and ensure a standardised approach to curriculum coordination</li> </ul>	X	X	
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<i>Desirable:</i>			
<ul style="list-style-type: none"> <li>• Ability to mentor and support teachings staff to improve classroom practice</li> </ul>	X	X	

• Evidence of engagement with the learner voice	X	X	
<b>Personal/Behavioural Attributes</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
• Proactive, with good organisational and interpersonal skills	X	X	
• Able to support lecturers in matters of classroom management and student discipline	X	X	
• Able to relate to and work with staff, students and external stakeholders	X	X	
• Creative and innovative thinker, able to articulate ideas and strategy	X	X	
• Able to work under pressure	X	X	
<b>Other Requirements</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
• Clean enhanced DBS record.	X	X	
• Good team player with evidence of contributing to cross college initiatives	X	X	
• Able to work to deadlines and prioritise as necessary	X	X	
<b>Safety Critical Role</b>			
<b>Able to travel between sites timely</b>			

*S/L = Short Listing    I= Interview    A=Assessment*