

Curriculum Partner (Humanities)

JOB DESCRIPTION

POST IDENTIFICATION

Post Title:	Curriculum Partner (Humanities)
Salary:	Soulbury 11 – 14 (17 inclusive of SPAs)
Location	Tredomen Gateway, Ystrad Mynach
Responsible To:	Principal Curriculum Partner

JOB PURPOSE

To implement, support and contribute to the development of the consortium's work relating to:

- The delivery of support in raising standards of teaching and learning across the region with a particular focus on the Humanities Area of Learning (and constituent disciplines).
- The development of effective leadership, teaching and learning in the context of the Curriculum for Wales and skills agenda.
- The development and monitoring of networks of professional practice to ensure they have the maximum impact on pupil progress.

KEY RESULT AREAS

- To support schools to improve the quality of teaching and learning and maximize pupil progress, with a particular focus on wider curriculum.
- To plan a range of professional learning activity that supports the requirements within the Curriculum for Wales.
- To effectively manage, support and quality assure the range of networks of professional practice across the region to ensure they have the maximum impact on improving outcomes for all groups of learners.
- To ensure planned initiatives and interventions in wider curriculum:
 - are appropriately matched to the needs of schools and staff.
 - are presented to schools and staff in a way that consistently reflects the high quality of the EAS service.
 - secure measured impact on learner outcomes.
 - build the capacity of schools to develop independently without the need for external intervention.
- To secure effective collaboration between all professional learning teams to ensure the support has the maximum impact on pupil progress.
- To provide line management responsibilities, as appropriate to the post.

DETAILED TASK PROFILE

- To engage, enthuse and inspire leaders in order to improve teaching and learning and raise standards, particularly in the Humanities Area of Learning (and constituent disciplines) throughout the region.

- To support the identification and dissemination of good practice through a range of initiatives including the partnering of schools to support one another.
- To develop and quality assure the work of Learning Network Support schools and other networks to ensure they are having a positive impact.
- To support the self-evaluation processes of the EAS.
- To support the monitoring and evaluation of the impact of relevant support and intervention programmes.
- To assist with the management and quality assurance of support and training opportunities at regional, school, and individual teacher level to secure the professional development of leaders, teachers, and support staff.
- To model excellent practice at classroom level to improve the quality of teaching and learning.
- To collaborate effectively with colleagues across the EAS to ensure consistency of approach and continued sharing of best practice, particularly in the Humanities Area of Learning (and constituent disciplines).
- Actively shares skills, knowledge, and experience to the benefit of the service and the company.
- Work as part of the wider EAS team to identify, support and implement strategies for continuous business improvement.
- To act as an ambassador for the region, ensuring the work of the EAS is promoted, understood, and recognised.
- To be accountable for personal performance through meeting agreed personal targets and through undertaking planned programmes of professional development.

GENERAL

- Will be required to work out of different locations, to suit the requirements of the business.
- Will be required to work flexibly and vary working hours, to suit the requirements of the business.
- To carry out duties placed on employees by the Health and Safety at Work Act 1974.
- To comply with relevant aspects of the Welsh Language Measure (2011), Equality Impact Measures and to ensure compliance with the General Data Protection Regulations (GDPR).
- To work within the Company's policy and procedures in respect of equal opportunity and anti-discriminatory practices and to observe confidentiality in all aspects of work.
- To react positively and flexibly to change and to have a 'can do' attitude demonstrating a willingness to undertake training and development opportunities to improve skills.
- To undertake any other duties and/or times of work as may be reasonably required of you, commensurate with your grade or general level of responsibility within the organisation, at your place of work or based in any other establishment.

Person Specification

	ESSENTIAL	DESIRABLE
QUALIFICATION	<ul style="list-style-type: none"> ▪ Qualified Teacher Status. ▪ Degree or equivalent qualification relating to the subject specified within the post title. 	<ul style="list-style-type: none"> ▪ Evidence of continuing professional development relating to leadership, teaching, and learning development. ▪ Post Graduate qualifications relevant to the post title.
KNOWLEDGE	<ul style="list-style-type: none"> ▪ Excellent knowledge of teaching and learning in the Humanities Area of Learning (and constituent disciplines). ▪ Excellent knowledge of effective strategies for improving teaching and learning, with a particular focus on the Humanities Area of Learning (and constituent disciplines). ▪ Very good understanding of national priorities, particularly in relation to the Humanities Area of Learning (and constituent disciplines). ▪ Very good understanding of current formative and summative assessments and emerging thinking around the new curriculum. ▪ Very good understanding of best practice in implementing and evaluating intervention programmes. ▪ Evidence of continuing professional development relating to teaching of wider curriculum. 	
SKILLS	<ul style="list-style-type: none"> ▪ Excellent classroom practice and the ability to secure high levels of performance and progress for all groups of learners. ▪ The ability to communicate effectively in speech and writing. ▪ Able to articulate a clear vision for improvement and approaches that have led to high quality learning and strong pupil progress in their own classrooms. 	<ul style="list-style-type: none"> ▪ The ability to speak and write Welsh.

	<ul style="list-style-type: none"> ▪ Able to relate effectively to a wide range of audiences including head of departments and practitioners. ▪ Able to work effectively across the five Local Authorities and with all identified stakeholders. ▪ The ability to develop and quality assure the work of others. ▪ Able to prioritise and balance complex and competing demands. 	
<p style="text-align: center;">EXPERIENCE</p>	<ul style="list-style-type: none"> ▪ Proven experience of teaching within chosen phase, with a track record of raising standards for all groups of learners. ▪ Experience of developing professional development programmes in subject area, monitoring implementation and evaluating impact. ▪ Experience in using performance data to underpin self-evaluation and inform improvement planning. ▪ Proven experience of leading change management processes across a phase or department to reduce variance in teaching and outcomes. 	
<p style="text-align: center;">OTHER</p>	<ul style="list-style-type: none"> ▪ The ability to work flexibly and effectively across all authorities within the region and with all stakeholders. ▪ Ability to travel across and throughout the five Local Authorities and other locations as required. ▪ Willing to attend occasional events and meetings at evenings and weekends. ▪ Highly motivated, dynamic and enthusiastic individual who can use their own initiative and is not easily discouraged. ▪ The ability to work to deadlines in a pressurised and political environment. ▪ The personal capacity to deliver rigour in all aspects of service delivery in the interests of securing better outcomes for learners. ▪ The resilience to sustain the focus on improvement in the event of disengagement or resistance. 	

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The Education Achievement Service is committed to safeguarding and promoting the welfare of young people. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.