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###### **Job Description**

**Management Grouping: Education to Employment**

**Department/Section: Learning & Enterprise College Bexley**

**Job title: Curriculum & Quality Manager (Vocational Studies)**

**Reports to: Vice Principal**

**Purpose of the Job**

Individually and collectively, and as a leader within the College’s curriculum team, the postholder will:

* Contribute to and drive forward the improvement, growth, and sustainability of the Learning and Enterprise College Bexley.

**Principal Accountabilities**

Implementation

* Lead on ensuring the curriculum area offer meets the needs of residents, local community and employer needs and is driven by the quality improvement processes in place, the Common Inspection Framework and other local and national government priorities, Council priorities and the College’s own strategic and business plans
* Work closely with the Quality Manager TLA, Curriculum and Quality to ensure that teaching, learning, and assessment is outstanding.
* Collaborate actively with staff responsible for partnerships and outreach and ensure high quality provision on college premises and increasingly in the community working with a wide range of partners to attract non-traditional learners who will benefit most from participating in learning.
* Ensuring staff achieve high performance and effective operational delivery.
* Ensure that the provision complies with the conditions and requirements of appropriate funding agencies and that performance and quality targets are met.
* Keep abreast of national curriculum developments, particularly in the curriculum area.
* Lead on raising standards, improving attendance and achievement/pass/retention rates in the curriculum area.
* Make use of management information to agree quality and performance targets for delivery that are above national benchmarks, evaluating data and timely reporting of trends, advising appropriate action and implementing agreed actions.
* Ensure the College’s quality assurance processes, policies and procedures, which are, aligned to best practice, Ofsted, funding agency requirements, including for Safeguarding, Prevent, British Values and Health & Safety, are rigorously applied and implemented, continuously monitored and improved as well as critically evaluated at all times.
* Promoting a culture of continuous quality improvement across the curriculum area through setting robust quality improvement objectives with staff and monitoring progress to ensure achievement.
* Ensure effective implementation of RARPA procedures within the curriculum and participate in the moderation processes.
* Collaborate with the Exams Officer to ensure a positive student exam experience.
* Implement and manage systems for initial and on-going assessment for the curriculum area.
* Manage provision that is responsive to learners’ needs and that learners are placed in classes appropriately and that physical teaching environments are of the highest quality.
* Ensure tutors effectively plan courses, lessons and assessment and implement schemes of work, course materials, lesson plans and assessment schedules of the highest quality.
* Participate in curriculum reviews and other quality processes, assessing trends and evaluating student feedback and to produce the annual SAR for the curriculum area.
* Manage the recruitment, selection, induction and ongoing development and coaching of staff in the area, where appropriate.
* Organise team meetings, setting the agenda and undertaking one-to-one meetings, where appropriate.
* Manage any absence, conduct, capability, or grievance issues regarding staff within accordance with Council procedure and arranging cover for absent staff.
* Take responsibility for promoting and safeguarding the welfare of children and young people / vulnerable adults in your care and those who you come into contact with.
* Participate in and contribute to the development of the College’s OTLA processes.

Organisational Control and Development

* Keep the structure under review, support the development of procedures and working methods for which the post holder is responsible to ensure an integrated, effective and efficient approach to the delivery of services.
* Develop working practices and processes are developed that maximise efficient and effective delivery of services to residents, making use of new technologies where appropriate.
* Application of GDPR and Freedom of Information legislation in their dealings with employers, clients and file maintenance.

Personal Effectiveness

* Deal promptly with all matters requiring the post holder’s personal attention.
* Participate in LECB’s duty manager rota to provide effective management oversight for out-of-hours provision.
* Be fully conversant with relevant statutory provisions and the Council’s constitution, processes and procedures; to develop the full range of professional skills and knowledge to satisfy the requirements of the post.
* Establish and develop effective working relationships and productive partnerships with all the relevant partners.
* Promote and support the Council's policies and procedures for safeguarding. You should ensure that you carry out your duties and work at all times in a way that ensures the safeguarding and welfare of all clients and learners.

# Person Specification

**Management Grouping: Children’s Services**

**Department/Section: Learning & Enterprise College Bexley**

**Job title: Curriculum & Quality Manager: Vocational Studies**

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| **Selection Criteria** | **Essential/**  **Desirable (E/D)** | **Method of Assessment**  **(A/I/T)\*** |
| (a) **Education and Formal Training**  Relevant teaching qualification, e.g. C&G 7307, PGCE, BEd.  Qualified to level 4 and at least level 3 in a relevant subject specialism area. | **E**  **E** | **A** |
| (b) **Relevant Technical Experience** **and Knowledge**  Proven substantial experience of**:**   * Teaching at a variety of levels. * Experience of project management and curriculum development and planning. * Teaching experience in a curriculum area relevant to the post. * Experience of working with learners from disadvantaged communities and learners with low or no qualifications and complex social needs and are unemployed. * Experience of working with learners who are seeking employment. * Experience of development and implementing assessment/accreditation procedures. * Experience of giving effective advice and guidance. * Experience of curriculum development. | **E**  **D**  **E**  **E**  **D**  **E**  **E**  **E** | **A/I** |
| c) **Relevant Skills & Abilities**  Recognise and reflect strategic priorities and adopt a flexible and proactive approach to development and innovative curriculum planning.  Ability to set, monitor and evaluate performance and implement necessary measures to improve performance.  Recognised high quality teaching and learning evidenced by consistent high Observation of Teaching and Learning (OTL) grades.  Analytical and research skills.  Ability to teach in the relevant curriculum.  Ability to develop and produce curriculum plans.  Ability to lead, motivate, develop and organise staff in a cross-curriculum team.  Ability to monitor financial data.  Ability to prepare assessment schedules and submissions for accreditation.  Ability to prepare and present reports and other documents for specific audiences to a specific brief.  ICT skills.  Demonstration of a commitment to Continuing Professional Development (CPD).  English Language Requirements for Public Sector Workers:   * Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary. * Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation. * Ability to listen to customers and understand their needs. * Ability to tailor your approach to each conversation appropriate to the customer, responding clearly even in complex situations. | **E** | **A/I** |

**\*Selection Method key:**

**I = Interview A = Application Form AT = Ability Test**

**Applicants will be assessed against these criteria and high-performance indicators throughout the recruitment process.**

**High Performance Indicators**

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| **Values** | **Behaviours for staff** | **Behaviours for managers** |
| **Innovation** | I respond flexibly and adapt to changing demands.  I am prepared to take managed risks to achieve better outcomes.  I ask ‘What if…? to develop fresh thinking and innovative approaches to generate and implement solutions to improve performance and challenge the status quo. | I routinely look for innovative and cost-effective ways to improve performance and customer service.  I champion change and deal successfully with ambiguity, enabling people to see positive and exciting possibilities for the future.  I take calculated risks based on available evidence and my professional judgement to learn and try new things. |
| **Leadership** | I demonstrate a clear sense of purpose and direction, in line with organisational objectives.  I am willing to take difficult decisions.  My personal actions promote a positive image of Bexley. | I take responsibility for my service and for making things happen to make a difference to my service users.  I create an environment where staff can thrive and show I value and trust staff, give praise and recognise good work.  I inspire, lead and encourage staff to move forward. |
| **Collaboration** | I show respect for others and value contributions from internal and external partners and customers.  I recognise the right solution, regardless of who initiated it.  I seek out and work with partners who can help me achieve the outcomes and objectives I need to deliver. | I encourage the feeling that the team is a collective unit with shared goals.  I engage with service partners and other areas of the Bexley organisation to understand the demands on others and seek solutions as One Council.  I network internally and externally. |
| **Listening and Responding** | I acknowledge other people’s viewpoints and work with them to find a win-win solution.  I prepare and present information anticipating questions and problems.  I adapt my style to the audience and their needs, using the most appropriate communication channels. | I seek regular service user feedback and review customer data to shape service improvements.  I ask staff for ideas on how to improve our service and how I can improve as a manager, listen to them and act on them.  I *e*mpower staff to make decisions and changes to improve value for money, customer service and productivity. |
| **Open and Accessible** | I see issues from the customer / user perspective.  I monitor customer feedback and level of satisfaction with the service they receive and use this to improve and pre-empt customer needs.  I seek to build and maintain positive relationships with customers and partners. | I am accessible to my service users, customers, staff and Members.  I communicate and share a clear vision for the bigger picture as well as specific service areas.  I outline what is expected of individuals and their contribution to the whole and am consistent in my expectations. |
| **Impact** | I prioritise my activities and resources to focus on those which have the most impact for residents.  I take responsibility for making things happen and achieving my objectives  I make decisions and clear recommendations based on my professional opinion, experience, and informed by a range of information and evidence. | I design services that provide value for money and deliver our outcomes, informed by evidence.  I produce, prioritise and adapt plans to meet changing requirements.  I set interim goals to achieve notable wins on the way to larger objectives.  I deal with poor performance. |