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| **JOB DESCRIPTION** |
| **Job Title:** HE Curriculum Leader  **Pay: Grade 29**  **Reports to:** Faculty Manager  **Based at:** Peterborough |
| **Job Purpose** |
| To lead the development and delivery of a curriculum area. To have responsibility for a programme(s), including recruitment, curriculum content and quality indicators. Working with the HE Manager and partners to ensure an innovative and high quality programme provision. To meet the needs and expectations of students on their course in line with the HE Charter and baseline regulatory requirements |
| **Main Duties and Responsibilities** |
| Your main duties and responsibilities will include, but will not be limited to the following areas:   * Responsibility for the day to day operational coordination, quality and development of the programme or programmes assigned, including the proposal and validation of new courses and curriculum revisions. * Proactively identifying areas for improvement and action where necessary to enhance the student experience. * To be fully conversant with programme(s)specifications and academic regulations for the defined area thus ensuring conformity and best practice * To act as the first point of contact for internal and external queries, issues and actions concerning the students on programme or for other programme related matters * To lead and organise moderation of assessments in line with awarding body requirements and to ensure the coordination and return of marksheets and paperwork to Departmental Assessment Panels and Awards Boards which you will attend. * To plan, implement with your team, monitor and manage the intake of new students during enrolment to ensure every student undertakes an induction in line with CMA regulations and signpost students who require Additional Learning Support * To lead the validation and re-validation of courses as required including design and subsequent planning documentation. * Plan staff timetables on TPT and Pro Solution to ensure all programmes have suitable qualified staffing, whilst maximising staff utilisation. Provide staffing cover for absence to ensure continuity for students. * To ensure timely completion of APL documentation for approval by HE Managers * To organise extra-curricular events for students which enable subject development, progression, employment and research opportunities * To ensure the rigorous tracking of progress of individual students; identification of at risk students and ensuring appropriate support is in place in a timely manner. * To ensure the delivery team set meaningful targets for development and undertake and record progress reviews on Pro-Monitor (HNC/D only). * To assist the relevant HE Manager in programme wide monitoring and using the systems used to ensure student success across the programme. * To ensure the timely completion and promotion of NSS, MES, DHLE, and related action plans * To produce an Annual Monitoring Report and ensure enhancements and actions are achieved. * To be responsible for meeting recruitment targets and conversion of applicants for the area, including engaging in interviews, open days and outreach activities, and specific curriculum events as well as regular contact with potential students * To monitor, report and action as appropriate on a range of quality indicators related to the student journey including attendance, retention , classification achievement , employment and student survey outcomes * To hold and take part in regular team meetings where applicable:   + - Course Meetings     - Faculty Board     - Learning Teaching and Assessment Committee     - Student Staff Liaison Committee (UCP/ ARU only)     - HNC /D Awards Board (HNC /D only)     - HE Academic Board (where invited) * Deliver high quality teaching and learning across a number of related Programmes in subject area * To ensure that Virtual Learning Environments are regularly updated for all modules / units and to champion innovative use of technologies * Produce local module guides and lesson plans for all teaching and learning. Producing and providing resources for students to enable effective and inclusive learning * Mark and assess students’ work promptly, accurately and fairly ensuring external guidelines are met * Maximise student success by working with and providing any identified student need by referring to any of the Student Support Services available * Ensure equality of opportunity for all learners and challenge inappropriate behaviour at all times as identified in the HE Charter and UCP Rules, Regulations and Procedures and PRC policies. * To undertake on-going subject enhancement and pedagogic development to enhance student learning * Demonstrate adherence to ethical and research guidelines |
| **Scheduled Teaching Commitments**  This may include the following:   * Formal class contact e.g. teaching groups of students in classrooms / online, laboratories, studios, workshops, in the community, on an employer's premises, outdoors, on residential and by open and distance learning * Invigilating and supervising examinations and tests * Assessing individuals and small groups both inside and outside the College * Tutorial and supervision work with individual students and groups both inside and outside the College * Timetabled availability to students in learning resource centres etc. * Academic and other guidance and counselling activity * Timetabled community development work with clients in a learning context * The number of teaching hours and remission per academic year will be advised and is subject to change in accordance with the needs of the service. |
| **Other** |
| * Deliver, promote and support good practice in relation to equality, diversity and inclusion, and compliance with the IEG policies and procedures * Commitment to safeguarding and taking a shared responsibility to promote the welfare and a safe environment for children, young people and vulnerable adults learning within the group * Promote and consistently exemplify behaviours in line with IEG Core Values * Co-operate with, promote and maintain a safe and healthy working environment and responsibility for own health and safety * The post holder will normally be expected to use their knowledge, skills and experience to deal with work problems, prioritise their workload and take decisions commensurate with their post and its level of responsibility * Any other duties that are reasonable and commensurate with the level of the post as required and following consultation with the postholder |

**PERSON SPECIFICATION**

**ROLE:**

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| **Criteria** | **Essential or**  **Desirable** | | **Assessment Method** | | | |
| **A** | **I** | **T** | **R** |
| Qualifications | E | D |  | | | |
| * Teaching qualification to a minimum level 5 or Masters qualification in related subject area (whichever is not held by applicant must be achieved) | E |  | ✓ |  |  |  |
| * English and mathematics level 2 | E |  | ✓ |  |  |  |
| * Level 6 or higher subject specialism qualification, or professional industry qualifications | E |  | ✓ |  |  |  |
| * Line management qualification to level 4 |  | D | ✓ |  |  |  |
| **Experience** | | | | | | |
| * Experience of teaching / delivering in your relevant subject area | E |  | ✓ | ✓ | ✓ | ✓ |
| * Recent and relevant experience of coordinating learning in an educational sector | E |  | ✓ | ✓ | ✓ | ✓ |
| * Relevant industrial/commercial experience in subject area/s | E |  | ✓ | ✓ |  |  |
| * Evidence of leading sustained improvements in retention, achievement and student satisfaction and the quality of the learner experience | E |  |  | ✓ |  |  |
| * Experience of resource management in an education sector |  | D |  | ✓ |  |  |
| * Successful experience in meeting audit/inspection requirements and responding effectively to recommendations | E |  |  | ✓ |  |  |
| * Evidence of delivering a high quality and effective learning experience | E |  |  | ✓ |  |  |
| * Evidence of providing an effective learning experience to groups and individuals | E |  |  | ✓ |  |  |
| * Evidence that you are able to apply effective approaches to teaching to more than one level and target audience | E |  |  | ✓ |  |  |
| * Evidence of offering inclusivity to learners | E |  |  | ✓ |  |  |
| * Evidence of undertaking meaningful research |  | D |  | ✓ |  |  |
| **Knowledge** | | | | | | |
| * IT Skills particularly e learning skills in order to develop resources and provide learning pathways for learners | E |  |  | ✓ |  |  |
| * Up to date knowledge of current initiatives impacting on vocational/subject area | E |  |  | ✓ |  |  |
| * Knowledge of MS office applications | E |  |  | ✓ |  |  |
| * Knowledge of current relevant initiatives within ~~FE~~ HE |  | D |  | ✓ |  |  |
| * A thorough knowledge of quality assurance processes and procedures. | E |  |  | ✓ |  |  |
| Key Skills | | | | | | |
| * Enthusiastic and motivated | E |  |  | ✓ |  |  |
| * Identify, interpret and apply knowledge and information. | E |  |  | ✓ |  |  |
| * Excellent communication skills (oral and written) and demonstrable presentation skills. | E |  |  | ✓ |  |  |
| * Use of data to analyse performance and plan for improvements | E |  |  | ✓ |  |  |
| * Ability to determine priorities and make decisions, supported by excellent organisational skills. | E |  |  | ✓ |  |  |
| * Ability to work independently and as part of a team in order to deliver individual and team objectives. | E |  |  | ✓ |  |  |
| * Commitment to learners experience | E |  |  | ✓ |  |  |
| * Ability to articulate clearly and objectively | E |  |  | ✓ |  |  |
| **Other** | | | | | | |
| * Awareness of and commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults | E |  |  | ✓ |  |  |
| * Commitment to equality of opportunity and the principles of inclusive learning and the ability to promote it in all aspects across IEG | E |  |  | ✓ |  |  |
| * Evidence of a personal commitment to continuous professional development and training | E |  |  |  |  |  |
| * Commitment to the IEG’s Core Values | E |  |  | ✓ |  |  |
| * Awareness of Health & Safety, wellbeing and environmental issues |  |  |  |  |  |  |
| * Flexible approach to working practices | E |  |  | ✓ |  |  |
| * Professional appearance and behaviour | E |  |  | ✓ |  |  |
| * Good previous attendance record | E |  |  | ✓ |  | ✓ |
| * Satisfactory enhanced DBS check + barred list for regulated roles | E | Pre-employment check | | | | |

Assessment Criteria: A = Application, I = Interview, T = Test, R = References