

Job Description & Person Specification



Curriculum and Quality Team Manager: Maths

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| Salary: | £41,760 pa inclusive |
| Hours: | 36 hours per week |
| Leave: | 42 days annual leave plus bank holidays |
| Responsible to: | Director |
| Work closely with: | CQTMs and Director in the area to form the management team for the Directorate Quality Improvement Team CQTMs and Cross College Co-ordinators from other Directorates Business Support Managers |
| Job Purpose: | The main focuses of the role will be to lead on improving teaching and learning in Maths GCSEs and Functional Skills Maths |
| Location: | This post will initially be based at Main Campus, Isleworth however, you may be required to undertake work at the Skills & Logistics Centre, Feltham |

1. Curriculum and Quality

- a) Lead and co-ordinate curriculum innovation and development across the:
 - Cross college Functional Skills Maths at all levels
 - Cross college GCSE Maths
 - Adult GCSE Maths
 - Adult Functional Skills Maths
- b) Manage the quality of teaching, learning and assessment, and track attendance and students' progress and achievement of Functional Skills and GCSE Maths diligently, utilising reporting documents in a timely and proactive fashion- liaising with cross college Areas to expedite.
- c) Lead on quality improvement in the teaching of Maths, in conjunction with the Director CS, with an aim to improve attendance and student achievement.
- d) Manage course and subject review activities and self-assessment, ensuring that courses are matched to student need, and that actions are in place to improve teaching, learning and assessment
- e) Manage internal verification, external examination arrangements and liaison with external verifiers and validation/examination bodies, including acting as Lead IQA for Functional Skills Maths
- f) Raise student achievement rates through a clarity of focus and outcomes to meet recruitment, retention, achievement and destination targets
- g) Work closely with the Quality Improvement Team to improve the teaching, learning and

Assessment of Maths as a standalone subject as well as advising on best practice for the embedding of Maths in vocational courses.

- h) Support the Director and CQTM's in the embedding of Maths into vocational programmes.
- i) Providing cross college training on best practice in terms of Maths delivery.
- j) Promote apprenticeship provision across the Directorate by working with the college's Employer Engagement team to secure timely success.

2. Team management

- a) Lead and build teams of staff delivering Maths, running regular team meetings with all staff involved in delivering Maths qualifications to ensure good communications are in place across the teams
- b) Encourage collaborative working, sharing of good practice and debate about teaching, learning and assessment
- c) Consult on planning and ensure a team approach to quality issues
- d) Encourage peer observation, team teaching and visits to other colleges.

3. Individual staff management

- a) Line manage Maths teachers
- b) Provide encouragement, support and guidance to staff delivering Maths GCSE and Functional Skills, setting and maintaining high standards, in order to continue to raise the quality of teaching in the area
- c) Ensure supportive staff induction, coaching and target-setting for teaching improvements and strong mentoring and staff development for individuals
- d) Assist the Director in staff timetabling
- e) Along with the other Curriculum and Quality Team Managers in the programme area, deputise for the Director as required

4. Student Support

- a) Co-ordinate the pastoral programme (tutorials, careers advice etc.)
- b) Track and monitor attendance and punctuality and be responsible for improving both across all Maths provision
- c) Liaise with the managers responsible for student support, including basic and functional skills, to ensure student needs are met
- d) Oversee and monitor student admissions, enrolment, induction and progression
- e) Be responsible for promoting good student discipline

5. Resource Management and Health and Safety

- a) Assist the Director in setting and meeting programme area targets including student numbers, full cost targets and course viability
- b) Manage budgets for specified areas in accordance with college financial regulations.
- c) Promote the safe learner concept, ensuring appropriate health and safety activities are in place, including risk assessments for the curriculum area

6. External focus/liaison

- a) Undertake external liaison as required for the suite of Maths courses managed

- b) Keep up to date with strategic developments in the Maths GCSE and Functional Skills curriculum area and local and national initiatives which might impact on the area, and ensure through visits to other institutions that best practice is disseminated across the team.
- c) Ensure marketing materials (fact sheets, course guides) are produced on time and in the correct format, having consulted with relevant Directors and CQTMs. Work proactively to promote the programme through participative recruitment activities: taster sessions, open days, visits.

7. General

- a) Carry out allocated teaching & associated duties in an appropriate curriculum area. The hours of class contact to be undertaken will be reviewed at intervals and will be determined in the context of the demands of the management role & the needs of the college.
- b) As a member of the management team of the college, undertake Evening and Saturday Duty in accordance with the Duty Rota.
- c) Adhere and comply with the college financial regulations.
- d) Undertake such other duties at appropriate levels of skill & responsibility as may be required.

Person Specification

Please study the items in this person specification carefully when completing your application form. We need evidence and practical examples of how well you meet each criterion.

1. Educated to degree level or equivalent, in a relevant curriculum specialism, with a recognised teaching qualification
2. Evidence of **continuous professional development**
With a focus on
 - impact on teaching and learning
 - curriculum innovation
3. Sound **specialist knowledge and teaching experience** in a relevant curriculum area
With a focus on:
 - curriculum innovation
 - inspirational teaching and learning
 - effective assessment strategies
 - Knowledge and management of apprenticeship provision would be an advantage
4. Evidence of effective **curriculum leadership** in a relevant area and an ability to determine an imaginative vision for the curriculum
With a focus on:
 - curriculum development and planning
 - creative strategies for delivery
5. Ability to **manage teams and individuals**
With a focus on
 - pro-active, positive and clear approach
 - set and maintain high standards
 - support and develop
 - regular, consistent and structured contact
6. Understanding of the **national policy context** of the post schools sector
With a focus on:
 - impact on funding
 - impact on the future curriculum
7. Excellent **IT skills**
With a focus on:
 - improve management processes
 - teaching and learning
8. Experience of implementing, managing and monitoring **quality assurance** processes that have led to tangible improvements in standards for students
With a focus on:
 - clarity of focus and outcomes
 - creative and practical thinking
 - use and interpret data and information
 - internal and external verification procedures

9. The ability to translate the challenges faced by **marginalised groups** into curriculum strategies and student achievement

With a focus on:

- refugees and young people seeking asylum
- working class young people
- people experiencing poverty, deprivation and/or discrimination

10. Ability to give **leadership on equality and diversity** and to embed them into curriculum and staffing decisions

With a focus on:

- a vision for the curriculum
- creative ideas to ensure students have equality of opportunity, treatment and outcome
- confidence in talking about issues

11. **Communication:** ability to write complex reports, to articulate arguments, talk to groups, chair meetings and be empathetic, respectful and clear in one-to-one meetings

With a focus on:

- clarity and appropriate to audience
- structured and purposeful
- complex ideas with simplicity
- listen and empathise

12. Ability to practise the principles of **collaborative working**

With a focus on:

- consultation and involvement
- consensus and decision-making
- supportive structures and processes

13. Have an awareness of Prevent and Safeguarding.

Equality and diversity

West Thames College champions excellence, integrity, equality and respect.

This means we aspire to the highest achievements for our students and the best possible working environment for our staff.

The whole college community - women and men, younger and older, from different, social and ethnic backgrounds, a variety of faiths, cultures and languages, lesbian, gay and straight, disabled and non-disabled – we are all treated with the same respect and entitled to the same chances to succeed.

We champion diversity because we know that a rich mix of people makes the college a more productive and creative place to study and work.

And we champion equality because it is the right thing to do.

Closing date: 7 July 2022 at 12pm

Reference No: 4LEM004

Interview date: **w/c 11 July 2022**

Conditions of Service

Contract: Permanent
Full time

Hours: 36 hours per week

Salary: The salary offered for this post will be a spot salary on point 4 of the Management Spine scale.

Spot salary means there is no entitlement to any incremental pay increase.

Pension: Staff are entitled to participate in the Teachers Superannuation Scheme subject to its terms and conditions.

Annual Leave: 42 days per annum plus public holidays.

Teaching Qualifications: The provisions of Statutory Instrument No 1209 (The Further Education Teachers' Qualification (England) Regulations 2001 & 2007) apply to this post.

Lecturing staff whose employment commences on or after 1 September 2001 are required either to have upon commencement of employment, or to obtain within a specified period after commencement, certain teaching qualifications as specified by the further Education Teachers' Qualifications Regulations 2001 & 2007. The type of qualification required and the time period for acquiring it, depend on a number of factors, including the type of post that is held, the teaching that is undertaken, and whether the lecturer works full-time or part-time.

Probation: Employees who commence their employment between 1 September and 31 May inclusive will be subject to 26 weeks probation before their employment can be confirmed as permanent.

Employees, who commence their employment between 1 June and 31 August, and those with term time only contracts, will be subject to 36 weeks probation period before their employment can be confirmed as permanent.

The extended period of probation is to ensure that there is an adequate period of "normal" working during which to provide support and assess an employee's performance.

Disclosure The post will be offered subject to an enhanced Disclosure satisfactory to West Thames College which will be conducted by the Disclosure and Barring Service.