

Person Specification

Curriculum Lead

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out based on how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. If you are selected for interview, you may be asked to undertake practical tests to cover the skills and abilities shown below.

Qualifications/Experience

1. Qualified Teacher or equivalent
2. Experience of teaching students with SLD, PMLD and or ASC
3. Experience in leading a team of lecturers and supporting them on areas of curriculum
4. Evidence of being involved in recent and relevant professional development relating to students with special needs

Abilities, Skills & Knowledge

5. Please provide examples of how you consistently show good-outstanding teaching skills with PMLD, SLD, Challenging Behaviour and MLD learners.
6. Evidence of having high standards of education for all students.
7. Knowledge and experience of applying a framework of curriculum planning which includes long and short-term plans. This will require planning aspirational targets based on student's needs and monitoring students' progress.
8. Show evidence of vision, initiative and leadership in managing change to enhance and raise standards.
9. Respect for all students social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning.

10. Ability to draft RARPA curriculum units and link with accredited provision?
11. Evidence of monitoring appropriate documentation within the learner journey and achieve changes in lecturers practice where required?
12. Evidence of developing appropriate resources, within lead area?
13. Ability to maximise the use of ICT for both teaching and professional duties.
14. Evidence of knowledge of a range of accreditation, how it should be used and what is required to implement it in a college-wide context?
15. Evidence of high-quality work with appropriate rigour to short deadlines?
16. Ability to train and coach peers to develop good teaching practice.
17. Able to carry out performance reviews resulting in positive impacts on teaching and learning.
18. Evidence of developing effective relationships with others.
19. Evidence of leading a team effectively, inspiring and motivating others.
20. Evidence of ability to communicate effectively with students, families, staff and any other external contacts, using variety of methods.
21. Willingness to learn, undertake training and to take on responsibility when required?
22. Knowledge of safeguarding and the ability to promote the safeguarding and well-being of vulnerable students.



23. The ability to promote equality and diversity, recognize and actively challenge stereotyping, prejudice and discrimination ensuring that these principles permeate all working practices?

24. Willingness to undertake an IV role and IV Assessor qualification?