**FIVE RIVERS MULTI ACADEMY TRUST**

**JOB DESCRIPTION / PERSON SPECIFICATION**

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| Post Title | **CURRICULUM SPECIALIST - GENERAL** |
| Grade | **Grade 5** |
| Responsible to | Principal |
| Responsible for |  |
| Purpose of job | To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. |
| Normal base of work | Tinsley Meadows Primary Academy, Norborough Road, Sheffield S9 1SG – however there may be some requirement to work from other Five Rivers Trust sites as appropriate. |
| Safeguarding statement | Five Rivers MAT is committed to safeguarding and promoting the welfare and safety of children and expect all staff to share this commitment. The successful candidate will be required to complete a Disclosure Barring Service check in line with Section 115 of the Police Act 1997.  This post is exempt under the Rehabilitation of Offenders Act, so all criminal convictions must be stated, with dates. Failure to do so will disqualify individuals from appointment and, if appointed may render them liable to immediate dismissal without notice.  An individual disqualified from working with children through any of the various means available is guilty of an offence if he or she knowingly applies for or accepts any work in a regulated position i.e. classified as working with children (Criminal Justice and Court Services Act 2000).  The Five Rivers MAT will only offer appointments if the above checks are satisfactory; and will allow no unsupervised access to children before completion of all checks. |

**JOB DESCRIPTION: CURRICULUM SPECIALIST**

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| The post holder must, at all times, carry out his / her duties and responsibilities within the spirit of the Five Rivers Multi Academy Trust, the Trust’s policies and within the framework of the Education Act 2002 and the School Standards |

##### Main Duties and Responsibilities

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| SUPPORT FOR PUPILS |
| 1. Identify the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning. 2. Establish productive working relationships with pupils, acting as a role model and setting high expectations. 3. Develop and implement suitable learning activities in the specialist area. 4. Promote the inclusion and acceptance of all pupils in the specialist activity. 5. Support pupils consistently whilst recognising and responding to their individual needs. 6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities. 7. Promote independence and employ strategies to recognise and reward achievement of self-reliance. 8. Provide feedback to pupils in relation to progress and achievement.  |  | | --- | | SUPPORT FOR THE TEACHER | | 1. Organise and manage an appropriate learning environment and resources. 2. Within an agreed system of supervision, plan appropriate activities to encourage pupils to develop and gain skills, knowledge and techniques. 3. Monitor and evaluate pupil development and achievements through a range of assessment and monitoring strategies against pre-determined learning objectives. 4. Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. 5. Record progress and achievement in activities systematically and provide evidence of range and level of progress and attainment. 6. Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence. 7. Support the role of parents in pupils’ learning and contribute to reports for parents to provide constructive feedback on pupil progress/achievement etc. 8. Production of activity plans, worksheets, etc. | | SUPPORT FOR THE CURRICULUM | | 1. Deliver specialist activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs. 2. Ensure activities link with the achievement of national curriculum standards in the specialist area and other learning activities to support the development of pupils’ skills. 3. Select and prepare resources necessary to lead activities, taking account of pupils’ interests and language and cultural backgrounds. 4. Advise on appropriate deployment and use of specialist aid/resources/equipment. | | SUPPORT FOR THE SCHOOL | | 1. Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person. 2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. 3. Contribute to the overall ethos/work/aims of the school. 4. Establish constructive relationships and communicate with other professionals, in liaison with the teacher, to support achievement and progress of pupils. 5. Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others. 6. Deliver and develop out of school learning activities within guidelines established by the school, where required. 7. Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class. | |
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Any other duties and responsibilities appropriate to the grade and role

All of the above duties and responsibilities to be carried out in accordance with Five Rivers MAT’s policies, national legislation, equal opportunities, data protection and Health and Safety.

**Person Specification for post of:**

**Curriculum Specialist**

This authority is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

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| **Minimum / Essential** | **Method of Assessment** |
| **Skills / Knowledge** |  |
| Full working knowledge of relevant policies/codes of practice / legislation. | Application Form, Interview |
| Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning strategies. | Application Form, Interview  References |
| Good understanding of child development and learning processes. | Application Form, Interview |
| Good understanding of statutory frameworks relating to teaching | Application Form, Interview |
| Ability to organise, lead and motivate a team. | Application Form, Interview |
| Constantly improve own practice/knowledge through self-evaluation and learning from others | Interview, References |
| Ability to relate well to children and adults | Application Form, Interview, Observation, References |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | Interview, References |
| Can use ICT effectively to support learning. | Application Form, ‘Interview, Observation |
| Has sound speaking and listening skills to extend language in discussion | Interview, Observation |
| Can plan, implement and evaluate learning activities. | Interview, Observation, References |
| Can undertake pupil assessment | Application Form, Interview |
| Can manage the behaviour of pupils in a reasonable manner | References |
| Has a caring positive attitude towards pupils welfare | Interview, Observation, References |
| Has an awareness of pupils with special educational needs | Application form, Interview, references |
| Can maintain trust and confidentiality where appropriate | Interview, References |
| Can assist the school in forming a partnership with parents | Application Form, Interview |
| Has practical and organisational skills to prepare and manage educational resources | Application Form, Interview |
| Can complete and maintain pupil records | Interview, References |
| **Experience, qualifications and training (if any)** |  |
| Working towards the Higher Level Teaching Assistant qualification or equivelant. | Application Form |
| Training in the relevant strategies e.g. literacy | Application Form |
| Equivalent to NVQ Level 2 in English and Maths | Application Form |
| Experience working with children of relevant age in a learning environment | Application Form, Interview, References |
| Specialist skills / training / experience in managing behaviours,  SEN | Application Form, Interview, References |
| **Work Related Circumstances** |  |
| Can allocate some contractual time to after school staff meetings when appropriate | Application Form, Interview |
| Can allocate some contractual time to the whole of, or part of, staff training days when appropriate | Application Form, Interview |
| Can maintain personal presentation that sets high standards for the pupils | Application Form. Interview |
| Can work within the spirit of City Council and School Policies to do with Equal opportunities, Child Protection, Health & Safety, Finance, Smoking etc | Application Form, Interview |