



Holy Family Catholic Multi Academy Trust

Job Description

Job Title:	Curriculum Development Lead for Creative Technologies – Art Specialism
Location	St John Plessington Catholic College
Responsible To:	Head of Faculty
Salary Grade:	TLR 2c (M3-U6) / TLR - £8611
Contract:	This is a full-time, permanent contract

Key Purpose of Job

The key purpose of this role is to support the Head of Faculty in providing strategic and operational leadership of the department including Art, with responsibility for more than one Key Stage / Coordinator.

The candidate will play a central role in raising standards of teaching, learning and outcomes, driving rapid improvement, and ensuring consistency across classes and Key Stages.

The role includes deputising for the Head of Faculty in their absence and contributing significantly to departmental leadership, staff development and accountability for pupil outcomes.

Key Responsibilities of the Post

Professional Duties

In addition to the professional duties of a teacher:

1. Core Purpose

- Support the Head of Faculty in leading teaching, learning and outcomes across the faculty with a specific focus on Art.
- Take responsibility for multiple Key Stages, ensuring strong progress and attainment
- Drive rapid improvement priorities, particularly in KS4/5 outcomes
- Use SISRA (SPI, residuals, group analysis) to identify and address underperformance
- Model outstanding classroom practice and set high expectations
- Ensure consistency of teaching, routines and expectations across classes
- Promote a culture of high standards, accountability and ambition

2. Strategic Direction & Development

- Support the development and implementation of departmental improvement and RAP plans



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- Lead on data analysis across Key Stages, including:
 - SPI trends
 - Group performance (PP, SEND, HPA)
- Identify priority cohorts and implement targeted strategies
- Contribute to evaluation of Quality of Education (Intent, Implementation, Impact)
- Support curriculum refinement to ensure coherence, sequencing and challenge

3. Quality of Education (Teaching, Learning & Assessment)

- Support the implementation of a high-quality, ambitious curriculum across Key Stages
- Ensure consistent use of:
 - Assessment systems
 - Feedback and marking
 - Moderation processes
- Lead on improving:
 - Knowledge retention (KS3)
 - Application and exam readiness (KS4)
- Monitor teaching through:
 - Learning walks
 - Book scrutiny
 - Student voice
- Ensure teaching is adaptive, inclusive and responsive to pupil need

4. Outcomes & Raising Achievement

- Take shared accountability for student progress and attainment across the Faculty
- Lead on intervention strategies, including:
 - Grade 4/5 borderline pupils
 - Disadvantaged and SEND pupils
- Track and evaluate impact using:
 - SISRA data
 - Assessment outcomes
- Ensure underperformance is identified and acted upon rapidly

5. Behaviour, Attitudes & Inclusion

- Promote and support consistent application of behaviour systems
- Support staff in managing behaviour effectively
- Ensure a culture of calm, purposeful learning environments
- Work with pastoral and inclusion teams to remove barriers to learning
- Support improvements in attendance and engagement



6. Leading and Managing Staff

- Support the Head of Faculty in:
 - Line management
 - Performance management
 - Staff development
- Coach and mentor colleagues to improve teaching and outcomes
- Contribute to departmental CPD and instructional coaching
- Support ECTs and developing teachers
- Foster a collaborative, high-performing team culture

7. Deputising for Head of Faculty

- Lead the Faculty in the absence of the Head of Faculty
- Represent the Faculty in meetings and whole-school processes
- Ensure continuity of leadership, standards and expectations
- Support decision-making and communication across the Faculty

8. Quality Assurance

- Contribute to departmental QA processes, including:
 - Lesson visits
 - Work scrutiny
 - Data reviews
- Ensure consistency across Key Stages and staff
- Follow up on areas for development with clear actions

9. Enrichment & Wider Curriculum

- Promote enrichment opportunities across Key Stages
- Encourage participation in extracurricular activities
- Support development of cultural capital and wider learning

10. Communication & Partnerships

- Communicate effectively with staff, pupils, parents and stakeholders
- Support parental engagement regarding progress and expectations
- Work collaboratively across departments and with external partners

11. Whole School Contribution

- Contribute to whole-school priorities and improvement plans
- Support implementation of Teaching & Learning strategy



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- Uphold safeguarding, compliance and statutory responsibilities
- Promote the Catholic ethos and values of the school

Core Expectations of the Role

- Highly effective classroom practitioner
- Strong leadership presence within the Faculty
- Relentless focus on outcomes and standards
- Commitment to continuous improvement

Key Impact of the Role

- Improved consistency in teaching across Key Stages
- Strong progress and attainment outcomes
- Effective support for Head of Faculty
- A cohesive, high-performing department

Supervision / Line Management Responsibilities of the post

- Line management of teachers within the Faculty.
- Line management of Key Stage Coordinators.

Working Environment & Conditions of the post

Normal office environment

Classroom Environment

Other Duties

- a) To undertake additional duties as required, commensurate with the level of the job
- b) To contribute to the effective working of the HFCMAT
- c) Maintain positive, professional relationships with students, parents/carers and teachers
- d) To participate in induction training, staff review processes and professional development opportunities
- e) All staff must commit to Equal Opportunities and Anti-Discriminatory Practice
- f) The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings and school vehicles
- g) The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled
- h) The post-holder is expected to familiarise themselves with, and adhere to, all relevant Trust Policies and Procedures



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- i) The post-holder must comply with the Trust/School's Health and Safety requirements specifically for the school they are based
- j) The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.



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Person Specification

Area	Job requirements	Essential /Desirable	Evidence
<p>A. Qualifications and Professional Development</p>	<p>Qualified Teacher Status (QTS).</p> <p>Degree in relevant subject (or closely related discipline).</p> <p>Evidence of sustained professional development linked to teaching, learning and curriculum.</p> <p>Commitment to ongoing professional development and reflective practice.</p> <p>Evidence of engagement with subject-specific pedagogy and curriculum development.</p> <p>National Professional Qualification (e.g. NPQML, NPQSL) or equivalent leadership training.</p> <p>Evidence of leading or delivering CPD for staff.</p> <p>Engagement in wider professional networks or research-informed practice.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p>	



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<p>B. Experience</p>	<p>Proven track record of strong student outcomes over time.</p> <p>Experience of consistently high-quality teaching and learning.</p> <p>Experience across Key Stages</p> <p>Experience of effective planning</p> <p>Experience of working with a range of learners, including SEND and disadvantaged students.</p> <p>Experience of quality assurance processes (lesson observations, work scrutiny, moderation).</p> <p>Experience of managing performance and supporting staff development.</p> <p>Experience of leading or supporting intervention strategies</p> <p>Experience teaching across Key Stages</p> <p>Experience using data to improve outcomes</p> <p>Experience supporting or leading colleagues</p> <p>Experience of QA processes</p> <p>Experience of leadership responsibility</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p>	
<p>C. Knowledge/ Skills</p>	<p>Teaching & Learning</p> <p>Strong subject knowledge and understanding of effective pedagogy.</p> <p>Ability to model outstanding classroom practice.</p> <p>Understanding of adaptive teaching</p> <p>Strong understanding of assessment and its role in improving learning.</p> <p>Understanding of curriculum design (intent, implementation and impact).</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	



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	Ability to plan and sequence a coherent, ambitious and inclusive curriculum.	E	
	Knowledge of how to adapt curriculum to meet the needs of all learners.	D	
	Ability to influence practice and hold others to account	E	
	Data & Outcomes		
	Ability to analyse and interpret performance data effectively.	E	
	Ability to identify gaps and implement targeted interventions.	E	
	Behaviour & Culture		
	Strong understanding of behaviour for learning.	E	
	Ability to promote high expectations and consistent routines.	E	
	Ability to support staff in managing behaviour effectively.	E	
	Communication & Organisation		
	Excellent communication skills (verbal and written).	E	
	Strong organisational and time management skills.	E	
	Ability to prioritise effectively and manage competing demands.	E	
	High levels of professionalism, integrity and resilience.	E	
	Knowledge of current national education priorities and frameworks (including Ofsted).	D	
	Familiarity with school MIS systems and data tracking tools.	E	
	Ability to communicate effectively with staff, pupils and parents	E	
	Ability to work under pressure and drive change	E	



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<p>D. Other Conditions</p>	<p>Commitment to safeguarding and promoting the welfare of children and young people.</p> <p>Commitment to high expectations, inclusion and equality.</p> <p>Ability to contribute to whole-school improvement priorities.</p> <p>Willingness to take on additional responsibilities in line with the role.</p> <p>Alignment with the ethos and values of the school, including its Catholic mission.</p> <p>Ability to work flexibly and collaboratively as part of a wider leadership team.</p> <p>Willingness to contribute to enrichment, trips and extracurricular provision.</p> <p>Ability to support wider leadership beyond the department.</p> <p>Understanding of the role of Catholic education in developing the whole child.</p> <p>Enhanced BDS</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p>	
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Key to Evidence:

A – Application Form & Letter

C - Certificates

I – Interview

R - Reference