

JOB DESCRIPTION

School	Carisbrooke College
Post Title	Curriculum Lead - Communications (English and Languages)
Salary Scale / Grade	L4-L8
Reporting to	Deputy Headteacher - Achievement

Job Purpose:

At Carisbrooke College, we believe *Education is Our Castle*. We view education as a stronghold built stone by stone upon secure foundations of knowledge.

As the Curriculum Lead for Communications, you will provide inspirational strategic leadership and rigorous management across the English and Languages faculty. Your purpose is to build and maintain an exceptional teaching team that translates our whole-school curriculum vision into impactful classroom practice. You will ensure that learning is meticulously sequenced, equity is prioritised, and every student—regardless of background—develops the disciplinary literacy and confidence required to broaden their horizons and thrive in a digital world.

Key tasks and responsibilities:

1. Strategic & Visionary Leadership

- **Foster Faculty Pride:** Cultivate a distinct sense of purpose, ambition, and pride within the Communications faculty, directly aligned with the school's core CASTLE values (Courage, Ambition, Sustainability, Teamwork, Learning, Equity).
- **Collaborative Culture:** Promote collective, evidence-informed approaches to problem-solving, curricular innovation, and professional development.
- **Resource & Budgetary Stewardship:** Responsibly manage human resources, budgets, and physical tools delegated by the Headteacher to maximize learning impact and safeguard resources.
- **Academic Atmosphere:** Establish and maintain high expectations and routines across the faculty to support staff in managing purposeful classroom environments.
- **Celebrate Excellence:** Systematically identify, applaud, and share areas of success for both teachers and students.

2. Curriculum Design & Implementation

- **Knowledge-Rich Sequencing:** Lead the design and implementation of faculty curriculum plans that are carefully sequenced, coherent, and cumulative from Key Stage 2 through to Key Stage 4, ensuring students know more, remember more, and do more over time.
- **Disciplinary Literacy Gateway:** Act as a champion for vocabulary acquisition and communication. Partner closely with the Assistant Headteacher leading the Literacy Development Plan and support them to embed deliberate vocabulary instruction and extended reading into daily practice.

- Cognitive Science & Memory: Ensure faculty schemes of work actively prioritise cognitive load reduction, retrieval practice, repetition, and overlearning so that key concepts are securely embedded into students' long-term memory.
- Digital & Future Readiness: Weave purposeful technology usage, digital literacy, and careers education/employer engagement into the curriculum to prepare students for life beyond the Isle of Wight.

3. Inclusive & Responsive Teaching

- Adaptive Practice for SEND & Disadvantage: Ensure equity sits at the heart of the faculty by driving adaptive teaching strategies. Support staff in utilising scaffolding, guided practice, and targeted support to remove barriers for students with SEND or those facing economic disadvantage without lowering academic ambition.
- Neuroscience-Informed Environments: Guide the faculty to build learning environments that deliberately strengthen memory, attention, motivation, and emotional regulation.
- Responsive Assessment: Oversee rigorous work scrutiny, moderation, and regular diagnostic assessments to identify misconceptions, adapt teaching responsively, and track student progress accurately.

4. Liaison, Quality Assurance & Communication

- Data-Informed Achievement: Implement school quality assurance, assessment, and target-setting policies, using data effectively to monitor, evaluate, and elevate student outcomes.
- Smooth Transitions: Liaise with colleagues from Key Stage 2 and other sectors to ensure a seamless primary-to-secondary transition and curriculum continuity.
- Community Engagement: Manage clear, informative communications with parents/carers regarding curriculum choices, tiering, and student progress, providing helpful and precise responses to enquiries.
- Exams & Operational Integrity: Oversee the accuracy of exam entries and deadlines in flawless coordination with the Exams Officer.

5. Professional & Faculty Development

- Evidence-Informed Practice: Keep personally up to date with national curriculum developments and cognitive educational research, serving as a lead practitioner who models excellent classroom practice.
- Talent Cultivation: Use the performance management cycle and external professional networks to identify training needs, delegate inspiring growth opportunities, and organise high-quality in-service training for faculty staff.
- Standards Compliance: Ensure compliance with the current Teachers' Standards across the entirety of the faculty.

Additional Duties

- Safeguard and promote the welfare of children and young people at all times, adhering strictly to school safeguarding principles, policies, and the staff code of conduct.
- Maintain a flexible attitude, undertaking additional duties appropriate to the level of the role as directed by the Headteacher or line manager.

Review:

This job description is subject to annual review and / or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment.

PERSON SPECIFICATION

	Essential	Desirable	How Tested A – Application I – Interview T - Test
QUALIFICATIONS AND TRAINING			
Honours degree or some higher study / qualification	✓		A
Qualified Teacher Status	✓		A
Recent, relevant professional development	✓		A, I
EXPERIENCE			
Experience of leading a successful department comprising Key Stages 3 and 4		✓	A, I
Experience of successful secondary teaching or teaching practises	✓		A, I
Experience of successful teaching across the ability range	✓		A
Experience of effectively teaching students' progress	✓		A, I
KNOWLEDGE AND UNDERSTANDING			
Understanding of the main safeguarding principles	✓		A, I
Detailed working knowledge of National Curriculum	✓		A
Subject knowledge commensurate with that required for the effective delivery of exam board specifications	✓		A
Flexible attitude to planning for students needs	✓		A
Use of ICT to meet the needs of students to improve their outcomes and raise standards		✓	I
Ability to generate new ideas about the delivery and students' engagement and enjoyment of the subject	✓		A, I
Use of data to inform decision-making	✓		I
SKILLS AND ABILITIES			
Good interpersonal, verbal and written communication skills with adults and children alike in a variety of settings	✓		A, I
Good level of competence in ICT (Including Google docs)	✓		A, I

Ability to work flexibly and under own initiative to achieve objectives	✓		I
Ability to prioritise, coordinate and organise work under pressure	✓		I
Ability to work on own initiative and self-manage	✓		A, I
Ability to translate theory into classroom practice	✓		A, I
Highly effective practitioner	✓		A, I
Ability to identify personal training needs	✓		A, I
Ability to make positive relationships with disaffected learners	✓		A, I
Ability to understand and deal with issues affecting students with challenging behaviours	✓		A, I
Ability to use Arbor		✓	A
PERSONAL QUALITIES AND ATTITUDES			
Ability to maintain high quality professional relationships with all	✓		I
Ability to be discreet and professional at all times, ensuring confidentiality is upheld	✓		I
Calm, approachable, resolution-focussed disposition.	✓		I
Conscientious and positive disposition	✓		I
Willingness to participate in further training and developmental opportunities to further knowledge	✓		I
Commitment to young people and ensuring the school facilitates the highest possible outcomes	✓		I
Enthusiasm and strong motivation	✓		I
Commitment to equal opportunities and inclusion	✓		I