

Job Description & Person Specification



Curriculum and Quality Team Manager: ESOL Threshold

Salary:	£49,373 pa inclusive
Hours:	36 hours per week
Leave:	42 days annual leave plus bank holidays
Responsible to:	Director of Core Skills
Line Management:	Teaching and support staff within the area
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 focus of the job is to lead on improving teaching, learning and assessment as well as outcomes for students in ESOL Threshold 16-18 years old, and ESOL provision for 14-16 year olds
Location:	This post will initially be based at the Main Campus, Isleworth

1. Curriculum and Quality

- a) Lead and co-ordinate curriculum innovation and development across ESOL Threshold provision for your people (Programmes of Study and ESOL Direct Entry 14-16 year olds)
- b) 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, including e-learning
- c) Manage and lead on internal verification, external examination arrangements and liaison with external verifiers and validation/examination bodies. Act as Lead IQA for ESOL qualifications at the College.
- d) Raise student success rates through a clarity of focus and outcomes to meet recruitment, retention, achievement and progression and destination targets
- e) Work closely with the Quality Improvement Team to improve teaching, learning and assessment
- f) Lead on the growth and development of 14-16 year old and entry level provision ensuring it meets statutory and safeguarding requirements set out by the DfE
- g) 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.
- h) Organise and facilitate professional development programmes for teachers focusing on Curriculum Implementation, strategies and assessment practices, this includes identifying training needs for each individual teacher.

- i) Analyse the students' performance data and assessments results to assess the Curriculum effectiveness, identify areas for improvement and implementing strategies agreed with the Director of Core Skills.

2. Team management

- a) Lead and build a team of ESOL Threshold staff, running regular team meetings to ensure good communications are in place across the team
- b) Encourage collaborative working, sharing of good practice and debate about teaching, learning and assessment, including e-learning
- 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 ESOL Threshold teaching and support staff in accordance with the college's HR policies using a proactive approach with creative problem solving.
- b) Provide encouragement, support and guidance to teaching staff, 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) Managing the staff timetabling.

4. Student Support

- a) Co-ordinate the pastoral programme (tutorials, careers advice etc.)
- b) Liaise with the parents/guardian and students Learning Advisors responsible for student support to ensure students' needs are met
- c) Oversee and monitor students' admissions, enrolment, induction, progression, attendance, achievement.
- d) Be responsible for promoting on good students' attendance, punctuality and discipline
- e) Meet with external professions to support the students' attendance and performance.

5. Resource Management and Health and Safety

- a) Assist the Director in setting and meeting curriculum area targets including student numbers, full cost targets and course viability
- b) 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 ESOL courses managed, including with local authorities' admissions teams
- b) Keep up to date with strategic developments in both the ESOL curriculum areas 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 Director and CQTM. Work proactively to promote the programme through participative recruitment activities: taster sessions, open days, visits.

7. General

- a) As a member of the management team of the college, undertake evening and Saturday duty in accordance with the Duty Rota.
- b) Adhere and comply with the college financial regulations.
- c) Undertake such other duties at appropriate levels of skill and 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
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. Have an awareness and understanding of **Safeguarding, Prevent** and how to embed these into the curriculum

12. **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

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

With a focus on:

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

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: 20 April 2025
Reference No: 4LSE001
Interview date: w/c 28 April 2025

Conditions of Service

Contract:	Full time Permanent
Hours:	36 hours per week
Salary:	£49,373 pa inclusive The salary offered for this post will be a spot salary on point 5 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:	Lecturing staff are required either to have upon commencement of employment, or to obtain within a specified period after commencement the qualifications required for the post. The type of qualification required and the time period for acquiring it, depend upon a number of factors, including the type of post that is held, the teaching that is undertaken, and whether the Individual 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 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.