

Organisation:	Harrogate College
Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i>	N/A
Core Job Role:	Deputy Director of Curriculum
Job Title:	Deputy Director of Curriculum
Reports to:	Principal – Harrogate College
Grade	Spot Point
Date of compilation:	September 2023

CORE RESPONSIBILITIES:

1. To deputise for the Principal of Harrogate College.
2. To support the Principal to lead a values-based culture that is nurturing, inclusive and progressive in its mission to provide life changing opportunities for our community.
3. Responsible for the leadership and management of curriculum managers, growing a team to have consistently outstanding practice, through continuous quality improvement, leading to outstanding achievement and sustained positive destinations.
3. To lead all aspects of curriculum and quality to meet local and regional skill priorities.
4. To support the Principal in growing the status and influence of Harrogate College in North Yorkshire with key stakeholders.
5. To lead on the development of HE provision in key employment sectors in Harrogate and North Yorkshire.
6. Budget responsibility for all agreed curriculum income and expenditure targets.
7. Provide leadership that promotes a learning culture in all staff through academic CPD and relevant industrial updating leading to an outstanding quality of education.

DEPARTMENTAL RESPONSIBILITIES:

8. Develop an exemplary culture of Health & Safety, which ensures best practice in all aspects of provision and services at the directorate.
9. Support the Principal to ensure the effective marketing and promotion of Harrogate College
10. Develop and lead strategies, projects with the intent to support outstanding outcomes for all learners.

11. With the Principal, develop and implement effective quality assurance (including nonaccredited programmes of learning), which are fully embedded across the College
12. Work across the college to maximise additional income through effective bidding and successfully project manage diverse income streams.
13. Provide leadership of the college additional learning support and pastoral support infrastructure support for all learners.
14. Actively contribute to the commitment to safeguard learners within the departments, promote wellbeing of staff, students and visitors and ensure that there is a safety first culture in the departments.

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminare Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody our Organisational Culture:

Few rules & clear boundaries

The ability to be creative, within areas of focus.

Ownership & performance

Using our robust business planning model to allow areas to have clear ownership over their vision and remit.

Energy & enjoyment

Fostering an environment that enables our people and learners to be brave, interact and have fun.

Creative & reflective

Always hungry to learn and looking ahead to see what is on the horizon.

Passion & ambition

Encouraging all to think aspirationally, inspiring others to do the same.

Collaborative & responsive

Proactively seeking opportunities to create synergies and positive outcomes for all.

Person Specification

Job Title:	Deputy Director of Curriculum
Department	

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.	A / C
E	Q2. Level 5 teaching qualification. Post holders who also fulfil Heads of Department/School roles are also expected to commit to the Education and Training Foundation Professional Standards.	A / C
E	Q3. Relevant degree and/or professional level 6 qualification.	A / C
E	Q4. Relevant recognised professional Attainments.	A / C
D	Q5. Masters or other relevant Postgraduate Qualification.	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. An excellent understanding of quality assurance and improvement strategies.	A / I
E	EK2. Able to demonstrate effective performance management of staff and high achievement/improvement in outcomes as a result.	A / I
E	EK3. Thorough and up to date knowledge of Government policy in relation to education and training, including its funding and curriculum / qualification reforms.	A / I
E	EK4. Expertise, knowledge and understanding of the FE and Skills sector.	A / I
E	EK5. Evidence of leading a curriculum school/dept. to an Overall Effectiveness SAR Grade minimum 2 within the last two years.	A / I
E	EK6. Proven experience of successfully analysing data to drive improvements.	A / I / T
E	EK7. Proven experience of driving measurable quality improvements leading to high student satisfaction levels.	A / I
E	EK8. Proven experience of developing demand led curricula and successfully driving growth	A / I
E	EK9. Proven experience of developing positive working professional relationships with a wide range of stakeholders, particularly at a senior level.	A / I
E	EK10. Proven experience of successful administration and management of financial budgets on large scale.	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SK1 Communicating with others Manages 'necessary' performance conversations with confidence	A / I
E	SK2. Working with others Promotes initiatives that continually improve the student experience and all service provisions across the group.	A / I
E	SK3. Developing and leading others Fosters an inclusive working environment that promotes equality, fairness and respect.	A / I
E	SK4. Business Acumen Understands and effectively interprets own budget and financial plan	A / I
E	SK5. Decision, Making, Planning, Prioritisation Has a solution focused evidenced based approach to decision making.	A / I
E	SK6. Personal Accountability and inclusivity Fosters a culture of reviewing and improving current practice, using reflection to identify areas for development for self, colleagues and service provision.	A / I
E	SK7. Future Proofing Actively utilises LMI and technical data to ensure long-term sustainable plans in place, to support organisational growth	A / I
E	SK8. innovation and Engagement Able 'to review current system and develop a process for continued innovation and improvement.	A / I

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I