

A curriculum leader's role

Typically, a curriculum leader is expected to both lead and manage the curriculum area for which they have responsibility.

Aspects of leadership include:

- Giving strategic direction by articulating and agreeing what learning in your curriculum area will look like in the future;
- Creating a climate which is favourable for reflection and teacher growth;
- Promoting and exemplifying an enthusiasm for your curriculum area;
- Encouraging innovation and research.

Leading and managing the curriculum area for which you are responsible requires you, in terms of that curriculum area, to:

- Know what constitutes successful practice;
- Know what the expected standards are;
- Know what's going on across the school;
- Know which pupils are significantly below or above their expected trajectory;
- Know and evaluate the strategies in place to meet the needs of those pupils who are significantly below or above their trajectory;
- Know where the practice is strongest and where it is weakest;
- Put strategies into place to improve practice, including coaching and/or modelling successful practice;
- Keep up to date with research and developments.

Be prepared to:

1. Present a 'quality of provision' report each year to school senior managers and/or governors;
2. Lead a whole-staff meeting on developments in your curriculum area.

A curriculum leader's job-card

Task area 1: To scrutinise and evaluate pupils' work

When? Twice a half term

How? On each session sample from two classes across two year groups.

From each of the two classes sample 2 high ability, 2 medium ability, 2 low ability pupils + any CLA and SEN.

Over the year sample different classes.

What do I look for?

- Is it pitched appropriately (NC age-related expectation, sufficiently challenging)?
- Does it match the intentions of short and medium run plans?
- Is the presentation of work in line with expected standards?
- Is there evidence of progression over time (within and across years)?
- Is work marked in line with the school policy?
- Are comments on work accurate and constructive?
- Is there evidence of differentiation?
- Is the progress of disadvantaged pupils in line with that of their peers?
- Is the progress of boys similar to that of girls?

(see the Ecarda work scrutiny template for recording these observations)

Task area 2: To scrutinise and evaluate teachers' records

When? Once a half term

How? On each session sample the planning and assessment records from two teachers across two year groups.

Over the year sample different teachers.

What do I look for in the planning?

- Do plans match and/or cover the long run plans?
- Do plans refer to the development of learning or process skills?
- Are the expectations clear?
- Is there evidence of progression over time?

- Is there evidence of differentiation informed by previous assessments?
- Is the use of ICT and other resources specified?
- Is there reference to support for pupils with SEN?
- Is there reference to stretch or extension for G&T pupils?

What do I look for in the assessment records?

- Does every child have an end-of-year target based on above national average annual progress?
- Is there evidence of recording each pupil's ongoing attainment?
- Are the tracking sheets completed after each scheduled summative assessment?
(see the Ecarda pupil tracking sheets for recording these summative assessments against National curriculum age-related expectations)
- Have pupils significantly below or above trajectory been listed?
- Is there evidence of strategies devised to support or extend pupils significantly below or above trajectory?

Task area 3: To observe and evaluate teachers' lessons

When? Once a half term

How? On each session sample the lesson from one teacher.

Over the year sample different teachers in different year groups.

What do I look for when observing a lesson? Focus on the learning

- Are all pupils participating and engaged?
- Are pupils being appropriately stretched and/or supported?
- How is the learning differentiated?
- Is there evidence of progression over the lesson?
- How are resources (including ICT) supporting, enriching and enhancing learning?
- Is there evidence of learning to learn?

Think about the teaching by reflecting on the learning

- What effective teacher practices were evident that enabled and facilitated the learning?
- What teacher practices were inhibiting learning?

(see the Ecarda lesson observation template for recording observations)

Task area 4: To use evidence collected to evaluate provision

When? Once a half term on the last programmed session

How? Pull together all the evidence from tasks 1- 3.

What do I look for when evaluating provision?

- Match your evidence against the ‘grade descriptions’ in the latest OFSTED inspection schedule;
- Judge whether outcomes overall are ‘outstanding’, ‘good’, ‘requires improvement’ or ‘inadequate’;
- Judge whether provision overall is ‘outstanding’, ‘good’, ‘requires improvement’ or ‘inadequate’;
- Put together a brief yet focused plan to show how you will lead the curriculum area into the next highest category.

Task area 5: To write a schedule for the next half term

When? Once a half term on the first programmed session

How? Read through all the task areas and assign them appropriately to each week.

Check with your key stage/ phase leader that your work synchronises with that of other curriculum leaders and adjust accordingly.

Inform other teachers when you will be scrutinising their pupils’ work, looking at their records and observing them teach.

Give a copy of your schedule to the headteacher.

Subject Leaders may find any OfSTED subject-specific criteria useful. These may be found on the OfSTED website