

# DERWENTSIDE COLLEGE

## Job Description

**Job title:** Vice Principal - Curriculum and Quality

**Main purpose:** To lead and direct the strategic development and operational management of curriculum provision, learning support and quality assurance in line with public policy priorities and College targets.

**Reporting relationships:**

**accountable to** - Principal  
**managing** - Assistant Principal – Quality Improvement and Compliance  
Curriculum Managers (4)

**Main Duties and Responsibilities:**

**Leadership**

- a) deputise for the Principal as and when required;
- b) assist the Principal in the overall management of Derwentside College as a member of the College's Senior Management Team;
- c) assist the Principal in the strategic management and operational development of the College – undertaking specific projects at her request;
- d) assist the Principal in the formulation of the College's strategic plan - in particular on strategic objectives for curriculum and quality;
- e) act as lead manager for curriculum and quality matters at Board and Committee meetings – providing reports and briefings as necessary;
- f) lead performance improvement by setting managers stretching but achievable targets, in particular targets for learner recruitment, retention, achievement, success and progression;
- g) monitor and analyse College data – advising on its significance for curriculum provision, learning support and quality assurance;
- h) promote a College culture with an ethos of high expectation for learner engagement, success and progression;
- i) promote the College's core values, strategic objectives, operational targets and business activities – supporting the implementation of its plans, policies and procedures;
- j) promote the principles of equality of opportunity and treatment and the celebration of diversity throughout the College;
- k) uphold high standards of professional conduct and practice;
- l) attend (and, where appropriate, chair) College working parties, task groups and team meetings;
- m) represent the College in external partnerships.

**Curriculum**

- a) lead the development and embedding of the curriculum and plan the College portfolio – securing a differentiated provision for the different programme/subject areas and for adult and 14-19 learners that is not only responsive to current learner and employer needs and also is continually updated;
- b) plan and develop clear progression routes for further study, employment or higher education;
- c) plan and develop curriculum delivery and assessment arrangements which provide learners with the most flexible, appropriate and effective resources for their learning and accreditation;

- d) plan and develop curriculum provision that contains a coherent and comprehensive range of programme, reflects continuing curriculum development, embeds curriculum initiatives and responds to public policy priorities for post-14 education, training and employment support;
- e) plan and develop a curriculum timetable that secures a co-ordinated deployment of staff and resources across the College;
- f) evaluate the knowledge and skills of the College's workforce required to match curriculum and quality developments – planning training delivery strategies and (in liaison with Personnel) staff recruitment priorities that will achieve this;
- g) set operational objectives and agree performance targets with the Curriculum Managers and Assistant Principal to secure the optimisation of recruitment, retention, completion and achievement.
- h) maximise staff utilisation in all areas of the curriculum directorate maintaining quality and facilitating the effective use of the skills and expertise of the workforce

### **Learner Performance**

- a) plan and develop the delivery of effective learning and learner support that ensures access to learning, provides a stretching and enriching learner experience, enables learners to realise their potential and supports the achievement of successful learner outcomes;
- b) plan and develop a systematic learning support process that identifies learning need and responds flexibly to those needs;
- c) plan and develop operational objectives for the provision of a range of support services for learners – ensuring that admissions interviews, pre-course counselling, induction, tutorial support, action planning and the provision of advice and guidance information are part of a planned, co-ordinated and coherent system;
- d) lead the development of arrangements for enabling the learner voice to influence College development and improvement;
- e) set operational objectives and agree performance targets to secure the optimisation of rates of retention, achievement, success and progression to sustained education and employment destinations.

### **Quality**

- a) lead the planning and design of quality improvement initiatives;
- b) plan and develop systems and procedures for quality assurance and continuous improvement, keeping pace with changing external expectations and requirements and ensuring consistently high standards across the College;
- c) act as the College's nominee, or equivalent, in relation to external quality agencies – leading the preparation for, and management of, all processes relating to Ofsted inspection and other external quality evaluations, and ensuring that the College is inspection-ready at all times;
- d) lead the College's self-assessment process, ensuring the timely production of an evaluative self-assessment report and a targeted and effective quality improvement plan;
- e) plan and develop effective quality assurance and audit systems – including appropriate policies and procedures, standards and targets, and monitoring and review;
- f) plan and develop a co-ordinated and systematic approach to the observation and improvement of teaching, learning and assessment, performance management and professional development;
- g) manage the College's Complaints Procedure – responding to, investigating and resolving formal complaints.

### **Management**

- a) manage the performance, professional development and conduct of individual managers – ensuring that each of them is well motivated and highly effective, that resources are deployed efficiently, and that quality assurance and improvement is effective;

- b) set operational objectives and agree performance targets with managers in the Curriculum and Quality teams that secure the implementation of systematic, cost-effective and co-ordinated plans for the curriculum timetable, curriculum delivery, staff deployment, learning and learner support, learner achievement, teaching learning and assessment and continuous quality improvement;
- c) prepare annual budget estimates for the Curriculum and Quality area – monitoring delegated budgets and ensuring that financial targets are achieved;
- d) undertake a range of personnel management tasks in liaison with managers – including workforce planning, recruitment and selection of staff, maintenance of work records (registers, holiday sheets, absence returns, and salary and overtime claim forms), provision of cover for staff sickness and holiday absence, and involvement in key procedures (disciplinary, grievance, capability and absence management).

### **General**

- a) implement and monitor quality assurance procedures appropriate to the Curriculum and Quality area in order to secure compliance with the College's quality assurance system;
- b) seek to enhance co-operative working relationships, the quality of service provision, and the level of customer satisfaction;
- c) keep up to date with the major developments relevant to curriculum and quality issues;
- d) use those IT packages and systems available for the rapid and efficient completion of work tasks;
- e) safeguard and promote the welfare of children, young people and vulnerable adults;
- f) implement and monitor health and safety standards and procedures within the Curriculum and Quality area in order to secure compliance with statutory requirements, HSE recommendations, and the College's health and safety policy;
- g) meet performance targets agreed with the Principal and submit activity reports as required;
- h) participate in staff training and undertaking appropriate personal professional development activities and programmes;
- i) carry out evening, weekend or day duties, as required;
- j) undertake other appropriate activities as may reasonably be required.

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## Person Specification

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Attributes	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• a first degree (or equivalent)</li></ul>	<ul style="list-style-type: none"><li>• a teaching qualification</li><li>• a higher degree</li><li>• an accredited management qualification</li><li>• completion of training to be an Ofsted nominee</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• of recent successful employment at senior managerial level in further education and training</li><li>• demonstrable experience of managing an organisation or major area that achieved a Grade 2 (or higher) in an Ofsted inspection</li><li>• of managing an organisation of major area that significantly improved the quality of teaching and learning and learner outcomes</li><li>• of developing and enhancing external partnerships</li><li>• of effectively managing multi-vocational teams and leading strategic projects in order to achieve corporate goals</li></ul>	<ul style="list-style-type: none"><li>• of acting as nominee in an Ofsted inspection</li><li>• of engagement as an Ofsted inspector</li><li>• of managing apprenticeship provision</li><li>• of managing organisational restructures and associated employment implications</li><li>• of leading and driving forward learning innovation through ILT</li></ul>
<b>Skills and abilities</b>	<ul style="list-style-type: none"><li>• to demonstrate outstanding and visible transformational leadership that is motivational and inspires confidence</li><li>• to think strategically and to make sound, well-considered, evidence-based decisions and judgements on contentious issues</li><li>• to use outstanding analytical, evaluative and interpretative skills, utilising quantitative data and qualitative information, on complex matters</li><li>• to communicate clearly and concisely, orally and in writing, so that arguments are put persuasively and information is presented accurately</li><li>• to develop effective professional relationships with staff at all levels</li><li>• to delegate effectively, set ambitious and aspirational targets and manage the performance of others addressing capability issues promptly and decisively</li><li>• to establish effective systems and procedures for quality management and measurement in order</li></ul>	

to deliver excellent standards of quality improvement

- to plan, prioritise and organise own and others' workload effectively under pressure, within tight time constraints and budgets
- to use information technology effectively and to a high level of competence
- to write high level reports and to make professional and confident presentations
- to maintain confidentiality and to work effectively as a member of the Senior Management Team

**Knowledge and understanding**

- of the national reform of apprenticeships
- of current and developing priorities for 14-19 education and training
- of current and developing priorities for adult education and training
- of current and effective quality improvement methods including strategies that promote outstanding teaching, learning and assessment
- of the use of IT applications for management information systems
- of current arrangements for holding colleges to account including success rate methodologies and minimum standards
- of the current funding methodologies and their application to learning provision
- of awarding bodies and the accreditation and qualifications frameworks

**Personal qualities**

- a practical, resourceful and imaginative response to problem solving
- a determination to be successful
- a demonstrable commitment to equal opportunities and diversity, and to widening participation
- personal resilience and tenacity
- an engaging, inclusive and approachable manner
- an eagerness to embrace change
- a customer-focused, financially-aware and cost-conscious outlook

**Other requirements**

- a distinct and credible personal presence
- a proactive approach and a significant amount of energy, drive and self-reliance
- integrity and independence of mind
- evidence of successful and relevant continuing professional development
- full UK driving license and access to a vehicle for business use (or access to equivalent mobility)