

Job Description – Curriculum Manager: Employability & Functional Skills

Reports to:	Director of Curriculum
Hours:	37.5 hours pw (52 weeks per year)
Type:	Permanent
Salary:	£39,895.55

The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Landmarks is an independent specialist day college for young people with learning disabilities and difficulties. The college offers a wide range of programmes that are tailored to each individual's needs.

Landmarks operates from several sites across; Nottinghamshire, Derbyshire and South Yorkshire, with our main site located in Eckington, S21 4EF.

Landmarks has several satellite provisions in Rotherham, Nottingham city Centre and a "real-life" hospitality and catering facilitate in Rainworth, Mansfield. These environments enable us to provide a range of personal and vocational training opportunities including:

- Agriculture
- Animal Studies
- Arboriculture
- Art
- Business Administration
- Conservation
- Duke of Edinburgh
- Equine Studies
- Floristry
- Horticulture
- Hospitality & Catering
- Independent Travel Training
- Independent Living Skills
- Labouring (CSCS)
- Retail
- Supported Internships
- Wildlife Management
- Work Experience

Our staff are required to work on a range of different sites, including; college campuses, employer's premises or communities local to your learners home - therefore willingness to travel is essential. There may be a requirement to transport learners in your own car, insurance implications are reimbursed. Mileage and expenses are provided for travel during the working day.

Main Responsibilities:

Your responsibilities will include, but are not restricted to:

- Deputise for the Director of Curriculum as necessary
- Hold high aspirations for your Pathway, your team, your learners past and present
- Embolden the college offer by working with the Principal and Director of Curriculum to ensure learners studying at Landmarks receive the best possible, practical and ambitious learning experience of their lives. This experience

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must be focused on securing employment, improving functional skills so that all learners have a productive adult life

- Develop the Employability and Vocational Pathway so that learner achievements remain high, in terms of academic pass rates, job successes and sustainments
- Lead Vocational and Enterprise curriculum developments
- Assess learners for suitability, planning cohesive learning plans that align to learner aspirations and Pathway intent
- Ensure all learner records are accurate at all times on DatabridgeMIS and that sufficient detail exists to inform the ILR
- Monitor and report learner progress and achievement regularly, including Looked After Children, those at risk, and learners with social workers on your pathway (including the monthly management report)
- Working with the Learner Services department, ensure all learners on your Pathway are prepared for their Person Centred Review
- Liaise with parents as necessary
- Promote the work of your Pathway on Social Media via the Marketing department, so that the college has a positive social media presence
- Responsibility of registering learners for qualifications and monitoring their progress, following the internal quality assurance processes outlined by the Director of Quality
- Ensure all qualification evidence and preparation is outstanding
- Support the Principal and Director of Quality with the implementation of the College Quality Improvement Plan, Strategic Plan and any curriculum related actions
- Plan and deliver a session of 2.5 hours per week (or cover as required)
- Chair meetings and committees as required
- Deliver training as required
- Liaise with the Therapy and Welfare Manager to ensure appropriate utilisation of the learner welfare coordinators and therapists across your pathways
- Attend external meetings as required, for example those which promote your pathways
- Contribute to the annual self-assessment process including the completion of departmental quality improvement plan and pathway specific self-assessment report
- Ensure that all learners on your pathways have high quality RARPA targets which are bespoke to each learner, as relevant to their long-term goal
- Prepare sources of evidence required across all key judgements on the Further Education and Skills Inspection Handbook relevant to your pathways
- Line manage staff as directed
- Ensure that all learners on your pathways receive a thorough induction and have a comprehensive baseline period which allows tutors to assess their skills, knowledge and behaviours
- Responsibility for organising at least 1 skills competition per term within the curriculum as relevant to your curriculum focus areas

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- Support the tutor team to prepare and deliver high quality sessions which maximise learning opportunities for our learners
- Complete and update curriculum sequencing documents in areas relevant to your pathways
- Complete regular learning walks to ensure the quality of delivery on your pathways
- Develop the Functional Skills curriculum so that all learners develop their skill, knowledge and application of functional skills (mathematics, English and ICT) – ensuring that formative and summative assessments of functional skills are planned into the curriculum
- Lead the WayFinder Recruitment (WFR) team, so that the agency is developed to offer specialist job search and support skills, as well as developing the positive work Landmarks and WFR do across the region
- Maintain bksb, including setting up learner profiles

Designated Safeguarding Officer:

The designated safeguarding officer should:

- act as a source of support, advice and expertise for all staff in matters of safeguarding;
- liaise with the DSL to make decisions around safeguarding cases as needed;
- refer cases of suspected abuse to the relevant MASH team or involved professionals;
- attend fortnightly safeguarding meetings to remain up to date with current safeguarding concerns and interventions;
- keep knowledge regarding safeguarding up to date.

This list of duties should not be regarded as exclusive or exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities.

Person Specification

The selection process will involve assessments being made on the extent to which applicants meet the criteria listed in the table below:

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> – Level 2 Maths and English – Specialist functional skills qualification (willingness to work towards) – Bachelor Degree in relevant discipline – Qualified Teacher 	<ul style="list-style-type: none"> – Relevant, recent training and development – Ability to teach GCSE
Experience	<ul style="list-style-type: none"> – Experience of working with adults with learning difficulties disabilities 	<ul style="list-style-type: none"> – Supporting staff to improve performance



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	<ul style="list-style-type: none"> - Leading a vocational employability and or functional skills curriculum in a similar environment - Recent experience of line managing teaching staff - Recent and successful teaching - Teacher of functional skills at Level 2 and below 	<ul style="list-style-type: none"> - Delivering support to learners making transition decisions / careers advice - Delivery of GCSE English, mathematics and or ICT
Skills	<ul style="list-style-type: none"> - Lead by example, holding high aspirations for staff and learners - Maintain professional relationships with staff - Help professional staff to achieve their objectives - Assist learners on an individual basis, in small group and whole group work - Accept and respond to authority and supervision - Work with guidance, but under supervision - Liaise and communicate effectively with others - Demonstrate good organisational skills - Reflect on and develop professional practice - Outstanding teacher - Knowledge of the Ofsted EIF 	<ul style="list-style-type: none"> - Monitor, record and make basic assessments about individual learner progress - Suggest alternative ways of helping staff if they are unable to understand - Describe, in simple terms, the process of RARPA and positive learning support with staff - Identify gaps in their own experience that they need help in filling - Demonstrate the ability to learn and adapt from past experience
Knowledge	<ul style="list-style-type: none"> - Supported Internships, Traineeships or similar - Functional Skills developments - Vocational training - Barriers to employment for adults with LLDD - Equal opportunities - Safeguarding - Prevent (Radicalisation & Extremism) - Understanding of Learner Services 	
Personal Attributes	<ul style="list-style-type: none"> - Flexibility is essential to enable Landmarks to meet the needs of our learners - Access to own car and willingness to travel 	

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In return we will offer:

- Westfield Health Scheme following a successful probation.
- Life cover following a successful probation.
- Standard life pension.
- 30 days holiday – plus bank holidays (pro rata – 52-week employees) - addition of 1 extra day's holiday after your third anniversary, up to a maximum of 5 additional days.

Landmarks is committed to safeguarding and promoting the welfare of our learners. All offers of employment will be subject to enhanced DBS checks, which it deems satisfactory (you will be liable for the cost of a DBS if you leave within your probationary period).

To find out what makes Landmarks a remarkable place to work, visit our website www.landmarks.ac.uk, and follow Landmarks Specialist College on Facebook for more information.

If you have any further queries or would like to arrange a discussion regarding the terms and conditions of employment at Landmarks please contact a member of HR – 01246 433788.