



Manchester City Council

Role Profile

Curriculum Manager, Management Spine 01-04
Manchester Adult Education Service, Directorate for Strategic
Development
Reports to: Area Adult Education Manager

Key Role Descriptors:

This role provides strategic and operational management for a curriculum area within the service. The role holder will line manage District Programme Leaders and lead on quality assurance and performance within their curriculum area.

The role holder will be responsible for planning a curriculum offer which is attractive to learners and contributes towards achieving the service's strategic objectives. They will be responsible for meeting targets for enrolment, retention and achievement whilst managing resources efficiently. They will also ensure that learners progress to positive destinations on the completion of their programme.

The role holder will continuously assess their provision and implement a robust service plan. This will lead to the development of an offer which delivers significant positive impact for the learners and communities that we serve.

Key Role Accountabilities:

Plan and manage a purposeful curriculum offer that will enable learners to develop valuable skills and progress to meaningful destinations.

Lead the section's District Programme Leaders and tutors in delivering high quality provision which inspires learners to engage and achieve.

Continuously monitor the curriculum area's performance against key indicators for engagement, attendance, achievement and progression, ensuring that these are met.

Provide leadership and coordination of the annual self-assessment processes to ensure that improvement actions are delivered and that changes necessary for improvement are implemented in line with quality standards and service targets.

Ensure improvements in management, teaching, learning and assessment are addressed through the implementation of a robust improvement plan.

Ensure that all recording processes and procedures for planning, development, delivery, support, monitoring, assessment and evaluation meet national quality standards and the requirements of funding bodies.

People. Pride. Place.

Develop and maintain relationships with relevant partners, including referral agencies, other providers and employers, which will lead to effective learner engagement and progression to positive destinations.

Lead on the quality of teaching and learning within their curriculum area. Set the lesson observation schedule for the team and monitor progress on all action plans and re-observations.

Carry out an annual quota of OTLs to inform self-assessment development planning and to monitor and report on lesson observation grades and Action Plans across the team.

Contribute to the planning, delivery and quality assurance of staff training and staff development programmes throughout the year in consultation with Organisational Development.

Act as an Approved Internal Moderator for the programmes and maintain an overview of all internal / external moderation and monitoring of External Moderator Action Plans within the team.

Ensure that resources are effectively deployed and managed efficiently; that their teachers deliver their contracted hours and that a sustainable average class size is achieved.

Ensure effective performance management of the team and conduct purposeful and effective Our conversations, supervision and team meetings including an effective programme of CPD.

Provide a leading and creative contribution to the e-learning strategy within this programme area.

Maintain personal commitment to continuous self-development and service improvement.

Actively promote equal opportunities throughout MAES and support the delivery of services which are accessible and appropriate to the diverse needs of service users and through personal example, open commitment and clear action, ensure diversity is positively valued and communicated, resulting in equal access and treatment in employment, service delivery and internal/external communications.

Where the role holder is disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the role. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Role Portfolio:

This role sits within Manchester Adult Education Service (MAES).

MAES vision:

Inspirational education which connects Manchester's adults to their potential, their community and their future.

MAES Strategic Objectives:

Connecting to potential - Enable individuals to build on their strengths, developing the skills and mindset they need to succeed.

Connecting to community - Equip learners with the skills and confidence to engage with and contribute to their community along with opportunities to do so.

Connecting to futures - Empower learners to progress with confidence and clarity about their next steps.

Connecting to employers – Collaborate with Manchester employers to design and deliver learning for their current and future workforce.

Role Profile:

The role holder will plan a curriculum offer and related courses which is attractive to prospective learners, and which will enable them to develop the skills they need to access good quality employment.

They will take overall responsibility for the quality of provision within their curriculum area, continually assessing performance and implementing a robust quality improvement plan.

They will ensure that ambitious targets for recruitment, attendance, achievement and progression are met for their curriculum area.

They will drive the performance of their curriculum area through frequently analysing management information and translating this into effective actions.

They will manage a team of teachers, ensuring that they are effectively deployed and supported and that they are performing well.

They will develop mutually beneficial partnerships with a range of stakeholders in order to drive referrals to the provision and enhance the curriculum offer.

They will ensure that learners who access work placements as part of their programme have a positive and meaningful experience (where applicable)

They will lead on the marketing and promotion of courses within their curriculum area and ensure that publicised information is relevant and current, including on the MAES website.

They will liaise with awarding organisations to ensure that expectations associated with exams and assessment processes are met and that they run smoothly.



Key Competencies and Technical Requirements

Our Manchester Behaviours

- We are proud and passionate about Manchester
- We take time to listen and understand
- We 'own it' and we're not afraid to try new things
- We work together and trust each other

Generic Skills

- **Communication:** Good literacy and numeracy skills to undertake calculations and produce letters and other documentation. Demonstrates an understanding of the views of others and communicates in a realistic and practical manner using appropriate language and medium, listens attentively to views and issues of others and responds to issues arising. Ability to communicate clearly and effectively taking account of individual need including consideration of accessibility issues.
- **Analytical Skills:** Able and confident to resolve moderately complicated queries in their area of knowledge using logical thinking to explain reasoning behind decisions or actions taken. Ability to present information using simple descriptive statistics, mathematical averages, percentages, appropriate tables and charts
- **Planning and Organising:** Demonstrate the ability to organise multiple tasks in the most effective way, and allocate time and energy according to task complexity and priority
- **Problem Solving and Decision Making:** Ability to make effective decisions on a day-to-day basis, taking ownership of decisions, demonstrating sound judgement in escalating issues where necessary. Be logical in thinking and explain reasoning behind decisions or actions taken.
- **Creative skills:** Ability to think creatively and provide innovative solutions to problems. Has ability to develop new approaches to finding solutions outside of existing parameters.
- **Strategic thinking:** Understands the importance of organisational strategy and how they contribute to it. Skills to identify good practice and areas for improvement in strategy and communicate these to colleagues and key stakeholders.
- **ICT Skills:** Skills to use ICT systems to obtain and analyse data and present it effectively through a variety of ICT channels.
- **Administrative skills:** Ability to use and accurately maintain effective administration systems in a rapidly changing environment.
- **People management:** Ability to organise their own and others' activities with an ability to carry out operational planning for a specific service area



Technical requirements (Role Specific)

- The role-holder will have a PGCE/Cert Ed or equivalent teaching qualification and recent experience of teaching adults
- The role-holder will have the necessary subject specialism for the curriculum area.
- The ideal candidate will hold a Leadership and Management qualification or equivalent or willingness to achieve within 2 years.
- The ideal candidate will hold qualifications in assessment and verification or willingness to achieve and will be able to demonstrate a track record of exceeding the expectations of awarding organisations in managing these processes.
- Knowledge and experience of the use and development of e-learning/ learning technologies, including familiarity with Virtual Learning Environment systems
- Knowledge and experience of delivering service improvements through the self-assessment process