



Curriculum Manager

Job description, 2025

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Job description

Job title	Curriculum Manager	Team	St Johns College
Job band	£52,228 (Spot Salary)	Reporting to	Deputy Head of College
Hours	40 hours per week Leave allocation of 32 days plus 8 bank holidays which must be taken during periods of college closure	Line manages	Teachers

Approved by: Linda Looney (Executive Head) Updated: February 2025

About St John's:

St. John's is a non-maintained specialist provision, working with autistic people, the majority of whom also have learning disabilities. Some of our learners have co-occurring conditions such as epilepsy, hearing or visual impairments, or mental health needs. We also support autistic learners who have an additional profile of Pathological Demand Avoidance (PDA) syndrome.

Each learner's curriculum is shaped by their individual strengths, interests, and challenges. St. John's is awarded with Autism Accreditation by the National Autistic Society (NAS). We support our learners to develop their skills in the NAS's four focus areas of:

- Difference in social communication and interaction
- Self-reliance and problem-solving
- Sensory
- Emotional Well-being

St. John's has an outstanding training package which ensures our learners are supported by a highly skilled staff team who respect their choices and lifestyle. We have high expectations for our learners, helping them to achieve success in their future lives.

Role purpose

To lead on the day-to-day curriculum management. This will include line management of a team of teachers to ensure learners are receiving a quality offer that is in line with the education inspection framework. As Curriculum Manager you will support quality monitoring and assurance and work with the curriculum team to continuously drive up the quality of teaching, learning and assessment.

As a member of the college leadership team, you will support the Head of College in developing and implementing St Johns College strategic and business plan. This will require half termly attendance at, and contribution to, leadership team meetings.

Key accountabilities and dimensions

Curriculum Management

- To manage a range of curriculum staffing functions, including day-to-day staffing requirements, the provision of staff cover arrangements, and monitoring and reporting of staff absence in line with relevant college policies.
- To effectively line manage the teachers including managing absence and conducting check-ins in line with policy requirements.
- To provide mentoring and support to trainee teachers to ensure that they can pass their accreditations and become outstanding teachers.
- To be the operational lead for the recruitment, selection, induction and training of any members of the curriculum team.
- To ensure adequate resources are in place for outstanding TLA. This will include sourcing new resources such as software that will support teachers and enhance the quality of teaching and learning
- To undertake quality monitoring and quality improvement. This will include observations of teaching and learning, moderation etc.
- To provide quality reports to the college leadership team in line with the requirements of the quality cycle.
- To support the Deputy Head of College with gathering of required information to inform the college self-assessment report (SAR) and quality improvement plan (QIP)
- To lead on the operationalisation of agreed quality improvement measures agreed by the college leadership team.
- To ensure cover is in place for any teaching absences or vacancies. This will include providing cover teaching as and when required.
- To lead on timetabling and support the Deputy Head of College with curriculum design.
- To operationally lead the development, and facilitation of, the academic assessment of all potential learners of St Johns College to assess ability to meet learning needs.
- To ensure all teachers are completing all the required administrative functions of the role and using the required databases correctly.
- To ensure all teachers meet required deadlines e.g., completion of annual reviews, end of term reports etc.
- To oversee end of term newsletters, ensuring they are informative, professional, and fit for purpose.
- Lead of Celebration of Achievement events and ensure they are of high quality.
- Under the direction of the Assistant Head – DSL and Learner Outcomes, to have some responsibility for moderating annual review paperwork and chairing annual review meetings.
- Foster relationships to ensure smooth working with the residential team, the operations team, and wider TDT.

- Work with the operations team to ensure high quality provision of support to learners. Where required to provide training to continually improve this

Partnership Management

- To work with partner college colleagues to ensure learners have access to all available support
- To develop effective links with external partners such as employers, local community bodies and schools and organise and take part in learner trips and work placements as required.

Training and Development

- To keep up to date with SEND specialism and to attend training identified
- To be committed to continued professional development
- To mentor assistants and volunteers as directed

Additional duties:

- Demonstrate a continual commitment to safeguarding and promoting the welfare of children and young people.
- To uphold Ambitious about Autism policies to protect and safeguard learners in order to secure their health, safety and wellbeing.
- Demonstrate a continual commitment to the promotion of diversity initiatives and the sharing of best practice in line with Ambitious about Autisms Equality, Diversity and Inclusion policy and procedures.
- Ensure the highest degree of confidentiality and data protection of all materials
- Demonstrate the vision and values of Ambitious about Autism in everyday work and practice, upholding the ethos of challenge and support where all learners can reach their full potential and maximise their engagement in learning.

This job description is not exhaustive and reflects the type and range of tasks responsibilities and outcomes associated with the role. The post holder will be expected to also complete any tasks, as requested by the Head of College.

Person specification

Role and band competencies	Essential
Specific knowledge, experience and technical skills	
1. Educated to degree level or equivalent experience	X
2. Cert Ed or equivalent qualification or willing to achieve within a given time period	X
3. Experience of delivering high quality teaching and learning in post-compulsory education	X
4. Working knowledge of supporting people with autism and/or learning disabilities to access person centered learning and/or community-based services n	X
5. Understanding of and commitment to safeguarding children and young people, and equal opportunities and diversity at a management level	X
6. Experience of further education curriculum delivery planning and administration	X
7. Experience of working with young people with autism and/or learning disability who experience behaviours of distress.	X
8. Computer literate with a good working knowledge of Microsoft Office	X
9. Understanding of PBS/ABA or related behaviour approaches	X
10. Experience of vocational qualifications	x
11. Ambitious about Autism is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	x
Personal attributes	
12. Willingness to work flexibly	X
13. Ability to prepare appropriate teaching/learning materials to draw up relevant assessment criteria	X
14. Values driven and prepared to go the extra mile for learners	X
15. Resilient and able to work on own initiative and work as part of a term	X
16. Interpersonal skills and the ability to lead and build effective partnerships with individuals and organisations	
17. Ability to plan, manage and deliver work to agreed deadlines	X
18. Excellent communication and presentation skills	X
19. Good appreciation of health and safety in the workplace, data protection principles and equal opportunities.	x

Stage	Timescale
Closing date for applications	23rd March 2025
Candidates informed of outcome of application	25th March 2025
Interviews	27th/28th March 2025

How to apply

If you would like to find out more about this exciting opportunity, need any further information or wish to have an informal discussion please contact Ben Lowe, **Recruitment Manger** [_blowe@am ambitiousaboutautsim.org.uk](mailto:blowe@am ambitiousaboutautsim.org.uk)

Equal opportunities monitoring

Ambitious about Autism is fully committed to equality of opportunity and diversity and we warmly welcome applications from all suitably-qualified candidates. We welcome applications regardless of race, colour, nationality, ethnic or national origins, religion or belief, sex, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, disability, or age. All applications will be considered solely on merit.

Ambitious about Autism is committed to safeguarding and promoting the welfare of children and young people and successful candidates will be subject to an Enhanced DBS check.

We are Ambitious about Autism

Ambitious about Autism is the national charity standing with autistic children and young people.

We believe every autistic child and young person has the right to be themselves and realise their ambitions.

We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.

Contact us

The Pears National Centre for Autism Education
Woodside Avenue, London N10 3JA

☎ 020 8815 5444

✉ info@ambitiousaboutautism.org.uk

🌐 ambitiousaboutautism.org.uk

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Ambitious about Autism Schools Trust is an exempt charity in