

Curriculum Leader (CL) -Languages & Humanities

King Edward VI College Candidate Pack



The Role

Curriculum Leader (CL)- Languages & Humanities

Start Date: 21 August 2025 at the latest (or depending on candidates' availability)
Full Time Permanent 1 FTE (Includes 2 blocks remission & 3 blocks teaching)
Sixth Form College Teacher Pay Scale NSP1 to NSP9 £32,178 to £49,725
Plus off scale payment £2,400pa

Closing Date for Applications: Monday 31 March 2025 @ 09:00am

Interviews to be held: Monday 07th April

The opportunity

We are seeking to appoint an enthusiastic and inspirational leader to join our highly effective and successful Languages & Humanities team. In addition to leading the humanities department, the ideal candidate should have the ability to teach subjects such as Linguistics, English, History Drama and or Philosophy. This role offers the successful applicant the opportunity to collaborate within the Languages & Humanities team and contribute to the continued success and growth of the department. The college prides itself on fostering a supportive, reflective, creative, and ambitious staff, all of whom work collaboratively to achieve the best outcomes for students. We treat both our staff and students with respect, actively listen to their input, and involve everyone in our ongoing efforts to improve. Staff and student feedback is integral to our systems.

The person

We are looking to recruit the right person. Attitude, values and mind-set are critical features of all our staff. We want staff and leaders who bring their genuine self to everything they do and want to be involved in every aspect of college life. We want a leader whose ambition for those around them is unlimited and support is unconditional.

Collaboration and sharing skills with other subjects within the team and wider college is encouraged. We require a team-orientated individual who can see the benefits of subject interaction and exploring creative opportunities at every level within the college, BfMAT and the wider community.

The responsibilities

The successful applicant should have knowledge and experience of leadership (particularly how a deliberately developmental organisation operates as well as proven teaching abilities to A Level.

Collaboration and sharing skills with other subjects within the college, and wider college is encouraged. We require a team-orientated individual who can see the benefits of subject interaction and exploring creative opportunities at every level within the college, BFMAT and the wider community. The post is full-time 1 FTE (3 blocks teaching with 2 remission for leadership).

The College

King Edward VI College (KE6) is an exciting high performing Sixth Form College being the founding member of Better Futures Multi-Academy Trust Limited, which includes Bilborough Sixth Form College, Gateway Sixth Form College and sponsored by Coventry University [BFMAT - Better Futures Multi-Academy Trust](#).

This is an exciting time to join us as we develop partnership links across the education sector. The college has approximately 1600 students and over 150 staff and is growing.

Curriculum Leader (CL) Languages & Humanities

Job Description

Accountability: College Impact leader

The description of key duties is a guide to the work that you will initially be required to undertake. They may be changed from time to time to meet changing circumstances and are reviewed during check-in processes.

Key Duties

- Plan, prepare, deliver, and assess learning to support students and enrich their experience.
- Develop learning resources which support the student experience in this subject.
- Deliver enrichment activities including accompanying students on external visits.
- Be up to date with current geographical topics.
- Promote and contribute to the development of effective teaching methodologies in your subject area.
- Identify and share good practice with the team and the wider curriculum area.
- Challenge where needed and positively set standards to be achieved and exceeded
- Participate in standardisation and moderation processes as required.
- Be involved in the marketing and recruitment process to grow the subject area, by participating in college open events and outreach activities.

Student Responsibilities

- Manage the behaviour and discipline of students within the classroom working in collaboration with the support team and progress coaches within the faculty.
- Track and monitor students' performance.
- Create impact for students and foster a culture that focuses on being the best version of you possible
- Actively seek student voice and engage student leadership in decision making

Curriculum Development

- Engage in curriculum development activities, individually and as a team to develop and improve the curriculum.
- Be responsible for curriculum planning, development and implement in your course/subject.
- Be responsible for promoting and reporting destinations of students within the area.

Administration

- Maintain comprehensive, up to date, course/subject records.

Generic duties for all College Staff:

- To support the College's mission, values and strategic objectives
- To support the College's policies on diversity and inclusion
- To ensure awareness and compliance with the College's Health & Safety Policies and practices
- As a member of staff working in a college setting, to have a duty to help keep young people safe and protect them from sexual, physical and emotional harm and to take reasonable steps to ensure the safety and wellbeing of students.
- To embrace the College's commitment to people development by taking part in continuing professional development activities.

This job description is not necessarily a comprehensive definition of the post. The post holder may be required to undertake any other duties, as directed by the Principal or which may reasonably be regarded as within the nature of the post, after consultation with the post holder.

Curriculum Leader (CL) Languages & Humanities

Attributes, Values & Behaviours

Attributes, Values & Behaviours

As a values driven organisation, the person specification reflects the importance we place on these. Outlined below is our leadership framework based on our values and our Principal will need to demonstrate these as well as the ability to develop these in others;

Ambitious

- Setting a clear & compelling vision, always looking to inspire people to do things they never thought they could.
- Avoiding over complication & change for changes sake - seeking clarity of purpose & simplicity in all we do.
- Being obsessive about improving the experience we offer students & staff, acting as a role model for the standards of behaviour we should all expect of each other.
- Focusing on collective improvement through the development of highly performing teams & shared accountability rather than individual glory/blame
- Demonstrating an unquenchable appetite for learning & exploring new ways of approaching our challenges, focusing on developing this with all our staff & students.
- Being able to combine dreams & big ideas with details, act as doers, not just thinkers.

Involved

- Ensuring high levels of visibility & engagement of our leaders around our colleges & within our local communities.
- Actively seeking & developing partnerships to ensure we are connected to & having a significant positive impact on our local communities & on each other.
- Supporting staff to break down barriers to partnership working, within colleges, across the Trust & with external partners.
- Acting as champions of inclusivity & diversity & challenging any behaviours, structures or processes that are not fully inclusive for the communities we serve.
- Remembering to tell people when things are going well & actively celebrating the achievements of our students & staff at every opportunity.
- Encourage innovations & ideas for improvement from others, focussing on the potential benefits & being risk aware rather than risk averse.

Supportive

- Acting as a role model for our staff in terms of staff wellbeing & work-life balance, setting expectations & challenging staff when they fall short of these expectations.
- Demonstrating empathy & emotional intelligence particularly in difficult moments, while helping staff & students frame possible solutions to their challenges. Not being afraid to get our 'hands dirty' with staff to help solve a problem.
- Focussing on empowering all our people, ensuring they gain the skills & experience needed to thrive at work, through training, coaching, mentoring & wider development opportunities.
- Knowing the difference between being empowering & being enabling when supporting/developing our people & being skilled at having 'crucial conversations' when needed.
- Always believing in & promoting the ability of our staff & students to further develop their skills & abilities.
- Not being afraid to take risks & encouraging this in others, ensuring we maximise learning from our mistakes & failures.

Genuine

- Keeping the promises, we make & sticking to our commitments, particularly in difficult times. Not being afraid to take risks & encouraging this in others, ensuring we maximise learning from our mistakes & failures.
- Seeking honest & regular consultation with & feedback & from students & staff, responding meaningfully & constructively, without 'spin' or rancour.

- Giving regular, honest & constructive feedback to our staff, collectively & individually to help them further develop & thrive at work.
- Having the conviction & tenacity to disagree when needed, but once a decision is made committing wholly to it, even when uncomfortable, unpopular, or exhausting.
- Promoting an openness of discourse. Acknowledge we will not always be right & welcome constructive challenge of our thinking.
- Challenging cynicism, pessimism, or political expediency in ourselves & others, working to demonstrate how we can help bring about positive outcomes in line with our values.

Other Requirements: Qualifications & Experience

- An honours degree or equivalent qualification
- Full teaching qualification (eg PGCE/ DTLLS or equivalent) or commitment to achieve soon after appointment.
- A track record of success in career to date.

Curriculum Leader – Languages & Humanities

Person Specification

Qualifications	Essential	Desirable	Assessed by
<ul style="list-style-type: none"> Have a degree in the subject relevant to the course to be delivered. 	✓		Application
<ul style="list-style-type: none"> Possess a teaching qualification or be prepared to undertake a Further Education teaching qualification 	✓		Application
Experience			
<ul style="list-style-type: none"> Have recent experience of teaching and assessment at Level 2 and Level 3. 	✓		Application
<ul style="list-style-type: none"> Evidence of good examination results and added value 		✓	Application & interview
<ul style="list-style-type: none"> Ability to teach additional subject in the curriculum area 		✓	Application & interview
<ul style="list-style-type: none"> Ability to lead others and provide positive leadership 		✓	Application & Interview
<ul style="list-style-type: none"> Evidence of supporting people to thrive, develop and fulfil their potential 		✓	Application & Interview
Skills and Abilities			
<ul style="list-style-type: none"> Demonstrate excellent interpersonal communication and collaboration skills 	✓		Interview and selection processes
<ul style="list-style-type: none"> Be able to adopt a variety of strategies to suit students' different learning styles 	✓		Application, interview, and selection processes
<ul style="list-style-type: none"> Be flexible in approach and able to adapt to the differing needs of a wide range of teams across college 	✓		Application, interview, and selection processes
<ul style="list-style-type: none"> Possess excellent team skills and can contribute to the team and its goals. Be able to work independently and as a member of the team. 	✓		Application, interview, and selection processes
<ul style="list-style-type: none"> Be well organised, reliable, and punctual 	✓		Application, interview & references

<ul style="list-style-type: none"> • Possess good IT and administrative skills. Be able to keep accurate records of students' progress and keep an up-to-date Record of Work. 	✓		Application, interview & references
Knowledge and Understanding			
<ul style="list-style-type: none"> • Enthusiasm for the subject and ability to impart this to students 	✓		Application, Interview & selection processes
<ul style="list-style-type: none"> • Excellent subject knowledge 	✓		Application and interview
<ul style="list-style-type: none"> • Have a knowledge of current specifications and assessment strategies 		✓	Application and interview
<ul style="list-style-type: none"> • Flexibility in terms of working hours and understanding the demands of the job will vary 	✓		Application and Interview
<ul style="list-style-type: none"> • Have an awareness of what deliberately developmental and people centred organisations are, how they work and the values they uphold. 	✓		Application, Interview and selection process
<ul style="list-style-type: none"> • Enthusiasm for working in a people centred environment and supporting all to thrive and progress 	✓		Application, interview and selection process
<ul style="list-style-type: none"> • Have an awareness of health and safety regulations and how they apply to the post 	✓		Application, interview & selection process
<ul style="list-style-type: none"> • Be able to demonstrate knowledge of and commitment to equal opportunities and how to incorporate it into teaching and learning. 	✓		Interview & selection process
<ul style="list-style-type: none"> • A clear commitment to the principles and practices of equality and diversity and the safeguarding of young people 	✓		Interview

Adaptive Leadership

What is Adaptive Leadership?

In their book "The Practice of Adaptive Leadership", Heifetz, Linsky & Grashow argue that leadership is, at its essence, about influencing change that builds and enables the capacity of individuals and organisations to thrive. Specifically, that leadership is the practice of *mobilising groups of people to tackle tough challenges and thrive*. The bottom line is that leaders need to understand the importance of *adaptation* and are able to employ the relevant processes and tools to build the adaptive capacity of organisations.

What does it mean to be adaptive?

The word "adaptive" in adaptive leadership is drawn from *evolutionary biology* and refers to the process that organisms follow if they are going to survive and thrive. The three components of this process (applied to organizations) are to 1) *preserve the organizational elements necessary for survival*, 2) *remove (or modify) the elements that are no longer necessary or useful*, and 3) *create (or innovate) new arrangements that enable the organisation to thrive*.

What does it mean to thrive?

In adaptive leadership, to thrive is to *develop new capabilities and strategies to address changes in the environment and realize strategic vision and goals*. The key for an adaptive leader is to understand *what it means for a specific organisation to thrive*, and then help make that happen. To thrive is to successfully adapt to circumstances, make desired changes, and stay anchored to what is best about the organisation in the process. This requires an appreciation for the *core values, purposes, and the history* of the organisation.

What are the key characteristics of Adaptive Organisations?

Elephants in the room are named: In a highly adaptive organization, no issue is too sensitive to be raised at the official meeting, and no questions are off-limits.

Responsibility for the organization's future is shared: In an adaptive organization people share responsibility for the larger organization's future.

Independent judgment is expected: An organization will be better equipped to identify and grapple with adaptive challenges if its people do not expect the CEO and other senior authorities to always have the answers.

Leadership capacity is developed: Organizations enhance their ability to handle adaptive challenges by ensuring a healthy pipeline of talent.

Reflection and continuous learning are institutionalized: Adaptation requires learning new ways to interpret what goes on around you and new ways to carry out work.

What are Adaptive Leadership competencies?

The adaptive leadership approach views leadership more as a process than a set of competencies. Having said this, the following are some skills, attitudes, and implied qualities that align with adaptive leadership that act as the basis of a Person Specification of all Leaders at KEC.

Leadership Qualities

Characteristic	Leaders should be able to demonstrate the following, as well as their capacity to develop these in the people they lead :
Learning through continuous development & reflection	<ul style="list-style-type: none"> • Be open to new approaches; strategic, operational and personal • Be able to reflect on our own practice and the impact it has on others • Be able to create a culture that celebrates mistakes as a tool for real progress • Use all available information sources to develop our capacity to question, challenge, analyse and contextualise; strategically, operational and personally • Develop our own and others capacity for innovation and collaboration
Responsibility for the organisation's future is shared	<ul style="list-style-type: none"> • Develop relationships and a team culture based on trust and autonomy; know when and how to make interventions to ensure this development is successful and sustainable. • Contribute to a safe and productive environment; develop teams that are clear on their responsibilities. • Commit to our principles and values; ensure all decisions are made in line with these values, particularly when times and situations are challenging. • Always act in our best interests; the ability to lead people away from pessimism, political expediency and unmediated self-interest which do not develop the college community.
Independent judgment is expected	<ul style="list-style-type: none"> • The ability to develop one's own and others skills of discussion & enquiry, ensuring an awareness of context and the 'bigger picture'. • Use initiative and know when to take risks. Have an ability to develop this in others successfully. • Know one's own strengths and know how to build on these; strategically, operationally and on a personal level. The ability to work with people to develop themselves and their work from a positive starting point • Abilities to spot and develop opportunities to highlight our cultural connections whilst celebrating our cultural differences; the ability to lead a team in which this is embedded in our day to day work. • An ability to develop in ourselves and others, a flexibility of mind and a multiplicity of perspectives.
Elephants in the room are named	<ul style="list-style-type: none"> • An approach to leadership that always makes decisions with integrity; the skills to effectively facilitate courageous conversations when needed. • Approach challenges with determination and resilience; an ability to develop this approach in staff and students. • The ability to accurately recognise strengths and areas for development; strategically, operationally and on a personal level; the ability to develop this in others. • An ability to know when to seek help and support and how to develop this in staff and students.
Leadership capacity is developed to ensure a thriving organisation	<ul style="list-style-type: none"> • A demonstrable passion and drive to make a difference – to bring about change for the better regardless of the challenges we face. • A leadership style that always believes the best of everybody we deal with; the ability to develop this approach in others. • The ability to develop and lead a culture that has at its centre a thorough knowledge of, and an excellent relationship with, our students. • Invest in our community; a commitment to doing everything possible to develop and sustain a thriving community of staff and students who enjoy their time at college and develop the skills that lead to excellent achievements in the widest possible sense.

Curriculum Leader (CL) –Languages & Humanities Teaching Responsibilities

The following duties shall be deemed to be included in the professional duties which a teacher employed by a Sixth Form College may be required to perform:

- Promote the overall purpose and values of the College and of the relevant subject area, in accordance with College aims and quality standards
- Prepare for, provide and review lessons and other activities to enable the students in her/his assigned classes to learn effectively
- Contribute to the course schemes of work by sharing ideas, preparing and updating materials
- Take all possible steps to ensure that each member of her/his class develops a positive attitude to learning, good work habits and behaviour. These steps include setting an appropriate example to students
- Assess student work and provide timely, accurate feedback in line with both course requirements and College policy
- Maintain effective records in relation to the progress of classes and individual students
- Assist students to make the transition from their school to post 16 study
- Promote links across the curriculum where appropriate
- Be aware of the requirements of public examinations and prepare students for these examinations
- Consult and inform her/his students' parents regarding progress, attainment and attitude
- Consult and inform relevant College staff regarding the progress, attainment and attitude of her/his students
- Take part in the College Professional Development processes
- Participate in the College's quality assurance procedures
- Attend staff meetings, faculty meetings and staff development meetings
- To have a duty to help keep young people safe and protect them from sexual, physical and emotional harm and to take reasonable steps to ensure the safety and well-being of students.
- To ensure awareness of and compliance with personal responsibilities communicated via College policies and procedures including Diversity and Health & Safety

Completing your application

Data Protection Act 2018 GDPR statement

Any personal data collected from applicants during the recruitment process will only be used for the purpose of recruitment within the college and will not be disclosed to any external sources without your express written consent. Records of the successful candidate will be placed on their personal files. Records of unsuccessful candidates will be destroyed after six months.

Contract Details

The post is made on the terms and conditions of the Support Staff in Sixth Form Colleges.

Contract:	Permanent Full Time 1fte 2 blocks remission with 3 blocks teaching
Hours:	Monday to Friday 09:00am - 4:30pm
Salary Scale:	Sixth Form College Teacher Pay Scale NSP1 to NSP9 £32,178 to £49,725 <i>pa</i> <i>Plus off scale payment £2,400pa</i>
Start Date:	Depending on candidates availability
Pension:	Membership of the Teachers' pension scheme

1. Application is by means of:

- a completed Application Form
- a completed Equal Opportunities Form
- a completed Disclosure Form

When completing your application please comply with all **instructions** detailed on the application form. ***You are asked NOT to send a Curriculum Vitae (CV).***

The criteria in the enclosed person specification will be used to assist the short-listing process.

The specification identifies the minimum skills, experience and qualifications needed by you to carry out the job effectively. When completing your application, you must ensure that you indicate how you meet these criteria.

2. Referees

Two references will be requested. We expect one referee to be the head of the organisation where you are currently employed (if applicable). We normally write for references before an interview.

If there are any special circumstances, and you mark that you do not wish a referee to be contacted we will contact you directly. If you have any personal connection with any of your referees, you will be required to disclose it.

3. Health

If you are successful in your application, you will be required to complete a medical questionnaire.

This will be submitted to the Occupational Health Service, and you may be asked to have a medical examination. If you think this may present a problem, please mention it in your application or at interview.

4. Certification

Any contract of employment issued will be on the basis that all information supplied by you on the form, on additional papers and at interview is correct, and that no material facts have been omitted. You will be required to provide proof of all the qualifications you declare on the application form.

5. Equal Opportunities

You are asked to return the equal opportunities questionnaire (which will not be available to the short listing or appointment panel).

6. DBS Disclosure

If you are successful in your application, you will also be required to complete a DBS application, at

Enhanced level, which will enable a check to be made with the Criminal Records Bureau on any Criminal background.

If you require confirmation of the receipt of your application, please enclose a stamp-addressed envelope. We are sorry we are unable to respond personally to all applicants. If you have not heard from us within two weeks of the closing date, you should assume you have been unsuccessful in your application.

Further information about the College can be found via our website www.ke6n.ac.uk

Closing date for applications: Monday 31 March 2025 at 09:00am

Interviews to be held: Monday 07 April 2025

Applications should be addressed to:

Assistant Principal - Corporate Services
King Edward VI College,
King Edward Road
Nuneaton
CV11 4BE

Email: personnel@ke6n.ac.uk

The College is committed to safeguarding and promoting the welfare of young people. The successful candidate will be required to undertake a criminal record check via the DBS.

The College promotes diversity and welcome applications
from all sections of the community.

All candidates with a disability will be offered an interview should they
meet the minimum requirements of the post.

The College is committed to the continuing professional development of all staff.

Thank you for your interest in King Edward VI College, Nuneaton.

Better Futures Multi-Academy Trust
King Edward VI College, King Edward Road, Nuneaton – CV11 4BE
Tel: 024 7632 8231
Email: personnel@ke6n.ac.uk
Website: www.ke6n.ac.uk