

Role profile

Job Title:	Curriculum Innovation and Development Manager	Grade:	14
Department:	Adult Learning and Skills	Post no.:	
Directorate:	Economy and Sustainability	Location:	Perceval House

Role reports to:	Adult Learning Manager
Direct reports:	Curriculum leaders, Curriculum support officer and Project management officer apprentice
Indirect reports:	Apprentices, tutors, team, internal and external stakeholders

Job description

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check.

Purpose of role

- The role requires outstanding leadership and management skills to ensure that all learners achieve their maximum potential and that management teams and staff are effectively supported, directed and performance managed.
- To lead on strategic alignment and innovation across the whole curriculum in building communities of learning and upskilling citizens for work, life and civic participation.
- To drive a business approach and take a strategic role in maximising the financial growth of the service by securing new funding bids and creating opportunities for new and extended partnerships with stakeholder organisations to facilitate business generation.
- To lead the cross-service curriculum strategy and planning that is financially viable, meets local/regional/national priorities and is responsive to policy and funding directives. This includes leading on the whole-service curriculum planning process in alignment with business planning and financial targets.
- To ensure the service delivers on progression, external destination and income generation objectives with a value-for-money, flexible and responsive curriculum offer by working closely with the management team, external stakeholders, funders and employers.

Key accountabilities

- To lead in planning and developing innovative and high-quality programmes of learning that address local and regional strategic priorities, deliver the

required key performance targets set by funders, increase the capacity for delivery and support the acceleration of quality improvements leading to Learn Ealing becoming an outstanding service. The postholder will manage all direct delivery of learning including accredited and non-accredited curriculum areas.

- To take a lead strategic role in driving the service forward as part of the senior leadership team, ensuring that provision is targeted to maximise the external funding available and providing regular in-year projections utilising a strong understanding of MIS and funding.
- To lead on the design and delivery of an innovative, creative and progressive curriculum which provides learning pathways that offer Ealing's residents access to employment, progression and wellbeing opportunities.
- To support the service's financial growth by increasing delivery capacity and agility.
- To use innovative approaches to develop and engage with employers and community groups to generate new income streams.
- To contribute to and oversee the implementation of an effective marketing strategy to meet and/or exceed targets and to ensure good recruitment of targeted learners by developing effective and strong local and cross council partnerships
- To monitor performance and produce reports at agreed intervals commenting on progress against financial and quality targets.
- To critically monitor, review and regularly report on the quality of provision and action the emerging quality improvement plan, taking responsibility for its success in improving quality
- To monitor and manage the team and individual's performance and productivity to ensure service delivery against targets is maximised and that the delivery of learning remains within the financial constraints of the curriculum plan.
- To ensure that high standards of customer service are maintained at all times and that through effective IAG, learners are enabled to identify their goals, undertake appropriate learning opportunities and progress towards their next steps.
- To design and deliver a staff development programme relevant to identified teaching and learning needs working closely with the Quality improvement manager and the Curriculum leaders to ensure that tutors develop and maintain the skills needed to deliver outstanding provision to learners.
- To develop strategic improvement plans aligned to the annual quality improvement plan ensuring that these are communicated to team members and actioned in a timely manner.
- To ensure that the curriculum is fully compliant with Ofsted's Common Inspection Framework through effective quality monitoring and ensure courses use most appropriate accreditation to meet aims and objectives of provision.
- To take responsibility for producing robust and accurate self-assessment reports in line with service standards.
- To undertake a programme of continuous professional development and take a full role in the delivery of the service's staff training programme.

- To work closely with the Quality improvement manager and the Curriculum leaders to manage the quality assurance of teaching, learning and assessment and IAG through processes such as observations, moderation and standardisation to ensure they are carried out within policy and framework.
- To stay well-informed about new developments in teaching methodologies and national funding policies and represent the service at strategic planning forums and external groups
- To maintain current and in-depth knowledge of national and global thinking, advising the Management team as appropriate about relevant issues.
- To lead on safeguarding across the service including policy and process development, staff training and compliance
- To carry out all other duties commensurate with the role and the changing nature of adult learning and local government. Including covering colleagues' roles in times of need.
- To ensure the efficient operation of the service and in order to meet all of its stakeholders' needs, the post holder will be expected to work at any site across the borough including additional hours from time to time which may involve evening or weekend work.
- Leave requests to be submitted to your manager for authorization, during peak times leave will be awarded in exceptional circumstances only and in a case-by-case basis.

Key performance indicators

- Targets / Personal Objectives set in appraisal are met.
- Service maintains or exceed current Ofsted rating.
- QA processes are embedded and Self-Assessment Review (SAR) and Quality Improvement Plans (QIP) targets are met.
- Participates fully in the production of the SAR, assist the Quality Improvement and Innovation Manager in the timely production of the SAR, QIP, Prospectus and updating of service policies and procedures.
- Provider contracts and SLAs are robustly monitored - contractors deliver agreed targets on time and to correct standard.
- Delivery of LBE & GLA/ESFA objectives.
- Leads in developing new funding and income generation opportunities in line with service needs.
- Feedback from the GLA, ESFA, Ofsted, Matrix, service users and stakeholders is positive.
- Up-to-date information on service provision is available at all times.
- Projects are delivered successfully and achieve outcomes.
- Enrolment on courses increase with new projects being developed to meet existing and new funding targets. The service works within budget and is cost effective.
- Course cancellations are kept to a maximum of 10%.
- Customer complaints are kept to a maximum of 1% of total learners.

Key relationships (internal and external)

- Managers

- Team, tutors, IQA
- Stakeholders, employers, contractors, and schools.
- Customers/learners.
- Internal departments and members.
- Residents of the Borough
- Ofsted
- GLA/ESFA
- Awarding bodies

Authority level

- People
- Teaching delivery
- Finance – sign-off level of authority £5,000

Person specification

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check.

Key criteria – applicants need only address points with ** please give examples.

Essential knowledge, skills and abilities

1. **Full and demonstrable understanding of principles of teaching and learning supported by teaching experience of adult learners.
2. Current and relevant CPD evidence suitable to the level and type of role.
3. **Thorough understanding of principles and proven ability to implement Accreditation, RARPA, Observation, Moderation & CPD and understanding of how they inter-connect.
4. Literate and numerate to degree level, with excellent communication skills in all mediums, conversing at all levels competently and effectively.
5. **Current working knowledge of national and regional adult learning priorities.
6. **Knowledge of quality requirements of OFSTED, Matrix, GLA and ESFA, with proven skills to assist in the production of a self-assessment, quality improvement and policy reports.
7. Proficient use of IT in various packages but essentially Word, Excel, internet and email.
8. **Ability to analyse and use data to inform the development of learning programmes to maximise funding.
9. **Thorough knowledge of funding rules and extensive experience of developing and co-ordinating learner programmes and activities within a professional educational organisation.
10. **Ability to deliver outcomes to meet deadlines and targets in a busy and sometimes pressurised environment.

11. Extensive teaching experience of adult learners across several subject areas within a community setting.
12. Experience and understanding of quality assurance in relation to awarding bodies.
13. **Experience of delivering vocational qualifications and employer engagement, including meeting income generation targets.
14. Experience of maintaining the use of systems and procedures.
15. **Experience of contract implementation, monitoring and compliance.
16. Working as a team to meet deadlines and targets in a busy and sometimes pressurised environment.
17. **Thorough up-to-date knowledge of current issues in adult learning, particularly as they apply to designated curriculum area(s)
18. Knowledge of Ofsted requirements and their application in an Adult Learning setting
19. Commitment to providing learning opportunities of the highest quality
20. **Experience of leading teams and/or projects effectively, within budget and to deadline
21. Ability to manage a budget
22. Good ICT skills and ability to apply them to teaching, learning and assessment. Able to quickly learn and operate new ICT systems
23. Commitment to safeguarding, and to equal opportunities and diversity

Essential qualification(s) and experience

1. Minimum level 5 qualification in teaching Further / Adult Education and track record of effective CPD.
2. Degree level qualification or relevant expertise, experience, knowledge and/or skills
3. Professional qualification at Level 3 or above in the proposed area of learning that teaching will be undertaken.
4. Minimum Level 2 ICT qualification or evidence of training in ICT including Word, Excel and e-mail or willingness to achieve this within a tight timeframe.

Values and behaviours

Improved life for residents	Trustworthy	Collaborative	Innovative	Accountable
<ul style="list-style-type: none"> • Is passionate about making Ealing a better place • Can see and appreciate things from a resident point of view • Understands what people want and need • Encourages change to tackle underlying causes or issues 	<ul style="list-style-type: none"> • Does what they say they will do on time • Is open and honest • Treats all people fairly 	<ul style="list-style-type: none"> • Ambitious and confident in leading partnerships • Offers to share knowledge and ideas • Challenges constructively and respectfully listens to feedback • Overcomes barriers to develop our outcomes for residents 	<ul style="list-style-type: none"> • Tries out ways to do things better, faster and for less cost • Brings in ideas from outside to improve performance • Takes calculated risks to improve outcomes • Learns from mistakes and failures 	<ul style="list-style-type: none"> • Encourages all stakeholders to participate in decision making • Makes things happen • Acts on feedback to improve performance • Works to high standards