

## Coordinator of Learning – SUBJECT

The Coordinator of Learning plays a vital role in shaping the educational experience within the Academy by working closely with the Senior Leadership Team (SLT) to develop and implement a cohesive and effective learning journey for students across all key stages. This involves a holistic approach to curriculum design, encompassing the creation of appropriate courses and detailed schemes of work, as well as the development of robust assessment strategies and the analysis of student progress data to inform teaching. Beyond curriculum, the role focuses on enhancing the quality of teaching and learning, managing the day-to-day delivery of pedagogy, and ensuring the effective deployment of staff and resources.

***These responsibilities will be in addition to the General Teacher Pre or Post Threshold Job Description as appropriate to the post holder.***

### Core Purpose

The Coordinator of Learning works collaboratively with the Senior Leadership Team to develop and implement a strategic and cohesive learning journey for students. They contribute to raising the quality of teaching and learning, managing course provision and pedagogy, and supporting the effective deployment of staff and resources across the academy. The Coordinator of Learning is responsible for the development and implementation of effective curriculum, assessment, and teaching strategies across all key stages, and for supporting the raising of student attainment and achievement within the department.

### Key Areas of Responsibility

#### 1. Curriculum Development and Implementation

- Advise and support the SLT in the development and implementation of appropriate courses, schemes of work, and assessments across all key stages.
- Keep up-to-date with curriculum and pedagogical developments within the Subject Area and, in discussion with the Director of Learning (DoL)/Head of Learning (HoL), support staff as appropriate.
- Support the DoL/HoL in the development and review of the subject curriculum and schemes of work.
- Promote the academy specialisms through the Subject Area.

## **2. Teaching and Learning Enhancement**

- Help raise the quality of teaching and learning in the department across all Key Stages.
- Manage the day-to-day delivery of pedagogy within the department.
- Contribute to the development and implementation of effective teaching and learning strategies.
- Support DoL/HoL in lesson observations, work scrutiny and moderation exercises and conduct these exercises.

## **3. Data Analysis and Student Progress**

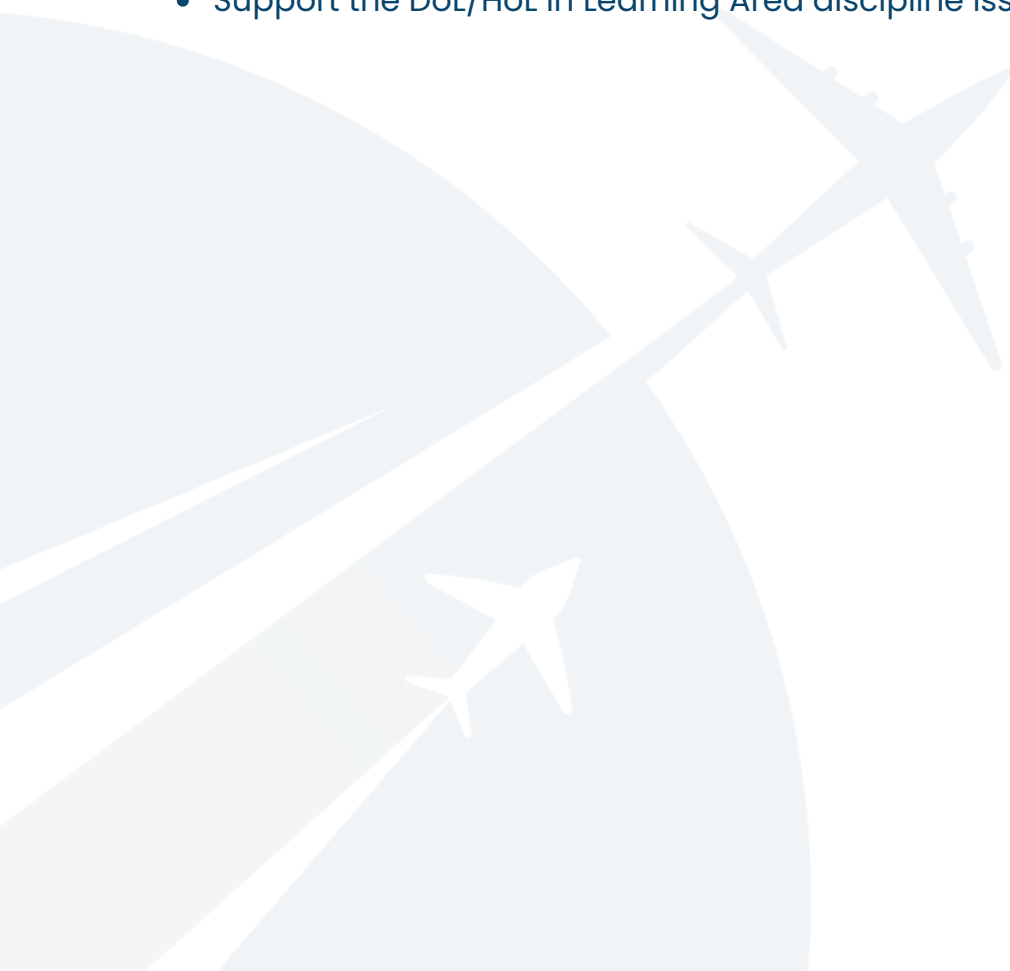
- Support SLT in data analysis of student progress across all key stages.
- Analyse student progress data to inform teaching and learning strategies, and to support the raising of student attainment and achievement within the department.
- Be accountable for the results within the Learning Area.

## **4. Staff Support and Development**

- Advise and support SLT on staff development needs.
- Manage the effective deployment of staff (including support staff) and other resources across the Academy.
- Participate in the selection process for teaching/support staff posts when required and ensure effective induction of staff in line with Academy procedures.

## **5. Examination and Standards**

- Be responsible for examination entries within the department.
- Support the DoL/HoL in Learning Area discipline issues.



# Person Specification – Coordinator of Learning

This section outlines the essential and desirable attributes expected for the role of Coordinator of Learning.

## Qualifications and Training

### Essential:

- 'O' Level/GCSE A–C pass grade/new grade Level 4–9 in English and Mathematics.
- Bachelor's degree in a relevant subject (ideally, 2:2 or better).
- DFE recognised Qualified Teacher Status.

### Desirable:

- Evidence of continuing professional development.
- Knowledge of the International Baccalaureate (if applicable to the Academy).

## Knowledge and Understanding

### Essential:

- A clear and good understanding of current educational issues, theory and practice, with particular regard to:
  - The National Curriculum
  - Equality and issues relating to pupils' access to learning
  - Classroom management
  - Sound subject knowledge as represented by a relevant degree, CPD or experience

### Desirable:

- Knowledge of the International Baccalaureate (if applicable to the Academy).

## Experience

### Essential:

- **Evidence of consistently good teaching and learning;** demonstrating a proven track record of delivering high-quality instruction that leads to positive outcomes for students.

- **The ability to use ICT effectively;** engaging students to integrate technology into teaching practices in ways that capture student interest and enhance their learning experience.
- **An understanding of how to use assessment to inform planning for good teaching and learning;** signifying the ability to analyse student performance data to tailor instructional strategies and ensure effective progress.
- **The ability to differentiate materials to meet the needs of learners;** showcasing the skill of adapting teaching resources and approaches to accommodate the diverse learning styles and abilities within a classroom.
- **Evidence of pastoral experience;** indicating prior involvement in supporting the well-being and personal development of students, suggesting an understanding of their social and emotional needs.
- **An interest in the wider curriculum;** demonstrating a broader engagement with the holistic educational experience beyond subject-specific content, potentially including extracurricular activities and interdisciplinary connections.

#### **Desirable:**

- **Ability to teach KS5;** indicating the necessary subject knowledge and pedagogical skills to deliver curriculum and instruction to students in Key Stage 5.

## **Leadership and Management**

#### **Essential:**

- **Evidence of good classroom management skills;** demonstrating the ability to create and maintain a positive and productive learning environment, ensuring effective student behavior and engagement..

## Personal Qualities

The Coordinator of Learning is **committed to ongoing professional growth**, demonstrating a proactive approach to acquiring new skills and knowledge. They are **passionate about making a positive difference** in the lives of young people and dedicated to working collaboratively within the academy's ethos. With an **excellent attendance record**, they possess **strong written and oral communication skills**, enabling them to interact effectively with all members of the academy community. They are committed to **fostering a positive and productive learning environment** and demonstrate the ability to **work effectively as part of a team**. They approach their work with **enthusiasm and dedication**, demonstrating a genuine desire to contribute to the academy's success and create a **supportive and engaging atmosphere** for both students and colleagues. The Coordinator of Learning is also able to **adapt to changing circumstances** and **manage multiple responsibilities** effectively, showing a **proactive and solution-oriented approach** to their role.

## Safeguarding of Students and Duty of Care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education](#) document (Department of Education).

## Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Academies Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

