



## **Job Description: Curriculum Co-ordinator**

Job Title:	Curriculum Co-ordinator
Salary:	£38,000 - £42,000
Location:	Greater Manchester
Hours of Work:	Mon-Fri 8:15-16:00
Line Manager:	Head of Education
How to apply:	<a href="http://www.firststepseducation.uk/apply">www.firststepseducation.uk/apply</a>
Contact Details:	0330 118 0974

### **Role Purpose**

The postholder will lead the coordination, development, and quality assurance of the First Steps Together curriculum. This includes shaping coherent, ambitious sequences of learning; supporting colleagues through coaching and CPD; and ensuring that curriculum intent is consistently translated into excellent classroom practice. Acting as a bridge between teaching teams and senior leaders, the role ensures clarity, consistency, and continuous improvement across our education provision, strengthening outcomes for all learners.

### **Safeguarding**

Here at First Steps Together, we are committed to safeguarding the welfare of children and young people and promoting that commitment. We expect all our staff and volunteers to share in it, too, which is why – as part of the selection process – we will conduct all the necessary checks to ensure you do not pose any risk of harm in your role here.

Join us and you will be expected to actively contribute to our safeguarding commitment and promote child welfare in line with the school's Child Protection Policy. If ever there is a concern or issue, you will be ready to report it to your Designated Safeguarding Lead or, in their absence, any Deputy Safeguarding Lead.

### **Key Responsibilities**

#### **Curriculum Leadership & Development**

- Lead the coordination and development of a coherent, ambitious curriculum across First Steps Together.
- Shape and refine long term plans, sequences of learning, and highquality resources that support consistent delivery.
- Ensure curriculum intent is clearly articulated and effectively embedded in day-to-day classroom practice.
- Align curriculum content with statutory requirements while reflecting the unique needs of our pupils and community.
- Curate and maintain accessible, high-quality curriculum documents and materials for staff.

## **Quality Assurance & Continuous Improvement**

- Monitor the implementation of the curriculum through lesson visits, learning walks, work scrutiny, and pupil discussion.
- Track the impact of curriculum approaches on engagement, progress, and outcomes.
- Identify strengths, gaps, and priorities for improvement, supporting staff to plan practical next steps.
- Maintain up-to-date curriculum documentation for internal use and wider stakeholders.

## **Staff Support & Professional Development**

- Provide coaching, guidance, and modelling to staff on curriculum design, sequencing, assessment, and adaptive teaching.
- Lead or coordinate curriculum focused CPD sessions, briefings, and collaborative planning time.
- Share research informed practice and promote evidence-based approaches to teaching and learning.
- Support the induction of new staff, ensuring they understand and can deliver the First Steps Together curriculum.

## **Collaboration & Communication**

- Act as a key link between teaching teams, inclusion leads, and senior leaders to ensure consistency and shared direction.
- Work with SEND and inclusion leads to embed accessibility and adaptation into curriculum planning from the outset.
- Liaise with external partners to enhance curriculum opportunities and development.
- Contribute to strategic planning and reporting as part of the senior leadership dialogue.

## **Person Specification**

### **1. Qualifications & Experience**

#### **Essential**

- Qualified Teacher Status (QTS).
- Degree relevant to education and/or the subject/phase taught.
- Proven experience of successful classroom teaching across a range of pupil needs.
- Demonstrable experience in curriculum leadership (e.g., subject lead, phase lead, curriculum lead) with evidence of shaping curriculum planning and improving provision.
- Experience working with pupils with SEND, SEMH needs, or those with disrupted/interrupted educational journeys.

#### **Desirable**

- Further relevant professional qualifications (e.g., NPQ, Master's degree, or equivalent).
- Experience contributing to whole-school or multi-setting development projects.
- Experience in alternative education settings, PRUs, nurture provision, or therapeutic learning environments.

### **2. Knowledge & Skills**

#### **Essential**

- Deep understanding of curriculum design, progression, sequencing, and assessment for learning.
- Ability to support colleagues with planning, adaptive teaching, and effective curriculum implementation.
- Strong analytical skills, including interpreting assessment information to shape teaching and curriculum decisions.

- Excellent organisation and time management skills, with the ability to balance teaching and leadership responsibilities.
- High quality communication, coaching, and interpersonal skills, enabling collaborative practice and positive working relationships.

#### **Desirable**

- Knowledge of research informed approaches (e.g., retrieval practice, cognitive science, mastery).
- Understanding of universal design principles and embedding accessibility from the planning stage.
- Experience using coaching models (e.g., instructional coaching, dialogic coaching) to support colleagues' development.

### **3. Curriculum Development**

#### **Essential**

- Proven ability to design, refine, and evaluate curriculum, including long term plans, sequences of learning, and medium-term planning.
- Ability to ensure curriculum intent is translated effectively into day-to-day practice.
- Experience developing or curating high quality resources that support consistency and progression.

#### **Desirable**

- Experience leading curriculum mapping or framework redesign.
- Ability to align curriculum content with statutory guidance while addressing local context and pupil need.

### **4. Coaching & Staff Development**

#### **Essential**

- Experience coaching colleagues to improve planning, sequencing, and teaching practice.
- Ability to lead or facilitate collaborative planning and professional dialogue.
- Skilled at giving supportive, evidence based feedback that enables colleagues to reflect and improve.
- Strong interpersonal skills that support trust, openness, and professional growth.

#### **Desirable**

- Experience delivering curriculum-focused CPD, workshops, or briefings.
- Understanding of coaching frameworks and approaches that support sustainable improvement.

### **5. Quality Assurance**

#### **Essential**

- Experience monitoring curriculum implementation through lesson visits, learning walks, book/work scrutiny, and pupil voice.
- Ability to analyse qualitative and quantitative evidence to identify strengths, gaps, and next steps.
- Confidence maintaining clear, accurate, and purposeful curriculum documentation.
- Ability to contribute to structured improvement cycles (e.g., plan–do–review).

#### **Desirable**

- Experience leading quality assurance processes across a team or subject area.
- Ability to report on curriculum impact for senior leaders or external partners.

### **6. Values, Behaviours & Professionalism**

#### **Essential**

- Strong commitment to inclusive, child centred education and relational, traumainformed

practice.

- Reflective, flexible, and solution focused approach to challenges.
- Commitment to ongoing professional learning and a willingness to engage in reflective dialogue.
- High personal integrity, reliability, and professionalism; models high expectations for self and others.

### **Desirable**

- Evidence of contributing to a values driven culture based on collaboration, respect, and ambition.
- Engagement with educational research and willingness to champion evidence based approaches.

## **7. Safeguarding & Child Protection**

### **Essential**

- Thorough understanding of statutory safeguarding duties and Keeping Children Safe in Education.
- Demonstrable commitment to promoting the welfare, safety, and wellbeing of all children and young people.
- Ability to recognise signs of safeguarding concern and take immediate, appropriate action.
- Willingness to undertake mandatory safeguarding training and regular updates.
- Ability to maintain confidentiality, exercise strong professional judgment, and uphold clear professional boundaries.
- Experience working with safeguarding leads, external agencies, or multi-agency teams.
- Familiarity with safeguarding processes in alternative provision or trauma-informed settings.

### **What We Offer**

- Competitive salary and holiday pay
- Term-time working pattern with potential for additional hours supporting school trips
- Comprehensive induction and ongoing training in SEN awareness, first aid, and safeguarding
- A supportive team culture driven by shared purpose and continuous improvement
- Opportunities for career progression within our expanding SEN transport and care network

### **Review**

The nature of this role means that this job description will be subject to an annual review with the potential for amendment or modification at any time after consultation directly with you. It by no means acts as a comprehensive statement of procedures and is just a way of setting out all the main expectations we'll have of you, here in the role as you deliver an impassioned and truly caring experience to our young people.

### **Acknowledgement**

Employee Signature:	
Print Name:	
Date Signed:	
Managers Signature:	

Print Name:	
Date Signed:	