

Role and person profile

Post title:	Curriculum Support Manager – Geography	Location:	Guildford/Harrogate/Manchester
Division:	Qualifications and Markets	Department:	Assessment and Curriculum
Responsible to:	Head of Curriculum	Responsible for:	N/A
Scale:	6	Manager	Core Competency L2
Post no:			

Role Purpose

Support the delivery of the subject level curriculum strategy and ensure that AQA is the go to board for the subject with our customers. Support the Head of Curriculum in delivering the vision for the subject and clearly articulate this to customers and colleagues. Create content and manage escalated queries to support the teaching and marketing of the subject and quality assure external facing subject related materials and activity.

Accountabilities

Role specific:

1. Deliver key messages in line with the vision for the subject to internal stakeholders and customers.
2. Working with the Markets team plan and coordinate customer engagement activities and the creation of supporting resources and copy such that it has the maximum impact with the resource available.
3. Use engagement with teachers to generate ideas for new support resources and events and feed this into the product strategy. Create materials and collateral in line with the product strategy.
4. Provide training, briefings and written material for staff and associates on subject and curriculum to meet the needs of the business including information and briefings for 1st line support to increase their product knowledge.
5. Respond to 2nd/3rd line issues, queries etc in a timely manner in line with brand and tone of voice guidelines and use this information to identify common themes and issues and develop ideas for supporting information and resources that will help teachers.
6. Identify changes to information and content to switch off failure demand or improve customer support and service and produce copy and other resources to do this.
7. Identify suitable subject experts to produce resources and deliver events and other activities and contribute to the recruitment and appointment of those experts and the review of their performance as appropriate.
8. Working with the associate management team coordinate subject expert input and quality assure

external facing activities as appropriate for the subject:

- Hub schools and the work of advocates
- NEA advice
- Teacher resources
- Text books
- Ad hoc advice
- Events
- Teacher standardising and training
- Reports on the exam

9. Manage associates (as appropriate).

General accountabilities:

1. To model leadership behaviours with confidence and to get the very best from direct reports and teams by providing clarity, feedback, coaching and development, while continuously seeking to enhance performance in line with business objectives.
2. To comply with all AQA's policies and other legislative requirements, including but not limited to HSE, Equal Opportunities and ISMS.
3. Where business needs change, to undertake other responsibilities which are of a commensurate level outside the terms of this role profile.

Person profile

Behaviours – holding the Customer at the heart of all we do <i>[the role holder will be able to demonstrate the mindset that drives the following behaviours]</i>	Assessment
Collaborative: works with others to achieve the organisation and team vision, contributing expertise and developing self and others to achieve excellence	A/I/P
Innovative: challenges self and others to create solutions and strives for improved ways of working	A/I/P
Empowered: understands individual part to play in achieving success; takes ownership and accepts accountability	A/I/P
Positive: takes a flexible, forward looking, solutions focused approach	A/I/P
Ambitious: consistently aiming high and delivering for our customers	A/I/P
Knowledge and Skills <i>[the role holder will be able to demonstrate the following role/subject specific knowledge and skills]</i>	
Ability to understand the environment and context in which AQA and more general curriculum and assessments operate	A/I/P
Understand how to make complex information and issues easy to understand to teachers - both in writing and verbally	A/I/P
Understand teachers' needs and the pressure they are under and feed this into the delivery of support materials and events	A/I/P
Good understanding of subject and curriculum area, creating credibility from experience in the eyes of teachers	I/P
Confident in dealing with customers	A/I/P
Persuasion and engagement skills which lead to teachers becoming advocates for AQA	A/I/P

Understanding of AQA's assessment products, processes and practices relevant to curriculum area	P
Ability to create training and briefing content which is engaging and easy to follow	A/I/P
Good written and verbal communication skills in line with AQA brand and tone of voice and the ability to use IT to engage with customers remotely	P
Ability to analyse teacher queries and provide feedback and support. Ability to identify trends and patterns and suggest improvements to better help centres	A/P
Open minded flexible and responsive to changing demands with the ability and willingness to challenge the thinking of others and to champion new ways of working	A/I/P
Empathetic but able to stick to policy and bring others with you	I/P
Core Competencies [<i>the role holder will be able to demonstrate proficiency in the following core competencies to a level appropriate to the role – the three competency levels are defined in the Q&M competency framework</i>]	
Customer service	L3
Developing and managing self and others	L2
Leadership	L2
Planning and organising	L2
Change management	L2
Effective communication	L3
Problem solving	L2
Commercial focus	L2
Qualifications and Experience [<i>the role holder will have the following qualifications and experience required for the role, including any regulatory or compliance requirements</i>]	
Degree or equivalent qualification in an appropriate subject or relevant suitable experience	A/I
Experience of developing support, and creating briefing and training materials.	A/I
Experience of examining work	A/I
AQA's Behaviour Framework which is assessed through the selection/probation process	
Assessment key (criteria to be assessed at the selection stage) A – application (it is essential to provide evidence on application for shortlisting purposes) I - interview T – test (or work sample) P – probation	