

Role and person profile

Post title:	Head of Curriculum – Subjects: History, Geography, D&T, Business and Economics, Creative Arts, Psychology, Religious Studies, Sociology, Computer Science and ICT	Location:	Guildford/Harrogate/Manchester
Division:	Qualifications and Markets	Department:	Assessment and Curriculum
Responsible to:	Head of Curriculum – Strategy or Head of Curriculum – Portfolio	Responsible for:	Curriculum Support Manager(s) (as appropriate)
Scale:	7	Leader	Core Competency L3
Post no:	3740, 3741, 3742, 3743, 3744, 3745, 3746, 3747, 3748		

Role Purpose

Lead on subject level curriculum strategy and design and act as subject representative for AQA with external stakeholders in order to influence national curriculum design and ensure that AQA is the go to board for the subject. Provide insight and thought leadership in relation to the subject and create a compelling vision which is clearly articulated to stakeholders, customers and colleagues. Create content to support the teaching and marketing of the subject and quality assure external facing subject related materials and activity.

Accountabilities

Role specific:

1. Create the vision and curriculum strategy for the subject and align this with the subject level product strategy ensuring that the approach is attractive to schools and colleges and meets the wider stakeholder needs.
2. Contribute to and influence the subject level product strategies to ensure that the curriculum and customer element of the balanced scorecard is strongly represented. Collaborate with the Assessment Design team to ensure assessment design and curriculum is aligned and support good teaching and learning.
3. Define key messages in line with the vision for the subject and communicate these and the vision to internal and external stakeholders and customers. Be the face of the subject for AQA.
4. Identify new stakeholders and those with increasing influence and contribute to Q&M stakeholder strategy.
5. Work collaboratively with Markets to contribute to planning and quality assurance of customer engagement activities and the creation of supporting resources and copy such that it has the maximum impact with the resource available.

6. Plan stakeholder engagement activities and manage, engage with and influence those subject level stakeholders identified in the stakeholder engagement strategy such as subject associations and learned societies.
7. Present at stakeholder events in line with strategy in order to influence stakeholder views and decisions such that we influence curriculum and assessment design at a national level and AQA is seen as the board to talk to about the subject.
8. Use networks and understanding of external environment to generate ideas for changes to curriculum design and delivery (including aligning curriculum and assessment, changes to teaching practice and new support resources) and feed these into the rest of Qualifications and Markets to influence product strategy and plans. Create materials and collateral in line with the product strategy.
9. 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.
10. 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.
11. Identify changes to information and content to switch off failure demand or improve customer support and service and produce copy and other resources and deliver events to do this.
12. 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.
13. 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.
14. Contribute to awarding to gain understanding of awarding decisions and be able to explain and justify these decisions to external stakeholders.
15. Manage the work of associates (as appropriate).
16. Lead the HE expert panel (A-level subjects only).

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.

4. To utilise the available range of digital tools for communication, content creation and information processing in order to work effectively and efficiently. To maintain digital skills to meet business need.

Additional information

As the postholder may be visiting our customers, including schools and colleges, he or she is required to complete a Child Safeguarding Declaration in line with the AQA Child Protection Policy.

This role requires regular travel across the UK

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 think strategically and understand the environment and context in which AQA and more general curriculum and assessments operate and the likely impact of stakeholders on curriculum, specification and assessment design at a national level	A/I/P
Understand how to set and live a compelling vision and strategy for a subject and make complex information and issues easy to understand to those who may not be subject or assessment experts - both in writing and verbally	A/I/P
Understand teachers' needs and the pressure they are under and use this to influence subject level product strategy and approach to the design and delivery of curriculum, assessments, support materials and events	A/I/T/P
Ability to see the big picture and understand how different services, materials and activities relate to the delivery of a quality whole	I/P
Excellent understanding of subject and curriculum area, pedagogy and latest practices creating credibility from experience in the eyes of stakeholders	A/I/P
Understanding of assessment design and delivery and how this influences curriculum approach and drives teaching and learning	A/I/P
Confident in dealing with influential stakeholders and customer groups with the ability to motivate and inspire others	A/I/P
Networking, influencing, persuasion and engagement skills which lead to others becoming advocates for AQA and our approach to the subject	I/P
Understanding of AQA's assessment products, processes and practices relevant to curriculum area	P
Ability to create and deliver training and briefing content and events (F2F or via Webinar)	A/I/T/P

which are engaging and easy to follow	
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 and stakeholders 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	L3
Planning and organising	L3
Change management	L3
Effective communication	L3
Problem solving	L3
Commercial focus	L3
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 appropriate relevant experience using knowledge of the subject	A
Experience of teaching the subject at an appropriate level or relevant appropriate experience	A/I
Experience of delivering support, briefings and training	A/I
Experience of exam board 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	