



Role Profile

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| Job title: | Curriculum Manager | Reports to: | Curriculum Lead |
| Grade: | SL2 £58,401-£64,890 (plus outer London weighting) Depending on experience and qualifications | Last evaluated: | |
| Directorate: | Apprenticeships & Industry Training | LT area: | Apprenticeships & Industry Training |
| Location: | Mobile | Budget responsibility (optional): | |

CITB aims to lead the construction sector by example to ensure fairness, inclusion and respect for all. We seek to build a workforce that reflects Britain's diverse population and people from under-represented groups are encouraged to apply for vacancies. Our main objective is to create a culture that helps all our customers strive towards a workforce that is reflective of today's society.

Role purpose:

- To be accountable for setting the strategic direction of the department (apprenticeships and industry training provision), ensuring that the provision delivered is high quality, viable and meeting the needs of learners and employers.
- To lead and line manage curriculum area Programme Managers within the department to meet all financial and quality Key Performance Indicators.
- To provide technical and specialist expertise to internal and external stakeholders.

Key responsibilities and accountabilities:

1. Provide strategic leadership and to be accountable for ensuring that the department embeds the requirements of the Ofsted EIF/SDS into everyday practice.
2. Provide strategic leadership and to be accountable for ensuring that the provision delivered within department complies with all external funding and compliance rules and regulations.
3. Accountable for ensuring that the department complies with all external qualification awarding organisation requirements.
4. Lead on ensuring that all curriculum areas within the department achieve all internal and external quality and financial Key Performance Indicators.
5. Support the Head of Curriculum Delivery and Curriculum Leads in identifying and implementing new curriculum opportunities to meet the needs of industry.
6. Represent CITB in external meetings and forums, promoting its reputation and building strategic partnerships.



Role Profile

7. Collaborate with internal and external stakeholders, including industry partners, employers and community organisations, to align curriculum and workforce needs.
8. Lead on the recruitment of all new staff within the department and ensuring that they are fully supported throughout their probationary period and beyond.
9. Accountable for the curriculum planning process, ensuring that the department is financially viable to operate.
10. Ensure that all curriculum resources used within the department are high quality.
11. Accountable for the physical resources and equipment allocated to the department.
12. Lead on embedding a culture of excellence in teaching, learning and assessment and in line with the requirements of the Teaching, Learning and Assessment Strategy.
13. Lead on the development and implementation of the teaching observation process across the department.
14. Carry out learning walks and teaching observations.
15. Lead on implementing curriculum and quality improvement strategies across the department where the provision does not meet expected standards.
16. Accountable for the development of the department annual Self-Assessment Report and the Quality Improvement Plan.
17. Collaborate with the Quality team and participate in Desk Top Evaluations and quality reviews in line with the Quality Cycle.
18. Lead on the development and implementation of learner and instructor/lecturer timetables across the department, ensuring that lessons are viable to run with adequate learner numbers.
19. Accountable for the learner at risk process across the department and in ensuring that strategies have been implemented to ensure that all learners falling behind are quickly brought back on track.
20. Ensure that all learners within in the department who require additional learning support, receive this support in a timely manner.
21. Ensure that all staff within the department participate in regular and relevant CPD activities to maintain and further enhance their skills and knowledge.
22. Ensure you and all colleagues follow all safeguarding policies and practices and foster a positive, inclusive and safe learning environment where all learners feel safe, included and supported.
23. Ensure that all learners and colleagues work safely and always follow all health and safety rules and regulations.
24. Establish and maintain strong relationships with relevant industry professionals, employers and other stakeholders, to ensure that industry specialisms are kept up to date.
25. Attend relevant workshops, conferences, and training sessions to keep up to date with changing teaching, learning and assessment methodologies.
26. Always display positive behaviours and attitudes to colleagues and learners.



Role Profile

We may, in consultation with you, need to vary these duties from time to time to respond to the changing requirements of the organisation. Such other duties will be commensurate with your skills, knowledge, and experience.

People Leadership / Team Leadership – where the role has direct or matrix reports.

Direct line management for:

- Programme Managers

In the curriculum department.

Key contacts and relationships:

- Senior managers
- Curriculum delivery teams
- Curriculum managers
- Learners
- Assessment and verification team
- Support services teams
- Safeguarding, welfare and health and safety teams
- Apprenticeship development coaches and managers
- Quality team
- Compliance and assurance team
- Industry training team
- Employers and other external stakeholders
- External qualification awarding organisations.

Knowledge and Experience

Essential:

- Minimum of Level 3 qualification directly related to the role applied for. Qualification level should be one level above the qualifications delivered in the department.
- Specialist licence to practice qualifications relevant to the role applied for.
- Relevant industry experience in the construction industry in a related role.
- Excellent knowledge of current industry practices.
- Level 5 teaching qualification (or commitment to achieve within two years of commencing course).
- SMSTS Certificate – or be willing to work towards.
- Level 5 Leadership and Management qualification – or be willing to work towards.



Role Profile

- Educated to level 2 or above in English and maths.
- Evidence of continuous professional development.
- Ability to solve complex problems.
- Excellent verbal and written skills.
- Excellent organisational skills.
- Ability to lead and motivate teams to achieve results.
- Knowledge, skills, and experience in Microsoft Office 365.

Desirable

- Higher level construction related qualification.
- Higher level education related qualification.
- Experience of apprenticeship delivery.

Behavioural competencies (in order of importance):

- Fairness, Inclusion and Respect (FIR) level 3
- Works collaboratively level 3
- Drives for results level 3
- Leads by example level 3
- Communicating with Impact level 3
- Building capability level 3

Special Conditions/Other Requirements: e.g., enhanced DBS, travel requirements, working arrangements

- Able to work non-standard hours as required
- Able to travel and make occasional overnight stops
- Full Driving Licence
- Enhanced DBS check

Version Control:

| Version | Date | Author | Change |
|---------|----------|---------------|--------|
| 1.0 | 31/07/23 | Gary Cumiskey | |
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Version Control System

When creating this document or making any amendments to an existing document please: indicate the version of the document in the table above along with the date and a brief outline of the change(s) made. Please follow the control system examples below to ensure consistency and continuity.

Version 0.1 Draft version.

Version 0.2 (etc.) Update to draft version.



Role Profile

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| Version 1.0 evaluated | First finalised version. At this stage the document is ready to be 'issued' for Job Evaluation – but has not been evaluated |
| Version 1.1 | (etc.) Subsequent amendments to the first 'issued' version prior to evaluation. |
| Version 1.1(E) | The 'E' indicates that the role has been evaluated through the Job Evaluation process and a Grade has been agreed. This is now a 'live' version. |
| Version 2.0(E) a | Indicated a major revamp that does not affect the role's Grade. For example where the role content is reviewed after a period of time. |
| Version 2.0(N) | Indicated a major revamp that is expected to affect the role's Grade and re-evaluation is required. |
| Version 2.1(E) | Indicates that the role has been evaluated through the Job Evaluation process and a Grade has been agreed. This is now a new 'live' version. |