

JOB DESCRIPTION – HEAD - CURRICULUM

Overview:

Neev seeks to build knowledge, self-awareness and relationships with people and the environment to seek happy, healthy, impactful lives - keeping in line with the IB mission of producing global citizens. A Teacher's role at Neev is to promote and nurture the education of young students by planning and tailoring courses of study while providing a safe and stimulating class room environment that is conducive to learning. Teachers at Neev need to partner with parents, trainers and the Non-teaching staff to ensure the holistic development of the child.

Reports to – Head of School

Main working relationships - Section Head – ICSE & IB, Programme Coordinator, Subject HODs, Teachers

Responsibilities:

Curriculum Coordination:

The Curriculum coordination role involves the responsibility for developing, implementing, and evaluating curriculum, assessment, and instructional services. He/ She also evaluates how well a school's curriculum meets students' needs. He/ She ensures curriculum continuity across different sections of the school along with developing necessary transition. He/ She researches teaching methods and techniques and develops procedures to determine whether program goals are being met. He/ She helps teachers become creators of student-centered learning environments, ready to challenge, and enable students to make real-world applications and connections to their learning. He/ She directs and provides leadership for curriculum resource adoptions, including designing staff development for helping staff gain skills and competencies relative to curricular changes. In this role he/she would lead one of the 4 verticals for building a sustainable institution. In the science role, he/she will in addition likely edge into teacher training as well. It will also include How to bring together required content (knowledge, skills and understanding) with social emotional aspects and also the philosophy of the school, underpinned by assessments and governance into an aligned framework

a. Development and reviewing the curriculum.

- ☐ Develop the curriculum through collaboration with senior leadership, HODs and subject teachers through the following ways:
- ☐ Assessing the educational needs.
- ☐ Provide guidance in formulating objectives and learning goals.
- ☐ Facilitate careful selection of learning experiences to accomplish these objectives.
- ☐ Facilitate sectional of rich and valuable content (where the content is flexible) through which teachers can offer the learning experiences.
- ☐ Provide guidance in organizing and integrating learning experiences with relevant content keeping in mind the teaching-learning process
- ☐ Assist in timely and accurate evaluation of all the above phases.
- ☐ Develop and implement policies and practices for the Curriculum.

- Monitor the progress made in achieving Curriculum plans and targets and their effects on teaching and learning.
- Facilitate performance development of the teaching staff in the Curriculum.
- Ensure that new teachers are appropriately trained, monitored, supported, and assessed in relation to the teaching standards and competencies.
- Align the curriculum horizontally and vertically to establish continuity and create opportunities for transition where needed.
- Keep abreast of latest developments in the IB Curriculum and ensure section coordinators are equipped to implement the same.
- Monitor and evaluate all curriculum documentation and provides leadership for the development and continuous improvement of curriculum, instruction and assessments for all programs.

b. Assessment and Reporting.

The development and implementation of a comprehensive program of assessment for the purpose of institutional improvements. He / She must work with the faculty, staff and administrators to develop effective strategies for the academic assessment of student learning outcomes at the general education and program levels. He/she will provide ongoing support for assessment activities, assist with the analysis of assessment methods and results, and report such results to both internal and external stakeholders.

- Work with Senior leadership to further develop the assessment plan.
- Creating a reporting / assessment tracker common across subjects populated by teachers and maintained by respective coordinators.
- Providing guidance to coordinators to achieve validity and accuracy of assessment. Work with the coordinator and Heads of Departments through on-going flex workshops for programs, inter-disciplinary committees, departments, divisions, or individuals to:
 - Develop benchmarks and rubrics.
 - Present assessment plan
- Work with DP Coordinator and Heads of Departments and provide assistance to:
 - Collect evidence – design assessment tools, collect samples of student work.
 - Analyse evidence – make summative judgments.
 - Document analysis in report (develop template for reports)
 - Organize necessary intervention when required.
- Provide guidance to Team leaders/HODs to collaborate with teachers to develop quality assessments-including formative, interim and summative.
- Provide assistance in developing statistical models which can be used by coordinators and teachers to measure impact of learning support services on student achievement of intended learning outcomes.
- Provide assistance in developing item analysis reports as necessary to help faculty evaluate the effectiveness of tests and test items.
- Conduct focus groups with students and/or faculty and staff to get insight into practices that work and those that do not.

- Work with administrators to problem-solve issues that arise with assessment plan and present solutions to appropriate bodies.
- Work with the inspection and accreditation teams and assist with inspection/accreditation activities.
- Create reporting forms for assessment activities.
- Work with Heads of Departments to disseminate reports and archive assessment activities.
- Oversight the maintenance of a repository for evidence and reports carried out by section coordinators.

c. Implementation of the curriculum

- Work with staff to ensure instructional designs include research based best practices.
- Be the day-to-day instructional leader of the school setting the vision for where the school needs to go academically, with collaboration, support, and guidance provided by the senior leadership.
- Provide leadership and modeling for teachers in instructional practice, including intervention and differentiation; backwards-designed unit and lesson planning processes; and data analysis cycles.
- Develop a clear and effective pedagogy along with senior leadership that embodies the school's belief that instruction must be engaging, relevant, and rigorous; ability to clearly communicate this pedagogy with both teachers and external stakeholders.
- Collaborate with teachers to develop long term and short-term instructional plans.
- Develop academic support programs as needed to meet students' needs.
- Lead monthly/ bi-monthly professional development and team meetings based on teachers' needs.
- Actively participate in the hiring of academic teachers in collaboration with the senior leadership.
- Coordinate review and input from relevant stakeholders, including students, teachers, administrators, the accountability committee, and board of directors.
- Support teachers to analyze data collected through summative and formative on a regular basis to inform instructional decision-making and planning.
- Collaborate with teachers and teacher teams to support the development of standards based, high quality instructional plans.
- Possibly observe teachers and provide feedback based on pedagogy, school improvement plan and individual teacher goals.
- Set up peer observations for teachers to learn from others.
- Conduct demonstration lessons as needed or requested by teachers.
- Model instructional practices in the facilitation of professional development.
- Provide teachers with current resources with best practice research.
- Work with teams to support common instructional practices and alignment.

- Incorporate school expectations that foster and strengthen school culture in the regular meetings to develop the culture of thinking.
- Build routines into professional development meetings that foster a professional culture.
- Facilitate cross sectional meetings to develop vertical alignment across different sections for each subject.
- Meet regularly with teachers /teams during common planning time/team meetings or other regularly scheduled sessions to collectively discuss issues focused on: curriculum, assessment, literacy, examination of student work, classroom instructional.
- Evaluate the implementation of the Core and develop strategies with the respective coordinators to ensure appropriate skill building to achieve the goals (Core)
- Layers, from overview, to scope and sequence and units and resources, etc.
- Interdisciplinary alignment in and pacing
- Context / conceptual clarity, and outcomes focus
- Philosophy for the curriculum for Neev's values
- Policies for Teaching / learning and assessment, leading to others
- Identification of selective cognitive processes, or core competencies that are similar or different across learning areas
- Integrating thinking about mind and brain, helping us avoid mutually exclusive categories of learning.
- School-based instructional strategies to help learners coordinate different cognitive processes in the service of cultural goals such as being able to read wide and deep across curricular areas, a core aspiration at Neev.
- Neev's definition of desired learning is about the impacts of learning, who the students become as a result of being at Neev, is a collection of cognitive skills and dispositions, for building culture around. Thinking of learning as a whole system, rather than objectives and outcomes
- Integration of all this in Toddle

Whole School Contribution

- Engage in the community through attendance and participation at school events.
- Attend and contribute to Parents Information Evenings
- Assist in the preparation of appropriate Information Booklets and lead parent workshops.
- Plan and coordinate the induction of teachers new to the country to ensure they settle well into their new environment.
- Plan and coordinate the Inservice for new and returning teachers during the first week of school to ensure all teachers receive the policy information required and training needed for effective teaching and learning.
- Attend SLT and HODs/ subject leaders Meetings and ensure the smooth communication of information.

- Involved where appropriate in policy making decisions with the senior leadership team.
- Make contributions as required to 5-year review Action Plan
- Ensure all teachers are receiving high quality (internal and external) professional development tailored to their individual needs.
- Be personally visible and committed across the school, demonstrating a strong, collaborative and flexible leadership style.
- With the High School Academic Leadership Team, critically evaluate the school's performance through ongoing structured and strategic School Evaluation.
- Implement the performance management appraisal performance for designated staff members.

a. Development of Self and Other

- Keep up to date with developments in educational and curriculum development and pedagogy.
- Attend external Professional development regularly to familiarize self with new pedagogical strategies, curriculum development and instructional coaching.
- Conduct session to pass on the learnings from external Professional development sessions to all the staff.
- Ensure effective curriculum/learning and teaching strategies, documentation and procedures for staff induction and integration.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory, in line with whole school policies.
- Lead training and model high quality Learning and Teaching Methods with regards to lesson planning, mapping and quality assurance.

b. Development of Strong Science Programme

- Ensure there is continuity of skill content and concept from 6-12
- Ensure continuity in and progression of both theoretical concepts and lab-based skills.
- Liaising with eminent external members of the scientific community to develop a culture of scientific community among the teachers and students of sciences.
- Facilitate the development of scientific enquiry into the science classes.
- Developing an understanding of the ways of knowing in the natural sciences.
- Developing an understanding of the Nature of science among the science teachers.
- Planning and designing visits and excursions to develop scientific inquisitiveness among science teachers and students.
- Developing an understanding of the coursework and extended essay criteria and rubric to ensure suitable skill building and assistance provided to the students.
- Facilitate development of creative assignments which meets the IB requirements and allow development and assessment of scientific skills and dispositions.
- Creating appropriate assessments to test for skills and concepts taking away the focus of assessment from factual learning.

- Designing a bridging Programme to provide and ensure appropriate rigor to allow students to be ready for DP section.
- Encourage and help science teachers to plan scientific events with students in school to develop excitement for learning and deepen their understandings.