

Role profile

Job Title:	Curriculum Development Manager	Grade: 12	Spinal column point range:
Department:	Adult Learning and Skills	Post no.:	
Directorate:	Economy and Sustainability	Location:	Perceval House

Role reports to:	Head of Adult Learning and Skills
Direct reports:	Curriculum leaders, Curriculum support officer
Indirect reports:	Tutors, team, internal and external stakeholders

Job description

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check.

Purpose of role

- To lead the development and implementation of a responsive and innovative curriculum that aligns with local and regional priorities, supports connected communities, and enables clear career pathways.
- To ensure high-quality teaching and learning that drives progression, achievement, and community impact. To apply a business-focused approach to curriculum planning that supports financial growth and sustainability.

Key accountabilities

1. Design and manage curriculum provision and pathways that reflect community needs, employer demand, and strategic priorities.
2. Ensure curriculum delivery supports progression into employment, further learning, and community engagement.
3. Lead curriculum innovation through integration of new technologies, enrichment activities, and work-related learning.
4. Collaborate with employers, community organisations, and stakeholders to co-design curriculum content and delivery.
5. Ensure compliance with Ofsted, GLA, DfE, and awarding body standards through curriculum planning and robust quality assurance.
6. Manage teaching staff performance, development, and resource allocation to meet strategic goals and to ensure continuous quality improvement leading to Learn Ealing becoming an outstanding service.
7. Monitor and report on curriculum performance against recruitment, retention, achievement, and progression targets.

8. Drive continuous improvement through observations, staff development, and learner feedback to ensure that an excellent level of learning and student experience is achieved.
9. Support the preparation of external inspections and contribute to the production of SAR, QIP, and service policies.
10. Promote connected communities by embedding local context and inclusive practices into curriculum design.
11. Ensure curriculum planning supports income generation, cost-effectiveness, and value for money.
12. Carry out all other duties commensurate with the role and the changing nature of adult learning and local government. Including covering colleagues' roles in times of need.
13. Ensure the efficient operation of the service, and in order to meet all of its stakeholders' needs, the post holder will be expected to work at any site across the borough including additional hours from time to time which may involve evening or weekend work.
14. Submit leave requests to your manager for authorisation, during peak times leave will be awarded in exceptional circumstances only and in a case-by-case basis.

Key performance indicators

- Achievement of personal objectives and service targets.
- Delivery of LBE & GLA/DfE objectives and KPIs.
- Service maintains or exceeds the current Ofsted rating.
- Positive feedback from learners, partners, and regulators.
- Successful delivery of curriculum projects with measurable outcomes.
- Increased enrolment and reduced course cancellations.
- Effective budget management and income generation.
- Compliance with audit and contractual requirements.
- Up-to-date information on service provision is available at all times.

Key relationships (internal and external)

- Internal: Managers, tutors, IQA, Council departments, elected members.
- External: Employers, subcontractors, schools, residents, Ofsted, GLA, DfE, awarding bodies.

Authority level

- People
- Teaching delivery
- Finance – sign-off level of authority £5,000

Person specification

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Essential knowledge, skills and abilities

1. Extensive knowledge of adult learning funding and experience of curriculum design, and career pathways.
2. Current working knowledge of national and regional adult learning priorities and how they apply to adult learning provision.
3. Understanding of teaching and learning principles and quality assurance frameworks.
4. Knowledge of quality requirements of OFSTED, Matrix, GLA and DfE, with proven skills to assist in the production of a self-assessment and quality improvement processes.
5. Proficient in IT (Word, Excel, email, internet) and data analysis for curriculum planning to maximise funding.
6. Experience of effective budget management and implementing strategies to generate income.
7. Experience in employer engagement and partnership development.
8. Ability to lead teams and manage projects within budget and deadlines.
9. Commitment to safeguarding, equality, and diversity.
10. Strong communication skills across all mediums and levels.
11. Commitment to safeguarding, and to equal opportunities and diversity

Essential qualification(s) and experience

1. Minimum Level 5 teaching qualification in Further/Adult Education.
2. Degree-level qualification or equivalent experience.
3. Minimum Level 3 ICT qualification or evidence of training in ICT including Word, Excel and e-mail or willingness to achieve this within a tight timeframe.

Values and behaviours

Improved life for residents	Trustworthy	Collaborative	Innovative	Accountable
<ul style="list-style-type: none"> • Is passionate about making Ealing a better place • Can see and appreciate things from a resident point of view • Understands what people want and need • Encourages change to tackle underlying causes or issues 	<ul style="list-style-type: none"> • Does what they say they will do on time • Is open and honest • Treats all people fairly 	<ul style="list-style-type: none"> • Ambitious and confident in leading partnerships • Offers to share knowledge and ideas • Challenges constructively and respectfully listens to feedback • Overcomes barriers to develop our outcomes for residents 	<ul style="list-style-type: none"> • Tries out ways to do things better, faster and for less cost • Brings in ideas from outside to improve performance • Takes calculated risks to improve outcomes • Learns from mistakes and failures 	<ul style="list-style-type: none"> • Encourages all stakeholders to participate in decision making • Makes things happen • Acts on feedback to improve performance • Works to high standards