



**JOB DESCRIPTION – Curriculum Area Lead Performing Arts**

Job title	Curriculum Area Lead for Performing Arts
Grade/Salary	MPS/UPS
Responsible to:	Senior Subject Leader as appropriate
Responsible for:	The learning of students, their wellbeing and their annual achievement in all teaching groups and coaching groups
Effective from:	September 2026

**Studley High School Aims & Values:**

Studley High School, Warwickshire; a comprehensive school where students of all abilities can develop and thrive as individuals and as part of a community. We encourage all students to understand that belief in oneself, when combined with integrity and ‘doing the right things in the right way’ will lead to success.

We promote excellence in all that we do so that everyone at Studley High School can support the school aims in:

- Promoting high expectations of all
- Encouraging mutual respect, support and trust so that all can achieve their best
- Maintaining a place where honesty, openness and fairness lead to outstanding relationships
- Developing high levels of self esteem
- Ensuring belief, self-confidence and resilience is celebrated in our students
- Always aiming higher and being ambitious for the future
- Promoting high levels of wellbeing for all
- Developing curious citizens who can communicate effectively and embrace technology
- Demonstrating the Studley Values in their day-to-day experience

It is paramount to the success of students that they are prepared fully for the challenges and opportunities that await them as they move on to post 16 life. We work hard to equip students with the skills and character attributes to thrive and make positive contributions to society. In a world where technology and social dynamics are ever evolving we are committed to preparing students to embrace and adapt to change.

Our values:

**Adaptable | Aspirational | Charitable | Creative | Independent | Mature | Resilient | Selfless**

**General responsibilities and duties:**

- To carry out the professional duties as reasonably requested by the Headteacher.
- To be a consistently ‘good’ and often ‘outstanding’ teacher who meets the relevant set of personal professional standards for the specific pay phase, and takes responsibility for personal professional development.
- To act as a role-model for students and other members of staff and represent the school in a manner consistent with its ethos and values.
- To ensure that all work with students underpins and promotes the school’s ethos and values as reflected in the School’s Aims & Values.



- To promote and safeguard the welfare of all students at Studley High School, Shires Multi Academy Trust.

**Teaching:**

- To incorporate the science of learning in teaching.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

**Operational/strategic planning:**

- To meet with the leadership team to discuss and decide upon Department and appropriate whole school issues, in line with the school's stated ethos and strategic vision.
- To devise a Development Plan and implement strategies within the Department in support of the School's Development Plan (SDP)
- To implement strategies to ensure the efficient running of the Department, in support of school policies and procedures.
- To coordinate and develop the extra-curricular provision to include all pupils across a wide offer

**Curriculum provision and development:**

- Ensure delivery of an appropriate, comprehensive, high quality and cost-effective curriculum which complements the ADP
- To organise Department meetings so that professional dialogues can be achieved, information disseminated and good practice shared. Through these meetings and through example, the CAL will lead staff in trends within teaching and learning, including the use of ICT, so that developments and improvements in these areas can be sustained.
- Monitor and respond to curriculum development and initiatives at national and local level
- Organise Department INSET and CPD so that all colleagues can be engaged in relevant and meaningful activities in support of their own teaching, the development of schemes of work and the implementation of key school learning strategies.
- Maintain department teaching resources.



### **Staffing**

- To support the professional development of department staff, providing feedback for them in such a way that supports their progress against performance management objectives
- To line manage responsibilities within the department, ensuring productivity and effective use of management time/roles.
- Ensure staff development needs are identified and that appropriate programmes are designed to meet their needs.
- Have responsibility for appropriate and effective deployment of both teaching and support staff. Make appropriate arrangements for classes when staff are unexpectedly absent, liaising with the Cover Administrator/relevant staff to secure adequate cover.
- Participate in interview process when required and ensure effective induction of new staff in line with school procedures
- To ensure appropriate support, guidance and advice is provided for ECTs and student teachers within the Department, to invest in the future of the profession through evidence of good practice.

### **Quality assurance:**

- Establish process of setting targets within the Performing Arts department and to work towards their achievement
- Establish common standards of practice within the department
- Contribute to lesson observations
- Implement school procedures on quality assurance and ensure adherence to these in the Department
- To monitor and evaluate standards and progress in teaching and learning within the department, in order to sustain high standards of achievement and provide job satisfaction for colleagues
- Ensure that the department's quality assurance procedures meet the requirements of the school's SEF and ADP.

### **Management Information:**

- Make use of analysis and evaluate performance data provided
- Produce reports within the quality assurance cycle for the Departments
- Produce reports on examination performance.
- To report to governors on pupils progress, attainment and departmental priorities

### **Communications & liaison:**

- To communicate effectively with parents of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

### **Management of resources:**

- With the leadership link allocate resources and rooms in order to achieve sustainability and cost-effectiveness
- Have an oversight of Health and Safety within the Department areas to enable colleagues to work safely and efficiently



- Control of the Department's budget so that it is spent in line with learning priorities and the principles of best value.

**Pastoral system:**

- Monitor and support the overall progress of pupils within the department
- Monitor pupils' attendance along with their progress and performance in relation to targets set for those pupils, ensuring that follow-up procedures are adhered to and appropriate action taken where necessary
- Ensure the School's behaviour management procedures are implemented in order that effective learning can take place within the department, supporting colleagues where necessary.
- To play an active role in the House system.
- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students and of the Form Tutor Group as a whole.
- To liaise with a Pastoral Leader to ensure the implementation of the School's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up to date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and citizenship and enterprise according to school policy.
- To apply Behaviour Management systems so that effective learning can take place.

**Commitment to Safeguarding Children:**

Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with by:

- Having excellent knowledge of the school safeguarding policy and procedures regarding child protection.
- Becoming aware of the signs and symptoms of abuse by attending relevant safeguarding training.
- Understanding and support the school by attending training relevant to current national safeguarding issues such as The Prevent Duty, Child Exploitation, Female Genital Mutilation, Online Safety and you must adhere to the filtering and monitoring protocols.
- Reporting all causes for concern to the Safeguarding team using detailed and accurate information.
- Ensuring the safety of all students in the school learning environment both indoor and outdoor.
- It is a requirement of all staff to report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead (or in the case of staff to report to the Headteacher).



**School Ethos:**

- To play a full part in the life of the school community, to support its values and ethos and to encourage staff and students to follow this example.
- To promote actively the school’s corporate policies
- To comply with the school’s Health & Safety policy and undertake risk assessments as appropriate.
- To comply with the school’s GDPR policy
- To comply with the school’s Code of Conduct for employees.

**Equalities**

- To understand and comply with the Equality Information and Objectives Policy.
- The Trust is committed to the promotion of equal opportunities and diversity.

**Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.**

**Signatures:**

The school will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade. The job description should be seen as enabling rather than restrictive and will be subject to regular review.

**Special Requirements:**

An enhanced Disclosure and Barring Service (DBS) check and references will be requested in the event of a successful applicant. Where applicable, a prohibition from teaching check will also be completed.

Signed .....  
(Issued by - Headteacher)

Signed .....  
(Received by – staff member)

Dated .....

Dated .....



## **Person Specification**

### **Curriculum Area Lead for Performing Arts**

#### **Qualifications:**

- Qualified teacher status
  - Degree or equivalent
  - Established and evidenced practice as an outstanding teacher over a period of time.

#### **Professional Development**

##### **Teaching and Learning**

- Evidence of a commitment to own professional development
  - Outstanding classroom practitioner
  - Proven ability to raise standards in classrooms other than their own
  - Experience of leading teaching and learning initiatives beyond their own classroom
  - Excellent understanding of the components which comprise outstanding teaching and learning
  - Experience of giving effective feedback to colleagues about professional performance
  - Experience of coaching and mentoring colleagues
  - Experience of conducting lesson observations
  - Experience of holding others to account.

#### **Knowledge**

- Use of assessment and attainment information to improve practice and raise standards
  - Use of strategies to promote good learning relationships and high attainment in an inclusive environment
  - Vision for the developments of teaching and learning
  - Strategies to enhance teaching and learning
  - Use of intervention strategies to address identified issues for development
  - Awareness of the latest developments and initiatives in education
  - Awareness of the importance of each subject on whole school results
  - An ability to use departmental data to effect teaching and learning.
  - An experience of working with a department development plan and department SEF

#### **Skills and Experience**

- Excellent interpersonal and communication skills
  - The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience
  - Developing high quality learning strategies and monitoring learner progress to raise attainment
  - Evidence of high achievement in teaching across the Key Stage
  - Working effectively as a tutor
  - Experience of contribution to the professional development/mentoring of colleagues
  - Effective use of Assessment for Learning to engage learners as partners in their learning
  - Ability to establish curriculum development, assessment, co-ordination and coaching
  - Ability to plan and resource effective interventions to meet curricular objectives