

JARROW SCHOOL



Excellence in
Education



Curriculum Leader Performing Arts



Jarrow School, Field Terrace, Jarrow, NE32 5PR
Tel: 0191 4283200
www.jarrowschool.com

01. Jarrow School

Jarrow School is a forward-looking school which opened in September 2003 after secondary reorganisation in the town. Stemming from values blending tradition within a culture of innovation, Jarrow School offers an education characterised by breadth and depth, embracing the culture of change.

One of the real strengths of the school is its size. It is large enough to ensure a rich and diverse curriculum, yet small enough so that every student is well known.

We encourage everyone in the organisation to do their best and to realise their potential. We believe that an open mind, independence of thought and wide opportunity will together enable our students, the citizens of tomorrow, to make well-informed judgements throughout life.

Our curriculum is exciting and challenging. We aim for the highest standards in all curriculum areas and the range of extra-curricular opportunities is wide. We also encourage visits to places of educational interest and in recent times students have enjoyed trips to London, France, Austria and Italy.

Jarrow School is a safe and caring place to be. Our teaching and support staff ensure that teaching and the day to day care of our students is first class. We maintained our 'Good' judgement in our most recent inspection (June 2022).

Inspectors from Ofsted commented that: 'The behaviour and attitudes of pupils at the school is a strength. Pupils speak politely to one another, listen to staff and are welcoming to visitors to their school.' 'Pupils are encouraged to contribute to the school community. These opportunities help pupils develop a sense of pride in their school. They feel happy and safe.'



Situated close to the northern city of Newcastle Upon Tyne and the coastal resort town, South Shields there is easy access to the UK's motorway and rail networks and Newcastle airport is 14 miles away.

Lying adjacent to green fields, the school was entirely rebuilt as part of the BSF scheme in 2009 and the site is managed under a PFI contract. We have first class facilities in all areas including a community swimming pool.



02.

Job Description

POST TITLE: Curriculum Leader: Performing Arts (TLR 2b)

RESPONSIBLE TO: Faculty Leader: Creative

RESPONSIBLE FOR: Teaching and Learning, Leadership

Overall Objectives of the Post:

To lead and develop a dynamic and inclusive Performing Arts curriculum across Key Stages 3-4. The successful candidate will have experience delivering vocational qualifications, particularly the BTEC Level 1/Level 2 Tech Award in Performing Arts, and will be instrumental in our vision to create a community where every student feels a strong sense of belonging, is inspired to have ambition, and is empowered to embrace every opportunity to thrive - academically, personally, and socially. A passionate practitioner, you will deliver high-quality, rigorous lessons that drive achievement and inspire a love of learning that extends beyond the classroom.

Key Responsibilities:

- Lead the strategic planning and delivery of the Performing Arts curriculum, ensuring high standards of teaching and learning.
- Oversee the implementation and assessment of the BTEC Tech Award in Performing Arts, ensuring compliance with Pearson guidelines and quality assurance processes.
- Support and mentor Performing Arts staff, promoting continuous professional development.
- Coordinate and direct school performances, showcases, and enrichment activities.
- Monitor student progress and implement interventions to raise achievement.
- Manage departmental resources, budgets, and timetables effectively.
- Develop partnerships with external arts organisations and practitioners.
- Promote cross-curricular links and whole-school engagement with the arts.

Leadership

The Performing Arts Curriculum Leader holds a key post of major responsibility in the leadership and management of the school. The Head sees the Curriculum Leader as the expert in her/his area of the curriculum and is dependent upon the Curriculum Leader for advice and leadership of the subject team and the further development of the Performing Arts area.

It is crucial to the development of the school that she/he makes a major input into the formulation of policy of the school at all levels, specifically through meetings, planning teams, working groups, etc.

The Performing Arts Curriculum Leader shares responsibility for the implementation of whole school policies and is responsible for their application in the curriculum area.

More specifically the Curriculum Leader's responsibilities are as follows:

1. Curriculum

- a) To liaise with the School Leadership Team and then specify the policy and aims of the courses in the area, planning for the whole range of students' learning experiences in the context of the school's aims, objectives and policies, including the development of Literacy, Numeracy and Careers across the curriculum.
- b) Delegate and co-ordinate the production and delivery of lesson plans according to school policy.
- c) A draft of all proposed schemes of work to be agreed with the School Leadership Team. Review and revision will be ongoing.
- d) Self Evaluation: To oversee and monitor the work of the area in its delivery of the curriculum. To evaluate the success of the area and establish priorities. To ensure that high standards are set and maintained across the age and ability range including the quality of marking, homework, reporting, etc.
- e) Review. To review the work of the Performing Arts area. To prepare area reports for the Senior Team and Governors in order to consider the progress, needs and targets to be set in the area. To embody these in an area development plan. Attend regular review meetings.
- f) To consider the role of the curriculum area in inter-disciplinary, cross-curricular work.
- g) Liaise with the school's Examinations Officer concerning public examinations.
- h) To develop effective liaison with institutions outside school, where appropriate, including: contributory primaries; further education; industry; parents; careers service; et al.
- i) Health and safety in the subject area.

2. Resources

- a) To deploy and safeguard the area and other resources in the most effective way to maximise the effectiveness of the area's teaching.
- b) To apply stock control systems, maintain inventories, cataloguing and distribution systems, etc.
- c) To manage and safeguard the furniture and fabric of rooms, which are entirely, or largely, within the control of the area with due regard for the health and safety of staff and students. To liaise with the Site Manager when/where necessary.
- d) To prepare bids for capitation and to order stock within the financial allocation of the area. To justify the provision of resources, apparatus, equipment, furniture, etc. and to advise on accommodation and timetabling needs.
- e) To produce, evaluate and select appropriate learning materials, give guidance on their effective utilisation and ensure ease of access to coded differentiated resources.
- f) To create a stimulating, attractive working environment in the area and its environs.

3. Staff

- a) To set an impeccable example in punctuality, energy and effectiveness as a teacher and to consult colleagues in the decision making of the area.
- b) To promote a sense of unity within the area ensuring that teachers are well informed and working to a common purpose.
- c) To keep abreast of current thinking and new developments in the curriculum area and provide the means for these to filter into the department.
- d) To assist with the appointment and induction of new staff, not only full-time teachers, but also occasional and part-time staff and newly qualified teachers. To advise, guide and monitor their progress as necessary.
- e) To consider and facilitate career development with staff in the curriculum area and promote in-service training according to the identified needs of staff.
- f) To implement school, LA and national policies on Appraisal. The subject area's training needs therefore have a clear and specific focus: they are explicitly linked to area and school objectives in respective plans.
- g) To hold department and other meetings, where appropriate, with agendas and minutes and provide copies for the area and School Leadership.
- h) To represent the curriculum area at relevant meetings and to input into school policy - both in this forum and elsewhere.
- i) To ensure that quality lesson plans are readily available for supply/cover staff in the event of an unforeseen absence.

4. Students

- a) To oversee, monitor and take responsibility for everything taught to every student in the curriculum area.
- b) To ensure that the highest attainable standards are set, that students give of their best, that difficulties are discussed amongst area staff and with tutors and pastoral staff.
- c) To be the initial point of teacher referral in matters of student guidance, discipline and welfare in association with colleagues who have special responsibilities in these fields.
- d) To ensure that reports, assessments, examinations - both internal and external - are conducted punctiliously and results communicated to parents.
- e) To maintain effective student records, which reflect the demands of the National Curriculum and ensure that students with special needs are provided for.
- f) To monitor student progress by observing students at work and considering the standards of written work, etc. in the subject area.
- g) To foster the development and organisation of out-of-classroom activities associated with the departments work e.g. fieldwork, extra-curricular activities, visits, etc. when appropriate.
- h) Responsibility for standards - Assessment and Assessment for Learning.
- i) Monitoring and evaluating the quality of teaching and learning across the curriculum area.



05.

Job Description Continued

All employees have a responsibility to undertake training and development as required. They also have a responsibility to assist, where appropriate and necessary, with the training and development of fellow employees.

All employees have a responsibility of care for their own and others' health and safety.

The above list is not exhaustive and other duties may be attached to the post from time to time. Variation may also occur to the duties and responsibilities without changing the general character of the post.

5. NB

This is a job description only and not necessarily a comprehensive definition of the post. As such, it is subject to review.

06. Person Specification

	Essential	Desirable	Method of Assessment
Educational Attainment	<ul style="list-style-type: none"> ▪ Relevant degree (or equivalent) ▪ Qualified Teacher Status 	<ul style="list-style-type: none"> ▪ Higher qualification (or working towards higher qualification) in education and/or leadership and management 	<ul style="list-style-type: none"> ▪ Application form ▪ Certificates
Work Experience	<ul style="list-style-type: none"> ▪ Proven track record of raising educational standards ▪ Delivery of BTEC Level 1/Level 2 Tech Award in Performing Arts (or equivalent) 	<ul style="list-style-type: none"> ▪ Experience of delivering whole school INSET ▪ Leadership/management experience ▪ Experience of teaching Level 2 qualification in Dance 	<ul style="list-style-type: none"> ▪ Application form ▪ Interview ▪ Letter ▪ References
Knowledge/ Skills/ Aptitudes	<ul style="list-style-type: none"> ▪ Ability to lead and manage a team of teachers and support staff ▪ Relevant subject knowledge ▪ Excellent communication skills: oral, written and presentational ▪ Ability to use ICT effectively for classroom teaching and in the production of teaching and learning resources ▪ Excellent organisational skills ▪ Ability to work to deadlines ▪ Knowledge of teaching and learning strategies to raise achievement ▪ Excellent classroom management skills ▪ Skill in motivating a team 	<ul style="list-style-type: none"> ▪ Ability to manage and analyse data ▪ Ability to establish and maintain links with external partners/agencies ▪ Experience in liaising with primary and secondary schools 	<ul style="list-style-type: none"> ▪ Application form ▪ Interview ▪ Letter ▪ References ▪ Lesson observation

07. Person Specification Continued

	Essential	Desirable	Method of Assessment
Disposition	<ul style="list-style-type: none"> ▪ Calm and able to work in busy environments and to short deadlines ▪ Reliable, resilient, motivated ▪ Able to prioritise ▪ Innovative ▪ Ability to support other staff ▪ Disposed to undertake professional development 		<ul style="list-style-type: none"> ▪ Application Form ▪ Interview ▪ Letter ▪ References ▪ Lesson observation
Special Requirements	<ul style="list-style-type: none"> ▪ A well-informed vision of the development of Performing Arts across the school ▪ Ability and willingness to lead on and contribute to extra-curricular activities ▪ Enhanced DBS clearance 		<ul style="list-style-type: none"> ▪ Application form ▪ Interview ▪ Letter ▪ DBS check

08. How to Apply

How to Apply

Please submit the application form accompanied by a letter of application in which you should explain why you are applying for the job. Please indicate in this letter how you feel your experience, training and personal qualities match the requirements of the post.

Please do not hesitate to contact the school if you would like any further information or to arrange a visit.

Applications to be returned to Mr P. Atkinson by either email to: headspa@jarrowschool.com (please do not use any of the other email addresses that appear in our literature) or by hard copy to the address below:

Mr P. Atkinson
Head Teacher
Jarrow School
Field Terrace
Tyne and Wear
NE32 5PR

Closing date for receipt of applications for this post:

Noon on Friday 26 September 2025

Jarrow School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We expect all staff and volunteers to share this commitment and an Enhanced Disclosure and Barring Service (DBS) disclosure will be sought along with other relevant pre-employment checks. In line with the guidance in Keeping Children Safe in Education, we may also carry out an online search as part of our due diligence on shortlisted candidates.