**Director of Performing Arts - Job Description**

Name:

Responsible to:

* SLT/Headteacher

Responsible for:

* Strategic Planning and operational management of all aspects of your curriculum area and the subject(s) that is/are part of it.
* Teaching and Learning in your subject area/s.
* The achievement of Humanities students across the academy
* Reading across KS3 and 4

**To meet all requirements as appropriate of the current Teachers’ standards: (attached as appendix 1 to this document)**

**JOB PURPOSE**

· To fulfil the Professional Standards for Teachers, in the context of being a teacher of Humanities as part of a subject/Faculty team and as a Form Tutor as part of a Year Team

· To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate

· To monitor and support the overall progress and development of students as a teacher and as a Form Tutor, if applicable, including their wellbeing and character

· To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential

· To contribute to raising standards of student progress and attainment

· To share and support the school to provide opportunities for all students.

**KEY RESPONSIBILITIES:**

 **Leadership and management**

· Lead and monitor the impact of all subject leaders and teachers in your team

· Conduct statutory PMR reviews (final and interim) in line with academy policy and to monitor the professional development of staff within the team

· Model professional standards at all times, both as leader of your curriculum area and as part of the wider CTL team, and Extended Leadership Team.

· Define, agree, implement and review appropriate targets through a strategic action plan, both in terms of outcomes of students as well as all aspects of teaching and learning

· Engage in all aspects of academy professional learning and CPD – both for yourself (Senior Leaders Course or similar) and your staff, such as the implementation and monitoring of good practise within your team, further to any whole school professional learning that takes place

· Implement, monitor and review a subject curriculum that is robust, fit for purpose, challenging and differentiated in terms of quality of provision ensuring that it follows statutory requirements of accountability further to national guidelines where appropriate, such as Progress 8

· Review and update curriculum schemes for learning

· Ensure that this curriculum includes appropriate aspects of SMSC and *British values*

· Familiarity with the OFSTED framework and recognising all aspects of its potential implementation within your curriculum area

· Monitor behaviour for learning within your team area and implement appropriate support if needed

· Manage resources and the subject budget(s) effectively for the team, ensuring efficiency and value for money

· Department wide quality assurance as per the requirements of the Academic Calendar: Lesson observations, book looks, subject reviews etc.

· Actively engage in any school wide or external quality assurance procedures, acting on outcomes and implementing recommendations

· Ensure the consistent application of school policy on a department basis

· Ensure the active engagement of all stakeholders, both through whole school events such as open mornings and academic review days, or by ensuring that the correct subject and curriculum information is posted on the school website

· To have overall responsibility for the learning environment (including non-teaching spaces) and matters of health and safety within your team area

· To keep records of student progress for the subject where appropriate, including the use of 4matrix and internal data systems.

· To organise enrichment activities, including subject based extra-curricular events, that enhance all students learning experience

· To organise appropriate subject based enrichment activities.

**Teaching, learning and assessment**

· Ensure thorough quality assurance and leading by example, that good or outstanding lessons are taught in your subject areas, holding staff to account where necessary

· Ensure that formative and summative assessment practises are used diagnostically throughout the subject(s), to monitor student progress and inform curriculum and lesson planning

· Ensure that summative assessment methods are robust and follow school policy for both Key Stage 3 in terms of internal assessment and Key Stage 4 in terms of exam board grade boundaries at a national level

· To lead on the moderation of assessed work at both key stages, both summative assessment at Key Stage 3 as well as Controlled Assessments and/or Coursework at GCSE level, ensuring that all administrative procedures are followed for the latter

· The use of data at Key Stage 4, including fine grading and professional predictions, to track progress

· To improve standards of literacy and numeracy across your subject area.

**Additional Key Functions of a Teacher on the Leadership Scale (Extended Leadership Team)**

· Contribute via INSET, Coaching and promotion the development of other members of staffs CPD

· Contribute to curriculum redesign when required

· Contribute to the development of members of staffs understanding of assessment criteria.

· To contribute significantly to School Policies where appropriate.

· Contribute, where appropriate, to wider school initiatives and support the Headteacher and SLT to drive school improvement.

**Achievement**

· Being accountable for all students progressing at each Key Stage and from Key Stage 2 to Key Stage 4, including *closing the gap* in terms of progress and attainment for all key groups of students. Pro-actively carrying out the monitoring of all data to facilitate this

· Identifying priority groups for intervention, both within GCSE, and at Key Stage 3, such as those students in Year 7 who start the curriculum not *secondary ready*

· To meet with the Key Stage 4 Raising Standards Leader to affect improve in GCSE attainment

· To ensure that all members of your team have accurate prior attainment data, where applicable

· Leading at a subject level on all whole school intervention initiatives at Key Stage 4 where appropriate, including the use of external agencies (such as PiXL) or other TKAT schools for advice and guidance

· Report to the Senior Leadership Team and your line manager on student progress and attainment as per an agreed schedule (such as RAP meetings) and to use outcomes from these meetings for future subject planning and intervention, keeping appropriate data records and documentation.

· To carry out an exam review and full achievement evaluation, using this for future action planning, including reference to key external documents where required, such as RAISE online.

 **Health and Safety**

· Have due regard for the school Health and Safety policy and any such issues particular to their subject

· Follow school procedures for reporting Health and Safety incidents or near misses.

· Familiarise themselves with fire regulations and procedures

· Have due regard for student safety and report any concerns to the appropriate school body.

**Notes**

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

· Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

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|  Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  Post Holder |   |
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Date reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_