**SELBY HIGH SCHOOL**

**SPECIALIST SCHOOL FOR THE ARTS AND SCIENCE**



**Recruitment Information Pack**

**Director, Performing Arts**

**January, 2022**

**Learning today, leading tomorrow**

**A caring school at the heart of the community**

**Aspiration for all**

**www.selbyhigh.co.uk**

# Contents

 [0](#_Toc93049585)

[Contents 1](#_Toc93049586)

[Welcome 2](#_Toc93049587)

[About the role 3](#_Toc93049588)

[The Music Curriculum Area 3](#_Toc93049589)

[The Building and resources 3](#_Toc93049590)

[Key Stage 3 3](#_Toc93049591)

[Key Stage 4 3](#_Toc93049592)

[The Drama Curriculum Area 4](#_Toc93049593)

[The Building and resources 4](#_Toc93049594)

[Key Stage 3 4](#_Toc93049595)

[Key Stage 4 4](#_Toc93049596)

[The Dance Curriculum Area 4](#_Toc93049597)

[The Building and resources 4](#_Toc93049598)

[Key Stage 3 4](#_Toc93049599)

[Key Stage 4 5](#_Toc93049600)

[Enrichment 5](#_Toc93049601)

[Extra-curricular Activities 5](#_Toc93049602)

[Selby 5](#_Toc93049603)

[Living in North Yorkshire 6](#_Toc93049604)

[Disclosure 6](#_Toc93049605)

[How to apply 6](#_Toc93049606)

[JOB DESCRIPTION 7](#_Toc93049607)

[Key Responsibilities: 7](#_Toc93049608)

[Curriculum 8](#_Toc93049609)

[Additional Responsibilities: 8](#_Toc93049610)

[Safeguarding 8](#_Toc93049611)

[Data Protection 8](#_Toc93049612)

[Other 8](#_Toc93049613)

# Welcome

Dear Candidate,

Thank you for your interest in the post of Director of Performing Arts, to start in April 2022. This exciting role is key to the future development of the school, and the successful candidate will not only be the lead professional overseeing the curriculum and student performance in music, drama and dance, but will also ensure there is a vibrant culture of the performing arts beyond the timetabled curriculum.

External candidates for this role must be able to teach music in both key stage 3 and 4, and the ability to teach in drama and dance would also be an advantage.

Selby High School is an ambitious, forward looking, and successful 11-16 secondary school located in North Yorkshire and rated ‘good’ in our last inspection. We are proud of our school and the opportunities it provides for both students and staff. Our ambition is success for everyone through encouragement, teamwork, friendship, trust, mutual respect and an enjoyment of learning. We aim to create an environment where we all understand, that by supporting each other and working together, we achieve more.

We are a learning community which embraces opportunities for all our learners by securing an excellent curriculum and high-quality learning and teaching. We aim for all our students to achieve their full potential, both as students at Selby High School, and as considerate global citizens of the future.

We are looking for a determined, enthusiastic professional, who wants to work with our young people, to ensure that, regardless of starting points or barriers to learning, they progress in the performing arts to the best of their ability. The successful candidate will have the energy and commitment to create a thriving performing arts culture within the school, ensuring that a wide-range of additional activities are available for students in the performing arts, and taking a lead role in the annual whole school production.

In return, we offer a comprehensive induction programme and continual professional development. As a teacher at Selby High School, we will provide you with excellent training opportunities, and encourage you to have high aspirations for your future career. As Director of Performing Arts at Selby High School, you will work in close partnership with the Faculty Leader for Performance and Creative Arts.

Selby High School is a great place to work. Please, just take a little time to look at the whole school twitter feed [https://twitter.com/SelbyHigh](https://twitter.com/SelbyHigh%20) to see some of the opportunities at the school. If you have a little longer to spend, our school website at <http://www.selbyhigh.n-yorks.sch.uk/> gives a real insight into the character of our school.

This information pack contains the Job Description and Person Specification, together with some background information about the music, drama and dance teams and the school. We hope this gives you a feel for Selby High School. If you wish to visit prior to putting in your application, then you would be most welcome. I look forward to receiving your application.

With all best wishes.

Yours faithfully



Nick Hinchliffe

Principal

# About the role

This is a new role, and the successful candidate will be joining a flourishing Performance Arts team where the music, drama, and dance teams already work very closely together, both in terms of the taught curriculum and through additional activities. The successful candidate will take overall responsibility for the quality of curriculum, teaching and learning, and student outcomes within music, drama and dance. They will also ensure a vibrant culture of music, dance and drama within the school. This will include regular events throughout the year, oversight of a programme of enrichment activities and leading on the whole-school production every year.

# The Music Curriculum Area

## The Building and resources

**Performing Arts Room 1**

This room is equipped with an interactive whiteboard, class set of acoustic guitars and a substantial keyboard suite containing a class set of electric keyboards. The room also has a performance area, a Baby Grand Piano, a Roland Digital Piano and a selection of African drums including Djembes and talking drums.

**Performing Arts Room 2**

This room is equipped with an interactive whiteboard, 25 Keyboards connected to MacMini computers, a dedicated music (PC) laptop trolley, a Yamaha Clavinova electric piano and a drum kit.

**Performing Arts Room 6**

This area contains a Recording Studio with a live room and a control room. There is a Roland V-drum kit as well as several guitar/bass amps and a set of condenser microphones. The control room boasts a high spec MacMini computer running Logic Pro X. In addition to the computer there is a selection of additional software plugins and professional grade recording hardware.

## Key Stage 3

In Year 7, 8 and 9 all students are taught music with a strong emphasis on developing practical skills through ‘hands on’ participation. As part of the scheme of learning all KS3 students receive classroom/group lessons on keyboard and guitar. To supplement the practical element, students learn how to perform/create unique cover versions of popular songs and the students also get to explore the art of songwriting. KS3 students use a knowledge organiser which acts as an underlying plan throughout Year 7 and 8. The knowledge organiser focuses on musical terminology and key musical elements. The knowledge organiser exists to support and feed in to GCSE music in an effort to bridge the gap between KS3 and KS4.

## Key Stage 4

Students at Selby High are offered a very diverse music curriculum; we have run both vocational and GCSE courses at key stage 4, and experience in teaching both would be useful to the successful candidate.

The music department has regular student recitals where students are encouraged to perform in front of their peers and teachers. The student recitals are a great way to build confidence and develop resilience.

# The Drama Curriculum Area

## The Building and resources

**Performing Arts Room 3**

This room is equipped with portable stage blocks, full floor to ceiling black theatre curtains that wrap around the room, a range of props and an interactive whiteboard.

**Performing Arts Room 4**

PA4 is predominantly a Dance studio but is at times used for Drama lessons. Please see below for the make up and resources available to the school in this room.

## Key Stage 3

In Year 7, 8 and 9 all students are taught Drama with a strong emphasis on developing practical skills through ‘hands on’ participation. The units of work allow the development of Key drama knowledge and skills through progressively demanding content across Key Stage 3. There is strong emphasis on paired and group work and at times there is a requirement for individual performance. A wide range of stimuli are used with the students to engage and spark a creative approach from the students. All units of work have closely linked success criteria so the pupils know how they are progressing and their next steps of progress. Key skills of evaluation and improving self and others are built into every aspect of the drama work.

 Examples of units covered across the kestage are:

Year 7 - Introduction to Drama, Pantomime & Bullying

Year 8 - Physical Theatre, Scripts & Humpty Dumpty

Year 9 - Improvisation, Stanislavski & Verbatim

## Key Stage 4

Students at Selby High study the Edexcel Btec Performing Arts in Year 11 and OCR Drama GCSE course in year 10. Both courses allow the students to develop their practical acting skills through set plays as well as devising their own work. As well as developing written analytical skills through theatre reviews and portfolio work.

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# The Dance Curriculum Area

## The Building and resources

**Performing Arts Room 4**

The Dance studio is a purpose built dance studio with a full mirrored wall with ballet bar, dance flooring, full surround floor to ceiling stage curtains. The room also has an interactive whiteboard with sound system connectivity.

## Key Stage 3

All year 8 pupils, both boys and girls, have 1 hour of dance a fortnight delivered in mixed gender and mixed ability groups. These lessons are aimed at engaging all pupils into dance, as well as learning the key components of dance such as building motifs with key dance style actions, developing dynamics and characterisation in addition to improving their performance skills when showing their work. Pupils improve their confidence with choreography, creating ideas with their peers and analysing and evaluating work through lessons. Themes covered include, Horror, The Charleston, Cultural Dance, Dance in the Media, Street Dance and Hip Hop. Pupils are assessed using the departmental assessment criteria at the end of each unit of work.

## Key Stage 4

Examination dance is offered at Key Stage 4, following the Edexcel Btec Performing Arts in Year 11 and Btec Dance with year 10. Pupils receive 5 hours of teaching a fortnight across both years of examination. Both courses allow all students to develop dance skills and techniques, develop an appreciation of professional works, as well as refining their choreography and performance work. The course maintains a good level of uptake with the students and has achieved strong results in recent years.

## Enrichment

All 3 elements of Music, Dance and Drama play a key role in our enrichment programme provided for students in year 7-9. Each pupil has the opportunity to select an activity to take part in once a week, during their Personal development time. The main aim of this project is to give our pupils the opportunity to extend their interests and skills through participation in a wide range of activities that are led by both the school teaching staff and private organisations.

## Extra-curricular Activities

We run a range of extra-curricular activities and are fortunate in having some extremely talented musicians, dancers and actors in the school. The area manager for NYCC Music Service is based at Selby High School and area rehearsals take place on Saturdays in the school hall and music department.

Our extra-curricular program encourages a vertical approach where students of all ages work together providing support for each other. Our ensembles are based on student aptitude and interests. Some examples of previous/current ensembles are: Swing Band, various Rock Bands, Young Voices Choir, Senior Choir and Wind Ensemble. Our annual programme of concerts includes an Awards Evening, Christmas Show, Talent Show, Leavers Assembly and numerous recitals through the year. In addition, the arts department are always keen to put on a full school production. Our last production was Annie which ran for three consecutive nights. The production sold out all three nights and the students performed for a full house.

This is a fantastic opportunity to work with very enthusiastic students, many of whom are very talented and gifted young musicians. We aim to give them every opportunity to develop their musical skills and their musical awareness and understanding.

# Selby

Selby is a small market town situated 14 miles (22.5 km) south of the city of York, along the course of the River Ouse. It is dominated by the superb Abbey, founded in AD1069 by Benedict when he saw three swans on a lake in Selby which he interpreted as a sign of the Father, Son and Holy Ghost, resulting in the official crest of Selby Abbey, and subsequently, Selby High School.

Selby has a growing local economy with new housing and shops being built on the town's outskirts. The riverfront area is also being revamped with modern housing and flats. This is anticipated to bring population growth and enhanced demand for high quality educational places into the future. Selby is ideally located to a whole variety of places, facilities and activities for culture, leisure, commerce and learning. There is a wide range and variety of housing and prices are below the national average.

The district of Selby is contained within both the Leeds City Region and the York, North Yorkshire and East Riding Enterprise Partnerships. The Leeds E.P. Strategic Economic Plan (2016-2036) describes Selby as follows:

“The district of Selby sits in on the eastern boundary of Leeds City Region within the county of North Yorkshire. Both the market town of Selby and the wider district are home to many highly skilled and paid employees, many of whom travel each day to Leeds, York and beyond. Its economy is characterised by manufacturing, distribution, construction and energy production; drawing its employees from the district’s market towns and villages, as well as neighbours including the East Riding, Wakefield and Doncaster.”

In terms of further education, we work closely with Selby College and a variety of other colleges within the local area. There is easy access to Leeds, Hull and York for Universities and it is to these centres that the majority of local, young HE entrants progress.

In short, Selby is a hidden gem, with both its own delights and very easy access to a diverse range of activities and experiences, for individuals and families of all ages.

# Living in North Yorkshire

North Yorkshire is England's largest county and one of the most rural. The area comprises the Yorkshire Dales and North York Moors, three Areas of Outstanding Natural Beauty, the Pennines and a stunning coastline around Scarborough and Whitby. The area hosted the phenomenal Tour de France in 2014, and due to its success has created the Tour de Yorkshire with global recognition. There are ruined castles and abbeys, serene gardens, unique breweries, thrilling rides and industrial heritage. Something for everyone!

North Yorkshire has plenty to offer the outdoor enthusiast. From the hard gritstone of Almscliff and Brimham Rocks to the limestone of Malham, Gordale and Kilnsey, climbing venues are in abundance. The Yorkshire Dales is the premier area for caving and for mountain biking; there are the bridleways of the Dales and North York Moors as well as the renowned trail centre at Dalby Forest. The Sustrans trail centres are all easily accessible for days and weekends away, as is the Lake District and the fells, crags and coast of Northumberland. There are a small number of sailing clubs on reservoirs around the county and fantastic surf sport venues and sea kayaking on the east coast.

While the county is rightly known for its wide open spaces, it also incorporates attractive market towns including Pickering and Helmsley, traditional seaside towns, the Spa town of Harrogate and the ancient city of York - the most visited city outside of London. There are a wide range of shopping, leisure and cultural facilities as well as excellent schools, universities, road and rail links; there really is everything to offer you and your family as a place to work, live and enjoy!

Travelling further afield we have convenient connectivity, with close proximity to metropolitan cities of Leeds and Newcastle, with little over two hours commute on the main train line to London. We border the Lake District, Lancashire, County Durham, and Yorkshire & Humber regions with all they have to offer.

# Disclosure

All successful applicants are required to complete an enhanced DBS check and any offer of employment will be subject to satisfactory references and checks.

# How to apply

Visits can be organised by contacting the SLT PA, Caroline Airth on 01757 244833 or admin@selbyhigh.co.uk. If you decide to apply, and we do hope you will, please complete the application form. This should be returned by e-mail to Caroline Airth.

**Closing date:** Noon on February, 4th, 2022



# JOB DESCRIPTION

**GRADE:** MPS/UPS plus TLR 2:2 (additional recruitment allowance considered for an exceptional candidate)

**POST:** Director, Performing Arts

**RESPONSIBLE TO:** Faculty Leader, Performance and Creative Arts

**RESPONSIBLE FOR:** Music, Drama and Dance

**JOB PURPOSE:** To take overall responsibility for the quality of curriculum, teaching and learning, and student outcomes within music, drama and dance. To ensure a vibrant culture of music, dance and drama within the school. To work with the Director, Student Participation, to develop links with external organisations related to the performing arts to enrich the curriculum and enhance the experiences of our students.

## Key Responsibilities:

**Role**

In addition to the responsibilities of being a classroom teacher, primarily of music, but also of other performing arts subjects as required, as set out in the school teachers’ pay and conditions document together with the eight teaching standards, you will also undertake the following duties and responsibilities:

**Strategic**

In accordance with the aims of the school and its policies, lead and manage teaching staff within the Performing Arts subjects, in order to:

* Promote and demonstrate consistent implementation of school policies and the Curriculum Development Plan.
* Ensure the consistent provision of an appropriately broad, balanced, relevant and differentiated curriculum for all students studying within the area.
* Support actively the school’s strategic vision and gain a commitment to this ethos amongst all staff.
* Develop the team, understanding areas of strength and areas for development, so that effective and focused teaching and learning can be achieved.
* Play a key role in the quality assurance of practice within the faculty, and to work closely with the SLT when Subject Reviews are carried out.
* Use relevant data to monitor the progress of the designated curriculum areas.
* Provide regular progress updates to their SLT Line Manager to ensure that they are fully aware of all successes, issues and concerns in the designated curriculum areas.
* Ensure that there is a consistent approach across all relevant curriculum areas, resulting in targets and expected progress being achieved.

### Curriculum

* Lead and monitor curriculum planning and delivery, to ensure the implementation of the intended curriculum, the maintenance of high-quality teaching for all students and always with due regard for the needs of specific groups, e.g. SEN and disadvantaged.
* Assist the Senior Leadership Team in the selection and appointment of staff, both teaching and support, and ensure their effective deployment.
* Identify and manage any staff underperformance within the classroom through support, CPD and coaching in collaboration with the Teaching and Learning Team.
* Work with the Teaching and Learning Team to embed strategies to improve and develop teaching and learning throughout the faculty.
* Promote and share best practice across the school by making learning a priority.
* To organise team meetings so that professional dialogues can be achieved, information disseminated and good practice shared.
* To maintain good order and behaviour according to the school’s policies, in order to facilitate learning and safeguard the health and safety of students.
* To support the professional development of faculty staff, providing feedback for them in a way that supports progress against performance management objectives.

### Additional Responsibilities:

* To ensure that a vibrant and varied range of additional activities is in place across the Performing Arts subjects, and that all students, including SEND and disadvantaged, are encouraged to participate in these activities.
* To build links where relevant with external performing arts organisations, to enhance the curriculum experience of students in school.
* To work closely with relevant colleagues and the SLT link to ensure that a high quality annual school production takes place.
* To promote the performing arts wherever possible, for example, through performances in assemblies, contribution to Diversity Days, or in bringing high quality curriculum experiences into the school.
* To work closely with NYCC Music Services and the peripatetic music teachers to create excellent opportunities for students.

### Safeguarding

* Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.
* Have awareness and basic knowledge, where appropriate, of the most recent legislation.
* Be able to recognise when a child or young person is in danger or at risk of harm and take action to protect them.
* Make considered judgements about how to act to safeguard and promote a child or young person’s welfare.

### Data Protection

* Comply with the County Council’s policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.

### Other

Duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal.

This job description does not form the contract of employment. It describes the way the post holder is expected and required to perform and complete the duties set out above.

To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers.

To achieve any performance criteria or targets related to this leadership post arising from the School’s Performance Management arrangements

This job description will be reviewed annually.

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|  | **Essential** | **Desirable** | **Criteria** |
| **Teaching Experience** | Experience of KS3 Music/Drama/DanceKS4 teaching including Music GCSE or BTEC including proven record of good or outstanding teaching.Experience of leading on performances and extra-curricular activities | Teaching across the ability range, including mixed prior-attainment teaching. | http://www.networkingkit.co.uk/images/account-application-icon.pngC:\Users\stuartal\Google Drive\My Pictures\New folder\Reference.png |
| **Qualifications** | Qualified teacher status and a recognised degree or equivalent appropriate to the subject.Evidence of CPD | Additional relevant qualifications and/or experience. | http://www.networkingkit.co.uk/images/account-application-icon.png |
| **Skills & Knowledge** | Effective and confident classroom teaching. Knowledge of the major current education initiatives.Willingness to do extra-curricular activitiesCommand of formal written English.Familiarity with, and enthusiasm for the specified subject area.Awareness of the needs of students with different learning skills and abilities. Good ICT skills.Ability to use data systems like Sisra to analyse and react to data about students and respond through different teaching strategies.Confident familiarity with Programmes of Study and examination specifications at both Key Stages.Ability to make high quality reasoned decisions based on available information.Clear expectations of student behaviour and discipline.Resilience and the ability to deal with, at times, larger volumes of work | Experience of teaching either drama, dance or art. Evidence of keeping up to date with educational thinking and knowledge.Involvement in extra-curricular activities related to this subject area or the wider school community.A personal interest in and knowledge of some specialist area related to the effective teaching of the specified subject.Some knowledge of relevant examination specifications. |  |
| **Personal Qualities** | Reliability and punctuality.Initiative.Ability to work consistently with the policies and procedures of the school.Commitment to succeed and to see others succeed. Commitment to further development of self and others.Ability to work well with colleagues.An enthusiastic, positive, encouraging classroom presence. | Sense of humour, resilience and resourcefulness.Imagination, innovation and initiative. | C:\Users\stuartal\Google Drive\My Pictures\New folder\Reference.png |
| **Health** | Good general health.Good attendance. |  | C:\Users\stuartal\Google Drive\My Pictures\New folder\Reference.pnghttp://www.networkingkit.co.uk/images/account-application-icon.png |

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| --- | --- | --- | --- | --- | --- |
| ***Application*** | ***Reference*** | ***Lesson*** | ***Interview*** |  |  |
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