



TEDDINGTON SCHOOL

HEAD OF DANCE

Application Pack



Bourne Education Trust



WELCOME

MESSAGE

Paul Grills

Headteacher

Thank you for your interest in working at Teddington School. Since my appointment, I have been actively seeking innovative, enthusiastic and dynamic staff to join us on the next phase of our development and I hope you will become part of our team. This pack has been designed to give you a flavour of what Teddington school has to offer, but I would also encourage interested candidates to visit the school for a tour to see us in action.

At Teddington School, we ensure that the educational experience all students receive is first class. We firmly believe that every child is entitled to an excellent education, which offers breadth of curriculum, academic rigour, opportunity, and enables students to leave equipped with the skills to succeed in whichever future pathway they choose.

Staff at Teddington maintain the highest standards, have a positive outlook, are inventive in their thinking and adopt a 'can-do' approach. We were judged 'Good' by Ofsted in November 2021 and are looking to the future as we work with the whole community and strive for even greater success. We are committed to identifying, developing and retaining talent amongst our staff with a bespoke CPD package in place for all of our team.

Our school is located on a modern and attractive campus that overlooks the River Thames. Inside our school, you will find a professional working environment with a calm and caring atmosphere based on mutual respect between all stakeholders.

We pride ourselves on the fundamental principle that teachers have the right to teach and students have the right to learn.

We are proud to be part of The Bourne Education Trust (BET) - a successful multi-academy, across primary, secondary and special education. BET continues to grow a community of like-minded academies with the highest aspiration and dedication to achieving the best outcomes for their learners. They understand that people are the key to success and for this reason, believe in creating great places to work where people feel supported and encouraged to be the best they can possibly be. Staff within their schools can expect to be challenged and motivated to achieve their ambitions, and such is the scale and scope of the Trust's school-to-school support work, successful candidates can expect to receive rapid promotion either through direct placement or via secondments from their home school.

If you wish to visit us or have an informal discussion with me or one of the team about the post before applying, please feel free to contact our HR Officer on 020 8943 0033 or you can email: hrdepartment@teddingtonschool.org.

We look forward to your application.



TEDDINGTON SCHOOL OVERVIEW

ABOUT US

At Teddington School, we ensure that the educational experience every child receives is first class. We firmly believe that every child is entitled to an excellent educational experience, which offers breadth of curriculum, academic rigour, opportunity, and enables students to leave equipped with the skills to succeed in whichever future pathway they choose in their adult lives.

Upon stepping into our modern and attractive campus, you will find a supportive yet vibrant environment through which we nurture confident, ambitious students who embrace community, tolerance and have high aspirations. We are committed to excellence and pride ourselves on the fundamental principle that teachers have the right to teach and students have the right to learn. In upholding this principle, we ensure that we get the best out of every student whatever their talent maybe.

Teddington School is ranked in the top 100 secondary schools in Greater London and is consistently within the top 20% of schools nationally for both attainment and progress. Of the 940 schools in the region, we are amongst the top 30 state schools and sit within the top 3 schools in the Richmond Borough.

Please **click here** to view the school's film and virtual tour of the site.

PERFORMANCE

In November 2021, Ofsted found Teddington School to be 'Good' across all areas. Following their visit, inspectors commended teachers, pupils, and the school's leadership, noting the 'high expectations' of staff throughout the school and the 'supportive and inclusive classroom environment' where 'pupils enjoy their lessons, feel happy and are safe'.

Inspectors also commented on the excellent practices within curriculum planning, careers and SEND and noted the support received, finding the school to be a 'calm and orderly' place where pupils are 'respectful towards one another and value the positive relationships that they have with staff'.

Click here to view Teddington School's latest Ofsted report.



OUR VISION & VALUES



VISION

Teddington School will provide a culture of learning and ambition, giving pupils the confidence to achieve and acquire the skills and values to contribute positively to society.

MISSION

'In the Teddington School Community, everything matters, at all times.

Plan, challenge, motivate, achieve.'

VALUES

Responsibility - For my own achievements; own behaviour around school; for my life chances

Endeavour - To try my hardest to achieve what I want to achieve - I will never give up

Empathy - To understand and share the feelings of those around me, and strive to achieve together

Integrity - To uphold moral principles, challenge negativity and be a great team player

Innovation - To strive to create new ideas.



BOURNE EDUCATION TRUST OVERVIEW

ABOUT BET

Bourne Education Trust ('BET') was established in 2011 and has grown steadily since then. It is largely Surrey based with 20 of its 26 schools there, but has also expanded into Hampshire and Richmond. It is made up of 21 academies, 4 associate schools and one free school due to open in September 2024. Of its 26 schools, 13 are primaries, 9 are secondaries, 2 are alternative provision and, with the new free school, 2 are specialist schools. It is responsible for the education of approximately 12,500 pupils and employs just over 1,300 staff. The Trust is organised into both phases and clusters to support collaboration.

The size of its schools ranges from a one-form entry primary to an eight-form entry secondary school with a sixth form. Schools are equally important and carry the same influence in terms of decision-making within the Trust. Each school has its own Head and Local Governing Committee. The Trust is led by Alex Russell, Kate Sanders and Penny Alford.

BET VALUES

BET's values are summarised by our strapline: **'Transforming schools; changing lives'**. We absolutely believe that all children regardless of context or background deserve a great education, hence our involvement in schools and communities that have not always experienced this. Whilst we want our schools to retain their own identity, all BET schools share environments that are extremely warm and welcoming, professional, relentlessly positive, highly aspirational and characterised by happy and safe pupils with excellent relationships between them and the staff. In all classrooms and beyond pupils enjoy creative and effective teaching and learning that fosters belief and confidence.

BET PHILOSOPHY

Our philosophy is to have schools working as effectively as possible and serving their community. We err towards independence but never forget we are one organisation working together. Our schools welcome the support of the Trust and its collective ethos but relish their remit as local schools and the responsibility that brings. We are highly focussed on our work on equality, diversity and inclusion ('EDI') and environment, social and governance ('ESG') to ensure our organisation is highly sustainable and a driver for social justice. This permeates through our Trust-wide think tank, our CPD offer and our quality assurance approach.

For more information, please visit our website www.bourne.education.





BET BEHAVIOURS

4 shared behaviours - we are reflective, aspirational, optimistic and inclusive.

REFLECTIVE

- ✓ Being outward facing and continually scanning the horizon
- ✓ Making decisions carefully, drawing on evidence, risk analysis and research
- ✓ Deploying school resources so they are sustainable and have long-term impact to safeguard the future for our young people
- ✓ Learning without borders by working with and learning from different phases, specialisms and sectors

ASPIRATIONAL

- ✓ Creating a culture of high performance and professionalism where morale, health and wellbeing are high
- ✓ Holding one another to account and having the courage to challenge and to question
- ✓ Creating great places to work where people feel supported, empowered and encouraged to achieve their ambitions
- ✓ Creating community confidence and pride in our schools and Trust

OPTIMISTIC

- ✓ Being resilient, energetic, proactive and positive whilst taking responsibility for solving issues
- ✓ Believing that everyone has potential, is valued and can contribute Clearly identifying and sharing why we do what we do
- ✓ Focusing on the team's outcome and not just the individual

INCLUSIVE

- ✓ Acting as a positive force for equality; creating communities where everyone can be their authentic self and have a sense of belonging
- ✓ Committing to social justice and sustainable leadership whilst acting with humility and integrity
- ✓ Learning about our biases and blind spots and challenging expectations and stereotypes
- ✓ Showing high levels of emotional intelligence, being highly visible and communicating precisely, accessibly, and confidently

JOB DESCRIPTION



Role information

Location: Teddington, TW11 9PJ

Contract: Permanent/Full time

Salary: MPS – UPS Outer London + TLR2a

Benefits: Workplace pension through Teacher Pensions; occupational sick pay; recognition policies for exceptional performance and long service; ongoing training, learning and development opportunities; HR and wellbeing support; family friendly policies; network of support

Responsible to/for: SLT/Teachers and students in your charge

Main purpose

The subject leader will take lead responsibility for providing leadership and management for Dance to secure:

- High-quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all.

Duties and responsibilities

Strategic direction

- Develop and implement policies for Dance in line with our school's commitment to high-quality teaching and learning
- Promote the subject, its importance, and the value that it brings across the school
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the subject
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values in the teaching of the subject
- Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, visions and aims

- Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND)
- Promote careers education through the subject and ensure that teaching and learning illustrates how the subject might lead to career opportunities
- Use additional staff in the subject area to ensure there is a framework for deployments and that teaching assistants are deployed effectively
- Liaise with our feeder primary schools on the transition of the subject to secondary school to ensure that progression is built into the curriculum
- Liaise with the Trust within subject groups on subject-related events, projects and activities.

Leading the curriculum

- Develop and review regularly the vision, aims and purpose for the subject area
- Create and deliver an exciting and relevant curriculum
- ·Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the subject area
- Continue to develop the enrichment offer to include external shows and performances and opportunities for showcase.

Leading and managing staff

- Establish an effective team and hold regular meetings on the subject to keep staff informed on any developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area
- Monitor teaching and learning by visiting lessons, scrutinising work, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area
- Coach and model team teaching
- Liaise effectively with exam boards to ensure that teachers understand and are familiar with the syllabuses that are being delivered
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises

- Take responsibility for performance management for your team, appraising staff in line with the school's appraisal policy
- Contribute to timetabling and manage setting pupils into attainment groups
- Lead on the virtual curriculum.

Efficient and effective deployment of resources

- Provide support with textbooks and library books in subject area
- Create a safe, welcoming environment and take care of the classroom accommodation, ensuring classroom displays are stimulating, of high quality, and inspire curiosity in pupils
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage the subject budget effectively to ensure it is spent on resources that add value and enhance the learning experience
- Prepare appropriate resources for remote learning to ensure the curriculum can be delivered to pupils learning from home as part of the new remote learning offer.

PERSON SPECIFICATION



Qualifications & training

- Degree
- Qualified teacher status

Experience

- Successful experience of leading others
- Teaching experience

Knowledge & skills

- Expert knowledge of the National Curriculum
- Understanding of high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve
- Awareness of local and national organisations that can provide support with delivering the subject
- Ability to build effective working relationships with staff and other stakeholders
- Ability to adapt teaching to meet pupils' needs
- Ability to build effective working relationships with pupils
- Knowledge of guidance and requirements around safeguarding children
- Good IT skills
- Effective communication and interpersonal skills
- Ability to communicate a vision and inspire others.

Personal qualities

- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- Uphold and promote the ethos and values of the school
- Ability to work under pressure and prioritise effectively
- Maintain confidentiality at all times
- Commitment to safeguarding and equality.

APPLICATION PROCESS



Thank you for your interest in this role, we look forward to receiving your application. Candidates should be aware that the closing date for applications is midday on Friday 29 September 2023 at 12 noon, however prompt applications are encouraged as we reserve the right to close this vacancy if sufficient applications have been received.

To apply for this position, you must complete a Bourne Education Trust application form and email it to Kim Bradstreet, HR Officer on hrdepartment@teddingtonschool.org. (CVs without a fully completed application form will not be considered). Candidates applying via other job sites should follow the instructions provided.

Shortlisting will take place as applications are received and you will be contacted by email if we would like to see you for an interview.

SAFEGUARDING:

Bourne Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The appointment will be made subject to an Enhanced Disclosure and Barring Service approval ('DBS') as part of our rigorous approach to safeguarding our children.

EQUAL OPPORTUNITIES:

Bourne Education Trust is committed to equality of opportunity for all colleagues, pupils and other stakeholders. Applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.