

**PERSON SPECIFICATION –HEAD OF PERFORMING ARTS**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential**  | **Desirable**  | **Evidence** |
| **Qualifications**  |   |
| Good, relevant first degree or equivalent academic qualification |  |  | AP & CT |
| Qualified Teacher status  |  |  | AP & CT |
| **Experience**   |
| Highly successful middle management in a secondary school leading to transformation |  |  | AP IN & RF |
| Proven track record of good / outstanding teaching and excellent outcomes in Performing Arts across KS3-5 |  |  | AP IN & RF |
| A track record of coaching outstanding performances from young people  |  |  | AP IN & RF |
| Development of excellent working relationships with parents and carers, and other stakeholders |  |  | AP IN & RF |
| Ability to use a wide range of Performing Arts technology resources effectively to enhance performance and experience of learning |  |  | IN & RF |
| High quality teaching to students of all abilities; and across Key Stages 3-5  |  |  | AP OB & RF |
| Experience as a form tutor and or/ pastoral work  |  |  | AP & IN |
| Provision of high quality extra-curricular activities and/or clubs |  |  | AP & IN |
| The leading of prayer and/or reflection |  |  | IN |
| **Skills**  |
| Excellent communication and organisational skills  |  |  | AP IN & RF |
| The ability to motivate and inspire staff and students alike |  |  | AP IN & RF |
| Ability to work effectively under pressure while maintaining a positive, professional attitude  |  |  | IN |
| Ability to organise and prioritise workload and work on own initiative  |  |  | IN |
| Excellent interpersonal skills and the ability to work collaboratively both within and beyond the performing arts subjects, in creating and delivering whole-school events |  |  | AP IN & RF |
| Ability to build and lead a team of professional people, with their growth and development as professionals at the heart of your leadership |  |  | AP IN & RF |
| Ability to manage the expectations of others, and any situations of conflict  |  |  | AP, IN |
| Excellent skills in managing student behaviour positively and relationally |  |  | AP OB & RF |
| Commitment to personal professional development  |  |  | IN |
| **Knowledge and Understanding**   |
| A feel for what it would mean to be a school buzzing with creativity and alive with performance; and the ability to articulate such a vision compellingly |  |  | AP IN & RF |
| Understanding of and ability to deliver such a vision utilising your own talents, and the skills, experience and passion of others. |  |  | AP IN & RF |
| Understanding of routes into Higher Education for performing arts subjects, and how to prepare students to excel in both applications and auditions. |  |  | AP IN & RF |
| The latest curriculum developments in Performing Arts across Key Stages 3 - 5 |  |  | AP/IN |
| How to inspire and engage students in learning; creating curious and independent learners |  |  | OB & IN |
| Developing high quality differentiated schemes of learning, that prepare students effectively for linear examinations, linking to other areas in the curriculum, and contributing towards students’ understanding of life issues and opportunities |  |  | AP & IN |
| Understanding of effective progress monitoring and intervention strategies  |  |  | IN |
| Effective strategies for supporting staff to improve teaching and learning |  |  | IN |
| Safeguarding requirements, processes and strategies |  |  | IN |
| AP = Application, IN = Interview, CT = Certificates, OB = Observation and RF = References |