

## HEAD OF PERFORMING ARTS: PERSON SPECIFICATION

Essential	Desirable	Evidence
<b>Qualifications and experience</b>		
<ul style="list-style-type: none"> <li>First degree in a relevant subject.</li> <li>Qualified teacher status.</li> <li>A continued commitment to own professional development.</li> <li>Teaching experience within the 11-16 age range.</li> <li>Experience of child safeguarding issues and successful use of measures that promote and ensure the safeguarding of children.</li> <li>Excellent knowledge of current legislation, guidance and policy in the subject area.</li> <li>Management experience in subject area or a key stage.</li> </ul>	<ul style="list-style-type: none"> <li>Further relevant professional studies.</li> <li>Experience of more than one school/academy.</li> <li>Experience of more than one key stage.</li> <li>Second in department or similar management experience.</li> </ul>	Application form Certificates References
<b>Set high expectations and inspire, motivate and challenge all students, in specified department, by:</b>		
<ul style="list-style-type: none"> <li>Establishing a safe and stimulating environment for students, rooted in mutual respect.</li> <li>Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions.</li> <li>Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students.</li> </ul>		Application form Letter of application References Interviews
<b>Promote good progress and outcomes by students in specified department by:</b>		
<ul style="list-style-type: none"> <li>Being accountable for students' attainment, progress and</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating knowledge and understanding of how students</li> </ul>	Application form

Essential	Desirable	Evidence
<p>outcomes.</p> <ul style="list-style-type: none"> <li>Being aware of students' capabilities and their prior knowledge, and plan teaching to build on these.</li> <li>Guiding students to reflect on the progress they have made and their emerging needs.</li> <li>Encouraging students to take a responsible and conscientious attitude to their own work and study.</li> </ul>	<p>learn and how this impacts on teaching.</p>	<p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Demonstrate good subject and curriculum knowledge, especially in relation to specified department, by:</b>		
<ul style="list-style-type: none"> <li>Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings.</li> <li>Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject, articulation and the correct use of standard English.</li> </ul>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Plan and teach well-structured lessons by:</b>		
<ul style="list-style-type: none"> <li>Imparting knowledge and developing understanding through effective use of lesson time.</li> <li>Promoting a love of learning and student's intellectual curiosity.</li> <li>Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.</li> <li>Reflecting systematically on the effectiveness of lessons and</li> </ul>	<ul style="list-style-type: none"> <li>Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
approaches to teaching.		
<b>Adapt teaching to respond to the strengths and needs of all students by:</b>		
<ul style="list-style-type: none"> <li>Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively.</li> <li>Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.</li> <li>Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students' education at different stages of development.</li> </ul>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Make accurate and productive use of assessment in specified department by:</b>		
<ul style="list-style-type: none"> <li>Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements.</li> <li>Making use of formative and summative assessment to secure students' progress.</li> <li>Using relevant data to monitor progress, set targets, and plan subsequent lessons.</li> <li>Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback.</li> </ul>		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
<b>Manage behaviour effectively to ensure a good and safe learning environment by:</b>		
<ul style="list-style-type: none"> <li>• Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.</li> <li>• Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.</li> <li>• Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</li> </ul>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<b>Fulfil wider professional responsibilities by:</b>		
<ul style="list-style-type: none"> <li>• Making a positive contribution to the wider life and ethos of the school, for example in leading on whole school productions and other events linked to Performing Arts.</li> <li>• Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</li> <li>• Communicating effectively with parents with regard to students' achievements and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Deploying support staff effectively.</li> <li>• Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</li> </ul>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>