

Teacher of Performing Arts Harris Academy Battersea

**MPS/UPS + £2,000 Harris Allowance +
Performance and Loyalty Bonus + Harris Wellbeing Cash Plan +
Additional Harris Benefits**

Full time

Requests for part time and/or flexible working will be considered

For a confidential discussion about this post with the Head of Academy, more information or to arrange a visit, please contact the school on 020 7622 0026 or m.vlaykova@harrisbattersea.org.uk

Please visit www.harriscareers.org.uk to apply online and submit your application. Shortlisted candidates may be asked for additional information before interview invitation.

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Harris Academy

Battersea

Dear Candidate

Thank you for expressing an interest in the post of **Teacher of Performing Arts**. If you are a Performing Arts specialist looking for an opportunity to grow, inspire, and develop, this may be the role for you. We are seeking to strengthen our team with a Performing Arts specialist who can bring energy, creativity, and expertise in areas such as drama, dance, or theatre, while also embracing the wider performing arts disciplines.

The purpose of the role is to deliver a high-quality Performing Arts curriculum that inspires creativity, builds confidence, and develops students' performance, communication, and collaborative skills. The successful candidate will support students to express themselves, think imaginatively, and refine their practical and evaluative skills through a range of performance opportunities, fostering both artistic excellence and a lifelong appreciation of the performing arts.

The development of our students academically, personally and professionally is at the heart of everything we do at Harris Academy Battersea. Our values of **Knowledge, Integrity and Resilience** embody the qualities we seek to promote and expect to see in our young people. Our **Teacher of Performing Art** will take a key role in the communication and reiteration of our vision and mission to our students: **'We develop aspirational young people to thrive in a changing world'**.

If you are committed to these values and want to make a real difference to the lives of our young people, then we would welcome an application.

Yours sincerely

A handwritten signature in black ink, appearing to read 'S. Hinz', written in a cursive style.

Steven Hinz
Head of Academy

Our Academy

Harris Academy Battersea is a mixed state secondary school serving a truly comprehensive community in the heart of London. We are an Ofsted '**Outstanding**' school with a track record of delivering fantastic outcomes year on year for our students. In 2023, [Ofsted visited the academy and judged us as remaining 'outstanding'](#), commenting on our "**highly ambitious curriculum**", the "**exceptionally high quality of education**" provided and noted that "**behaviour in the school is very strong**". Nevertheless, we are extremely ambitious for our school and as we seek to continue to grow and develop, we are looking for more brilliant people to join us.

Our Academy is centred on the [values](#) of **Knowledge, Integrity and Resilience** and these underpin the way we work for both students and staff. Our staff are inclusive, diverse and committed to our mission: we develop aspirational young people to thrive in a changing world.

HABS offers a broad, academic and challenging curriculum founded on six key curriculum aims:

- To develop deep, long-lasting knowledge
- To develop students into accomplished readers, writers and orators
- To provide experiences within and beyond the classroom that enrich learning and ensure students can make informed choices about their futures
- To equip students to challenge injustice in all its forms
- To enable students to understand how they learn
- To support students to reflect on their choices and values to improve themselves and their community

These aims underpin all elements of our curriculum, and **we see our core academic curriculum and wider personal development curriculum as intrinsically linked**. All staff at the Academy contribute to the personal development of our students through their roles as tutors and through their contributions to the wider life of the academy.

A thriving school can only function with fantastic staff, and our vision is to make teaching at HABS both **enjoyable and sustainable**. The wellbeing of staff underpins every decision we make, and we seek to ensure that every member of staff can enjoy a work-life-balance enabling them to bring their best to work each day.

At HABS, **professional growth and development** is central to our mission. Our professional development motto is 'improve, not prove' and leaders are relentlessly focussed on supporting staff in getting even better through a wide range of internal and external training opportunities.

As a part of the [Harris Federation](#), all staff in the Academy benefit from being part of our network of more than fifty primary and secondary academies across London. Vibrant networks of subject experts meet regularly and teachers can access bespoke support from our central teams of consultants.

For more information about what we do and who we are, we encourage you to visit our website [here](#) as well as our careers page [here](#) and explore!



Job Purpose

- 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/form tutor.
- 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 attainment.
- To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth.

Responsible to: AD of Performing Arts

Liase with: Senior Leadership Team, other school leaders, pastoral support staff and relevant staff with cross-school responsibilities, teaching/support staff, external agencies and parents.

Main Areas of Responsibility

Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Performing Arts.
- To contribute to the Performing Arts Development Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To contribute to the whole academy's planning activities.

Curriculum Provision

- To assist the Performing Arts Co-ordinator, Faculty Director and Vice.
- Principals to ensure that the curriculum area provides a range of teaching which complements the academy's Strategic Objectives.

Staff Development: Recruitment/Deployment of Staff

- To take part in the academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the academy.

Quality Assurance

- To help to implement academy quality procedures and to adhere to those.

- To contribute to the process of monitoring and evaluation of the Performing Arts in line with agreed academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

Management of Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communications

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the academy.
- To follow agreed policies for communications in the academy.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Subject Co-ordinator to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, Performing Art and the students.

Pastoral System

- To be a form tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the form tutor group as a whole.
- To liaise with the Subject Co-ordinator and Faculty Director to ensure the implementation of the academy's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.
- To evaluate and monitor the progress of students and keep up to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and Citizenship and enterprise according to academy policy.
- To apply the Behaviour Management systems so that effective learning can take place.

Teaching

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and academy subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, the Performing Art and academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Academy Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term
- To participate in training and other professional development learning activities
- To promote equal opportunities and celebrate diversity in all aspects of the academy
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To support and attend academy events such as Open Evening
- To promote actively the academy's corporate policies
- To adhere to the academy's Dress Code
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies
- To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

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. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

Area	Essential	Desirable
Qualifications, Knowledge & Experience	<ul style="list-style-type: none"> • Graduate in Performing Arts and DfE recognised Qualified Teacher Status. • Successful teaching experience at secondary level (can be teaching practice). • Understanding of theory and practice of effective teaching and learning. • Knowledge of National curriculum requirements at KS3 and KS4. • Understanding of the importance of having high expectations for all students, both of behaviour and academic achievement. • Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students, including special educational needs, English as an additional language and high achievers. • Knowledge and experience of writing lesson plans, developing resources and assessing students work. • Understanding the importance of being a Tutor 	<ul style="list-style-type: none"> • Experience in Multi-ethnic urban schools. • Experience of working in an 11-18 school. • Experience teaching GSCE Drama
Skills & Abilities	<ul style="list-style-type: none"> • The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff. • Good level of ICT skills • The ability to create a motivating and safe learning environment for all students. • The ability to communicate positively with parents/carers and where appropriate outside agencies in a way that facilitates effective links between home and school. • Good communication skills both writing and speaking. • Ability to lead and manage own work effectively and take responsibility for own professional development. • Ability to carry out the job description. 	<ul style="list-style-type: none"> • Ability to use ICT incl. interactive white board innovatively.

Academy Ethos

- Excellent time management skills and the ability to prioritise and meet deadlines under pressure.
- Ability to motivate students and raise their aspirations through a range of strategies e.g. assessment for learning
- Enthusiasm for and commitment to the achievement of the Academy's overall vision for success at all levels
- Motivation to work with children and young people
- Ability to build & sustain professional standards, relationships & personal boundaries with young people
- Emotional maturity & resilience in dealing with challenging behaviours
- Ability to contribute towards creating a safe & protective environment
- Empathy with the aims and objectives of Harris Federation
- Willingness to continue professional development
- Commitment to maintaining high standards & expectations
- Commitment to contributing to academy life as a whole
- Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. General Data Protection Regulations (2018) and Data Protection Act (2018)

Safeguarding children

Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date via our careers website.

Thank you for your interest in the Harris Federation. We look forward to receiving your application.

Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

Help and Support

For our Help and Support completing your application, visit www.harriscareers.org.uk

Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our [**Policy Statement on the Recruitment of Ex-Offenders.**](#)