



Durham
Academy



Teacher of Performing Arts

Start Date: April 2025

Creating lifelong opportunities for every child

Welcome from the Headteacher

'Creating lifelong opportunities for every child'

In January 2023 we are delighted that Durham Academy has become part of the ALP family of schools. We are committed to establishing ourselves as an excellent school. In order to make this a reality we are focused on ensuring that pupils are fully supported, yet challenged to push themselves beyond what they think they are capable of. We pride ourselves on being a fully inclusive and truly comprehensive school built on traditional principles and high standards where 'every child matters'.

Our driving aims are to develop a school community where our pupils are:

- **Confident**
- **Ambitious**
- **Respectful**

We aim to prepare all in our care to leave the school fully equipped to meet the challenges they may face, and with a sense of service to their communities. We value our positive relations between staff and pupils and are proud of our friendly and purposeful atmosphere.

We have an extremely positive ethos, with very strong pastoral and academic guidance and a real emphasis on learning. We pride ourselves on delivering high class support, care and welfare for all our pupils. This school is, and will always be, fully inclusive and puts the pupils at the very centre of all that we do.

We believe that Durham Academy is a happy, safe and enjoyable place to be with a purposeful atmosphere. We also want the school to be at the very heart of the local community and to be the school of choice of all who live here. The learning environment we provide allows pupils to grow and develop academically, socially and personally into responsible, caring and confident young people.

We seek to provide the best possible educational experience and outcomes for every child, where pupils make excellent progress and secure their most appropriate destination when they leave. We value the individual differences of our pupils, encourage them to succeed in everything they do. We strive to provide excellent quality of education, fostering the very best relationships, having a personalised and enriched curriculum, having the highest aspirations for all our pupils and collaborating widely with a range of partners.

Alison Jobling
Headteacher

The Performing Arts Department

At Durham Academy, we are excited to be able to offer the opportunity for a Teacher of Performing Arts with a specialism of music. We are seeking to appoint a dynamic and passionate Teacher of Performing Arts who will grow this area of the curriculum within our Academy. The successful candidate should be able to lead our Music curriculum and teach Drama / or Dance at Key Stage 3. Ideally, we are looking to recruit a teacher who can support with musical theatre. The successful candidate will have excellent teaching skills and the ability to inspire and motivate students to want to participate in The Arts. You will be joining a school that values collaboration and high standards, where you can bring your enthusiasm and expertise to delivering the curriculum and make a lasting impact in our school community. This is an exciting opportunity to join a team that offers a wide range of extra-curricular activities and offers an inclusive environment for all to thrive.

Our school is a place in which the learning of everyone is paramount to our day-to-day actions. We are an inclusive school that believes that all children can achieve when they are surrounded by caring, dedicated, hard-working professionals.

We are excited to offer the opportunity to work in a brand-new building from September 2026, which will offer a brilliant new purpose-built performing Arts / Music area to support our exciting future developments.

The Person

- Inspirational and well-qualified teacher.
- Has high expectations for all pupils.
- Possesses excellent listening and communication skills.
- Displays a high level of organisational skills, both verbal and written.
- Displays a high level of organisational and time management proficiency.
- Cultivates a positive and inclusive learning environment, encouraging intellectual curiosity and critical thinking.
- Exemplifies the values and ethos of the school as a positive role model.
- Collaborates as a team player, demonstrating flexibility and commitment to contributing actively to a full program of extra-activities.
- Exhibits excellent people management skills.

Job Description

JOB TITLE	Teacher of Performing Arts
CONTRACT TYPE	Permanent
ACCOUNTABLE TO	Subject Leader / Senior Leadership Team
GRADE	MPS/UPS
REQUIRED	April 2025

RESPONSIBILITIES OF ALL POST HOLDERS

ETHOS

Employees are expected to support and contribute to the school ethos.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedure and tasks but sets the main expectations of the school in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and expects all employees and volunteers to share this commitment. This post is subject to signing our ICT Employee User Policy and having a satisfactory Enhanced DBS Certificate.

GENERAL EXPECTATIONS

Employees will:

- Contribute effectively to the work of the school and to the achievement of the 'School Improvement Priorities'.
- Play a full part in the life of the school community, to support our distinctive aims and ethos, to encourage employees and pupils to follow this example.
- Follow school policy regarding care, support and supervision of pupils.
- Attend training and development activities and courses, ensuring continuing, personal and professional development.
- Contribute to a welcoming school culture by promoting mutual respect for all.
- Comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job description.
- Work as a team member.
- Act as a role model to pupils in speech, dress, behaviour and attitude.
- Have common duties in the areas of: Quality Assurance, Communication, Professional Practice, Health & Safety, and General Management (where applicable), Financial Management (where applicable), Appraisal, Equality & Diversity, Confidentiality and Induction.

RESPONSIBILITIES FOR ALL TEACHING EMPLOYEES

Teachers will:

- Work within the National Conditions for Employment of School Teachers (STPCD).
- Uphold and observe the Professional Code for Teachers (GTC) and meet the National Standards for Qualified Teachers.
- Promote the school's stated ethos and support the school's policies in pupil leadership and management.
- Support and encourage colleagues at all levels within the school.
- Contribute to and implement the annual School Improvement Plan and agreed policies.
- Teach as directed throughout the school, subject to appropriate training.
- Expect, monitor and improve progress in pupil learning.
- Contribute to the personal and social development of all pupils.
- Participate in the pastoral management and delivery of the schools Personal Social Health Citizenship and Enterprise Education programme (PSHCEE) as requested.
- Take part in quality assurance and performance management procedures outlined in an agreed school policy.
- Take responsibility for personal development.

RESPONSIBILITIES FOR ALL SUBJECT TEACHERS

All subject teachers will:

- Take full responsibility for ensuring a scheme of work is delivered to pupils in their allocated classes.
- Plan lessons using a range of strategies to meet pupil's individual learning needs understood from attainment and supporting data.
- Have a thorough knowledge and understanding of their subject, its teaching and place in the National Curriculum and that of the school.
- Use the models set out in School Policies for delivery of lessons.
- Set homework according to school and department policies.
- Mark, assess, record and report on pupil's achievements, setting appropriate targets. Keep to deadlines for reporting, marking, submission of coursework and assignments.
- Prepare pupils for examinations when required, taking part in standardising and moderating activities required by departments and examination boards.
- Contribute to the development of schemes of work, school and department policies as appropriate.
- Attend and contribute to appropriate meetings and professional development activities.
- Take an active part in the school's self-evaluation process, including the completion of appropriate documentation, and contribute to this process within the subject area. Undertake whatever other duties might reasonably be requested by the Head Teacher or Subject Leader.

RESPONSIBILITIES FOR ALL FORM LEADERS

All form leaders:

- Are responsible for day-to-day administration in the form group.
- Review and discuss pupil's work and welfare, setting targets as necessary.
- Meet with parents including school calendared meetings.
- Promote good behaviour and positive attitudes at all times.
- Support form, year and school activities as appropriate.
- Deliver an appropriate programme of form group activities, including the agreed PSHCE programme.

CAREER STAGE RESPONSIBILITIES

RESPONSIBILITIES OF POST THRESHOLD TEACHERS

Teachers who have passed the Threshold should ensure that they continue to meet Threshold Standards and should demonstrate that they make an active contribution to the policies and aspirations of the school.

Specifically:

- They provide a role model for teaching & learning.
- Make a distinctive contribution to the raising of pupil standards.
- Contribute effectively to the work of the wider team.
- Take advantage of appropriate opportunities for professional development, using outcomes effectively to improve pupils' learning.
- There is a clear expectation that Post-Threshold Teachers will take a lead role in the development of other teaching employees and will welcome pupil and Early Career Teachers and visitors, by prior arrangement, into their learning environment.

(TLR) FACULTY POST HOLDERS / HEAD OF DEPARTMENT / TEACHING AND LEARNING RESPONSIBILITIES

- Act as a role model and lead professional for members of the team.
- Manage and conduct appropriate monitoring and evaluation procedures, including lesson observations, to ensure high standards of teaching and learning.
- Maintain a positive climate for learning based on high expectations of pupils and their potential.
- Take appropriate steps to support employees in developing their teaching practice including the organisation and delivery of appropriate training, advice, and coaching activities.
- Use and apply data effectively to ensure pupil progress is monitored against targets and prompt action is taken to address any concerns.
- Ensure that marking and assessment procedures are followed consistently by all members of the team, in line with school and department policy, including the application of assessment for learning processes and techniques.
- Plan and review schemes of work which incorporate all statutory requirements, and which demonstrate the use of appropriate and varied teaching and learning strategies.
- Ensure that the needs of all pupils are known and met effectively, including pupils with learning and behavioural needs.
- Use appropriate strategies and support mechanisms to meet the needs of the pupils.
- Develop opportunities for enhancing the curriculum experience for pupils including the provision of booster classes and other extension activities.
- Monitor and review the range of curriculum options and opportunities offered to pupils and advise on and manage the introduction of new provision where appropriate.

PUPIL OUTCOMES

- Be accountable for the performance of pupils against targets in the appropriate curriculum area(s).
- Prepare reports as required analysing pupil progress and performance in the designated area
- Establish and maintain a safe, healthy and attractive environment for learning.

RESOURCES

- Manage budgets within your area of responsibility following all Trust procedures.
- Deploy employees and physical resources effectively to support the delivery of high quality teaching and learning.
- Ensure all relevant health and safety requirements are complied with, bringing concerns to the attention of the relevant employees promptly

LEADERSHIP RESPONSIBILITIES

PERFORMANCE MANAGEMENT

- Performance management team leader responsibilities.
- Meet regularly with employees to monitor progress towards objectives.
- Carry out lesson observations as required as part of the monitoring arrangements.

CONTRIBUTION TO SCHOOL DEVELOPMENT

- Contribute to the development of school policy through participation in appropriate meeting groups, committees and working parties.
- Liaise as appropriate with external agencies including the LA achievement services.
- Support the school ethos and policies in relation to pupils, parents, the local community and other external groups.
- Provide reports as appropriate for Governors on activities and progress within the area of responsibility.

PERSONNEL

- Participate in and advise on the appointment and selection of employees.
- Provide support, guidance and leadership to all members of the team.
- Clearly articulate and promote a shared understanding of and commitment to the vision for the school and its development at both team and whole school level.
- Delegate tasks appropriately within the team.
- Chair team meetings.
- Mentor and support new employees.
- Provide advice to the head teacher as required on matters including threshold and upper pay spine progression for members of the team.
- Prepare confidential references for members of the team as required.

The above list of duties and responsibilities are not an exhaustive definition of all tasks associated with the post.

Person Specification

		Essential	Desirable
APPLICATION	A well-structured letter of application indicating interests and strengths in the subject.	*	
	Fully supported in references.	*	
QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT	Qualified Teacher Status.	*	
	Ability to teach examination classes.	*	
	A degree in a relevant subject.	*	
	Ability to use ICT as a learning tool.	*	
	Evidence of further CPD.	*	
	A clear understanding of keeping pupils safe in schools.	*	
	A post graduate qualification.		*
EXPERIENCE	Recent and relevant Continued Professional Development.		*
	Evidence of involvement in developing Teaching and Learning .		*
	Ability to demonstrate high standards of classroom practice.	*	
	Proven ability to plan and deliver successful and inspiring lessons.	*	
	Use of data to inform planning, teaching and measuring progress.		*
	A commitment to extra-curricular activity.		*
QUALITIES & VALUES	Experience in more than one school.		*
	A drive to make learning fun, engaging and exciting for all pupils.	*	
	A passion for the subject.	*	
	Ability to motivate and inspire teaching.	*	
	The ability to inspire others and share good practice.	*	
	Good communication skills with the ability to relate effectively to all.	*	
	A commitment to promoting inclusion.	*	
	A desire to extend learning outside of the classroom.	*	
PERSONAL ATTRIBUTES	A commitment to Equal Opportunities.	*	
	Ability to adapt teaching to recognise new and emerging technologies.		*
	Ability to work successfully under pressure and retain a sense of perspective.	*	
	A strong moral purpose and drive.	*	
	Ability to work as a team member to achieve common goals.	*	
	Enthusiasm and self-confidence.	*	
	High expectations for all pupils.	*	
	Initiative, energy and perseverance.	*	
Caring and supportive.	*		
Ambition to go on to a higher position of responsibility.		*	

Assessment against the criteria above will be through the application form, letter of application, work related assessments, interview process and references.

Application Guidance

Please return a completed application form in full ensuring you have provided accurate information, including the names, addresses and relevant contact details of two referees together with your letter of application.

The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification. Applications received after the closing date/time will not be considered.

Please ensure you also complete and return the required DCCR form. Completed applications must be received by the school by **9am, Monday 24th February 2025 addressed to:**

**Durham Academy
Bracken Court
Ushaw Moor
Durham
DH7 7NG**

or by e-mail to the School Reception, contact@durhamacademy.org.uk

AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

REFERENCES

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

DBS

Advance Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.