JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title: Teacher of Performing Arts	**Grade:** MPR/UPR
Job Family: Teaching	

Overall Purpose of Job:

In the role of Teacher of Performing Arts you will:

- carry out the professional duties of a teacher as circumstances may require and in accordance with academy policies, under the direction of the Principal
- promote the achievement of high standards through effecting teaching and learning of Performing Arts, including preparation, evaluation, and action planning
- model the vision and values of the academy
- be part of the team driving the development of the academy to become and remain an 'outstanding' academy
- receive and act on feedback to build on the strengths and improve personal performance within the academy systems
- contribute, where appropriate, to implementing policies and practice and to promote collective responsibility for their implementation
- take into account and constantly reviewing academy contextual factors and prior attainment when planning and teaching lessons
- work in a cross-curricular way to support Performing Arts across the academy in the use of active learning approaches to enrich curriculum and skills delivery
- recognise, promote, and celebrate diversity

Main Responsibilities:

Main duties and responsibilities:

1. Supervision and progress of students in allocated classes.
2. Supervision of work of any classroom support staff during times they are allocated to classes.

Develop and sustain DEEP LEADERSHIP across the academy through:

3. Being accountable for student progression for allocated classes.
4. Being responsible for effective classroom management.
5. Co-ordinating class work with any classroom assistant support.
6. Developing and sustaining knowledge of current educational practices and be responsible for own continuing professional development.
7. Evaluating lessons, incorporating students' views and responses in order to reflect and act on strengths and areas for development.
8. Aiding in co-ordinating events and experiences which support the academy to raise standards.

Develop and sustain DEEP LEARNING across the academy through:

9. Working to student targets and ensure that progress is tracked through a range of strategies.
10. Taking account of and reviewing prior attainment when planning and teaching lessons.
11. Reflecting on the success of teaching strategies, individual lessons, and schemes of work (SOW) in meeting the needs of students.
12. Applying current guidelines on effective learning and teaching.
13. Striving to deliver outstanding lessons.
14. Delivering interactive lessons with students.
15. Providing good quality assessment using formative and summative methods in conjunction with the academy's assessment policy.
16. Recording test results and ongoing teacher assessments.

Develop and sustain DEEP EXPERIENCE across the academy through:

17. Having responsibility for developing and implementing SOW.
18. Being responsible for identifying and reporting issues and developing solutions.
19. Being responsible for the day-to-day delivery within your subject area, including assessment and reporting process.
20. Developing the use of ICT within the curriculum.
21. Adapting lessons and identifying next steps in response to evaluation of student progress.
22. Setting effective homework and extension work to encourage and enliven student learning.
23. Ensuring differentiation and personalisation of learning for all students.
24. Being aware of the KS2 curriculum and the standards of progression and attainment for KS3 students.
25. Co-ordinating displays with regards to events, opportunities and work which promote the department/academy.

Develop and sustain DEEP SUPPORT across the academy through:

26. Taking responsibility for upholding standards of behaviour and classroom management within the classroom and the schools environment.
27. Promoting the consistent and fair use of the behaviour policy within the classroom and the academy environment.
28. Being the first line of contact for parents and carers concerns with regards to their child's performance and well-being of your classes.
29. Performing the duties of a Vertical Mentor Tutor if required, including the provision of information, advice, and guidance for students.

General

30. You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person without delay.
31. You will participate in training and other learning activities and performance development as required.
32. You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking.
33. You will ensure strict confidentiality in all areas of work.
34. You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR).
35. You will ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing paper records, securely disposing of records).
36. You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Officer at once.
37. You will always comply with the Trust's policies and procedures.
38. You will undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

<u>Knowledge, Skills and Experience</u>

Essential

- A good degree in an appropriate discipline related to Performing Arts (A/C)
- A teaching qualification together with Qualified Teacher Status (QTS) (A/C)
- A strong and secure subject knowledge in Performing Arts up to GCSE (A/I)
- Recent and relevant teaching experience (A/I/R)
- Experience of assessment at key stage 3 and 4 (A/I/R)
- Awareness of the strategies available for improving the learning and achievement of all students (A/I)
- A good understanding of curriculum developments in Performing Arts (A/I)
- Able to use a range of teaching and learning strategies (A/I)
- An understanding of how assessment for learning can improve student performance (A/I)
- Confidence in the use of standard computer packages and how these can be used to enhance student learning (A/I)

- Able to use student level data to raise standards (A/I)
- Able to work independently and collaboratively as a member of a team (A/I)
- Enthusiasm for your subject area (A/I)
- Creative in problem solving together with willingness to take on and try new approaches and ideas (A/I)
- Ability to relate to students in a pleasant and sympathetic manner and to recognise potential safeguarding issues (A/I/R)
- Able to communicate both orally and in writing to students and their parents (A/I/R)
- Able to communicate high expectations to all students (A/I/R)
- Willingness to share good practice across the department and beyond (A/I/R)

Desirable

- Strong ICT skills including SMART board or Promethean (A/I/R)

Key: C – Certificate; A – Application Form; I – Interview; R - Reference

Behaviours:

- Polite
- Punctual
- Reliable
- Flexible
- Passion for learning
- Clear communicator
- Takes initiative
- Self-motivated
- Resilient
- Determined to succeed
- Team player
- Emotionally intelligent

Contacts and Relationships:

Managers - in daily contact with senior leaders/Principal within the academy.

Support Staff – in daily contact with support staff who are involved in cleaning, catering, site supervision and health and safety.

Trust Staff – in contact with Trust staff within the wider Education team (e.g., Subject Directors and Executive Principals) and Teaching Schools.

External – in regular contact with suppliers, contractors as required.

***Note*:**

This job description is provided for guidance only and does not form part of the contract of employment.

The post holder will be subject to an enhanced DBS check with barred list.