

Post: Performing Arts Teacher

Status: Full Time

Grade: Main Pay Range

Line Manager: Head/Deputy Head of Performing Arts

Location: Oriel High School, Crawley

Provide professional leadership and management in all classes, supporting and developing the students to achieve excellent results, holding them accountable for their progress. To provide support to the team. To secure high quality teaching, the effective use of resources and improved standards of learning and achievement of all students.

Principal Accountabilities

- To agree, monitor and evaluate the subject student progress targets to promote pupil achievement and to make a measurable contribution to the faculty / whole school targets.
- To contribute to an Improvement plan, which contributes positively to the achievement of the Faculty / School Improvement Plan
- To contribute to the creation and consistent implementation and improvement of schemes of work, which encapsulate key learning strategies.
- To provide regular feedback for team members in a way which recognises good practice and supports their progress against performance management objectives resulting in a tangible and measurable impact on student progress.
- To assist the HOD in the ongoing review of the progress of students in the subject area, consistent with the school's self-evaluation procedures.
- To ensure that you and all team members and students understand, and are actively implementing, the key aspects of the school's values and beliefs and all aspects of school agreed policies including the school's behaviour and inclusion policies.
- To work with the HOD to ensure the budget is spent in line with priorities and the principles of best value.

DUTIES AND RESPONSIBILITIES

- To ensure a coordinated approach to teaching, learning, and assessment, recording and reporting in Performing Arts, in line with whole school policies.
- To ensure a coordinated approach to the management of attendance and punctuality to lessons and behaviour in line with whole school policies.

- To co-develop schemes of work, which provide for differentiation and emphasise the use of skills and knowledge.
- To keep the curriculum under review and encourage students to take an examination at the end of Key Stage 4.
- To maintain the commitment for students to pursue Performing Arts Post 16.
- To encourage students to participate in visits and other events as extra-curricular activities.
- To make a major contribution to the School Improvement Plan
- To contribute to all school performances throughout the year

Teaching, Learning and Assessment

- To ensure that learning experiences offered are appropriate and relevant to learning needs to ensure good progression for all students.
- To continually review and develop the range of learning experiences offered to students.
- To keep informed of curriculum developments relevant to the subject.
- To help to ensure detailed schemes of work are prepared in line with national and exam board requirements and school policy.
- To ensure that students' work is regularly assessed, progress monitored, underachievers promptly identified.
- To develop effective liaison with all appropriate parties to ensure and support appropriate intervention for identified students at risk of underachieving, and to ensure that the educational needs of all students are met
- To ensure that accurate records of progress are kept and updated frequently
- To regularly moderate assessment procedures to ensure accuracy and consistency
- To ensure that all behaviour concerns are dealt with in line with faculty and school policy
- To ensure that profiles and progress reports are written on all students, by published deadlines, and that these conform to school policy.
- To devise and implement strategies for celebrating student achievement, e.g. regular display of work, and informing relevant parties in school and families
- To participate in the implementation of cross-curricular links within the faculty.

- To liaise with, and assist where appropriate, the HOD and Examinations Officer with the conduct of public and internal examinations.

Professional Support

- To maintain a disciplined learning environment within the subject areas
- To ensure that appropriate work is set for HOD to leave for cover staff when absent
- To collaborate with the devising, preparation and regular update of the Performing Arts Handbook where appropriate

Communications

- To attend appropriate meetings and to provide opportunities for ideas/information to be fed back to and discussed with all team members.
- To contribute to effective liaison with institutions outside the school, including primary schools and post-16 institutions organised by the Department.
- To liaise with parents, as and when appropriate

Resources

- To ensure the allocated capitation is spent appropriately and to keep the line manager informed of financial needs and spending.
- To ensure that the general environment within the Performing Arts area is in keeping with Health and Safety procedures and that the furniture requirements and the general environment is kept in good order, reporting any concerns to person in charge of premises and facilities.
- To liaise when necessary with the person responsible for timetable over staff deployment and timetabling.

General

- Undertake additional tasks as required from time to time to support the growth and operational requirements of the Faculty/Team

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown but may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title. The post holder will be expected to work flexibly and carry out all duties in compliance with the school's policies.

IMPORTANT INFORMATION FOR APPLICANTS

PERSON SPECIFICATION

POST: Performing Arts Teacher

Requirements	Assessment Criteria		
Qualifications	Interview	App Form	Lesson Obs
QTS (or working towards)		*	
Evidence of continuing professional development	*	*	*
Experience			
Successful involvement in planning, implementing and evaluating initiatives to raise attainment	*	*	*
Evidence of the ability to teach all key stages and abilities	*	*	*
Effective classroom management skills with efficient use and organisation of resources	*		*
Professional knowledge and understanding			
Evidence of thorough knowledge, understanding and enthusiasm for the subject	*	*	*
Understanding of the strategies needed to establish high classroom standards of results and behaviour	*	*	*
Understanding of the 14 to 19 curriculum	*	*	
Knowledge of pupil data and its practical application in lesson planning and increasing student attainment			
The ability to use ICT effectively to support tasks and activities	^	*	
Behavioural competencies			
Integrity and the ability to promote and maintain the highest standards in all aspects of the work in the school	*		

Team player with energy, enthusiasm, perseverance and a sense of humour	*		
Genuine interest and passion for young people's education and willingness to contribute to wider school life and ethos	*	*	
Ability to develop and maintain positive relationships with teachers, support staff and parents	*		
Ability to motivate students recognising and responding to the diverse needs of learners	*	*	*
Ability to reflect on own classroom practice to continuously improve and being open to feedback	*	*	
Ability to work independently using initiative and as part of a team contributing to INSETs	*		
Excellent written skills, as evidenced by application		*	
Excellent organisational and planning skills, encouraging positive collaborative working practices and planning own time effectively	*	*	*
Good communication skills, showing sensitivity and strength	*		*
Ability and skills to manage change	*	*	
A commitment to developing curriculum activities within the faculty	*		
A commitment to ongoing regular professional development, undertaking training as required	*	*	
Commitment to the Safeguarding and welfare of all students	*	*	
Evidence of a commitment to equal opportunities policies and an understanding of their effective operation within schools	*	*	