

## Hadrian Learning Trust

### Person Specification and Job Description

<b>Post Title:</b>	Curriculum Leader of Performing Arts.	<b>Director/Service/Sector:</b>	Children's Services
<b>Band:</b>	TLR 2b	<b>Workplace:</b>	HMS and QEHS Part of HLT or other locations within the Trust.
<b>Responsible to:</b>	Trust Assistant Headteacher	<b>Date:</b>	May 2023
<b>Job Description Ref:</b>	HLT CL JD		
<b>Responsible for:</b>			
<p><b>Contact with young people:</b> This role requires regular, ongoing and unsupervised contact with young people. This contact is direct and could potentially be on both a, 1:1 and group basis within the workplace. The degree of responsibility for young people is outlined below in the role and responsibilities area of the form.</p>			
<p><b>Job Purpose:</b> To carry out the responsibilities of a trust curriculum leader with regard to the teaching standards, impact on progress and outcomes for your own students, whole school responsibilities and health and safety/safeguarding. In addition, the following responsibilities, outlined below apply to a second in department.</p>			
<b>Resources</b>	<b>Staff</b>	Management of TLR and subject area teaching staff where directed	
	<b>Finance</b>	Orders and invoices, petty cash.	
	<b>Physical</b>	Office equipment, accuracy and security of databases,	
	<b>Clients</b>	Internal (Teachers, Other Staff, Pupils) and External (Parents, Visitors, Members of the Public external agencies).	
<b>Duties and key result areas:</b>			



To assist and support the work of the Trust Leadership as follows.

### 1. Operational/Strategic Planning

- To develop and review specifications, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- To oversee day-to-day management, control, and operation of course provision within the department, including effective deployment of staff and physical resources.
- To actively monitor and follow up student progress across all strands of performing arts.
- To implement School Policies and Procedures
- To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives, and strategic plans of the school.
- To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the department are in-line with national requirements and are updated where necessary.

### 2. Curriculum

- To liaise with appropriate member(s) of the Senior Leadership Team and TLRs in the performing arts department to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum.
- To be accountable for the development and delivery of the department's curriculum with oversight of intention, implementation and evaluation of impact.
- To keep up to date with and respond to national developments in the subject area and teaching practice and methodology.
- To co-ordinate and implement a rigorous intervention programme to ensure all students achieve their academic potential.
- To ensure that a good range of extra-curricular opportunities is available at each key stage.

### 3. Staff Development

- To attend all CPD sessions during time allocated for whole school CPD.
- To attend all CPD sessions during time allocated for departmental CPD.
- To direct and support departmental colleagues' professional development as it relates to performing arts provision.

### 4. Recruitment/ Deployment of Staff

- To work with appropriate member(s) of the Senior Leadership Team
- To be responsible for the efficient and effective deployment of the department's support staff.
- To undertake Appraisal Reviews and to act as reviewer for a staff in the department.
- To make appropriate arrangements for classes when members of staff are absent, ensuring appropriate cover within the department, liaising with the appropriate member(s) of the Senior Leadership Team.
- To actively participate in the recruitment process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's ITT programme and ensure their appropriate support for ITT students throughout the year.
- To be responsible for the day-to-day management of staff within the designated department and act as a positive role model.

### 5. Quality Assurance

- To establish the process of target setting within the department and to work towards the achievement of those targets.



- To establish common standards of practice within the department and develop the effectiveness of teaching and learning, in line with school policies.
- To contribute to the schools' procedures for Quality of Education.
- To produce an annual examinations analysis and department review as part of the school's self-evaluation cycle.

#### **6. Management Information**

- To ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
- To analyse and evaluate, with the department, performance data provided and take appropriate action in response
- To ensure that all members of the department are familiar with departmental aims and objectives within the framework of each school's development plan.
- To ensure effective communication/consultation as appropriate with the parents of pupils.
- To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
- To represent the department's views and interests at Curriculum Leaders' meetings and other forums

#### **7. Marketing and Liaison**

- To contribute to school liaison and marketing activities, e.g., the collection and collation of material for options booklets or the school website.
- To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Evenings and other events.

#### **8. Management of Resources**

- To manage the available resources of staff, finance, space, and equipment efficiently within the limits, guidelines and procedures laid down.
- To work with the relevant member(s) of the Senior Leadership Team in order to ensure that the department's teaching commitments are effectively and efficiently time-tabled and roomed.

#### **9. Pastoral System**

- To be familiar with the Trust's Safeguarding and Child Protection Policy and to report concerns to the designated Safeguarding Officer.
- To ensure the Behaviour Management system is implemented in the department so that effective learning can take place.
- To monitor and support the overall progress and development of students within the department.
- To monitor student attendance together with students' progress and performance, with the class teacher, in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To contribute to each school's pastoral programme and other cross-curricular projects, according to school policy.

#### **10. Teaching**

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher and school policies. (see Trust teacher JD and PS).

This generic job description will be accompanied by an annual, negotiated plan indicating the priorities and outcomes sought and based on the annual development planning process.



## 11. Whole School Responsibilities

- Liaise with parents and outside agencies where necessary to establish an understanding of the wider needs of a student
- Attend multi-agency meetings where relevant
- Provide advice and guidance where relevant for students seeking support
- Where relevant, liaise with academic team regarding academic support and its implementation
- Communicate with relevant staff where necessary regarding support in place for students
- Provide advice and guidance to staff, pupils and others across the school as necessary
- Comply with and assist with the development of Trust policies. The post holder must carry out his/her duties with full regard to the Trust's Child Protection, Equalities and other relevant policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner and procedures relating to:
  - Safeguarding and Child protection
  - Health and safety - the post holder is required to comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both oneself and others.
  - Data protection
  - Confidentiality and data protection Reporting all concerns to an appropriate person.
- Support the school's policies that ensure equality of opportunity across a range of abilities
- Contribute to the overall ethos of the school and Work in such a way as to promote the ethos and vision of the school.
- Establish constructive relationships and communicate effectively with external agencies
- Attend and participate in regular meetings
- Participate in training and development as required.
- Engage with the Trust appraisal system.
- To undertake First Aider training appropriate with the role and nature of activity.
- To undertake other duties and responsibilities as required commensurate with the grade of the post.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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 adopt a professional, courteous demeanour at all times during communication with colleagues, visitors, or students.

The school 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.

<b>Work Arrangements</b>		
Transport requirements: Working patterns: Working conditions:	Required to use own transport to travel within and out-with the County Normal teaching work patterns Normally indoors; there may be occasions where you would be required to work at Hexham Middle School or other school within the Trust	
<b>PERSON SPECIFICATION</b>		
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• A DfE recognised and relevant teaching qualification.</li> <li>• A degree in an appropriate Performing Arts discipline.</li> <li>• Ability to teach across the full ability and age range, up to and including A Level.</li> <li>• Experience of teaching at Key Stage 3, 4 and 5.</li> <li>• Proven track-record of raising achievement.</li> <li>• Extensive knowledge of curricular developments in your subject area.</li> <li>• Knowledge of developments in teaching and learning.</li> <li>• Knowledge of raising achievement strategies.</li> <li>• Knowledge of developing existing courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of the structuring and implementation of new courses</li> <li>• Experience of organising and prioritising a demanding workload</li> <li>• Evidence of a commitment to professional development/participation in CPD and training programmes</li> <li>• Knowledge and experience of teaching at Upper Key Stage</li> <li>• Experience of working in/ leading a team successfully</li> </ul>	(a), (t), (g)
<b>Experience</b>		
<ul style="list-style-type: none"> <li>• Recent experience of teaching in Key Stage 3/ 2/3/4/5 Drama / other Performing Arts subject.</li> </ul>		(a), (i), (g)
<b>Skills and competencies</b>		
<ul style="list-style-type: none"> <li>• Ability to show initiative.</li> <li>• Ability to lead a team effectively.</li> <li>• Ability to motivate others.</li> <li>• Ability to drive and manage change.</li> <li>• Ability to think clearly, calmly and to complete tasks successfully.</li> <li>• Excellent skills in classroom management.</li> <li>• Ability to teach high quality lessons to all ages and abilities- lessons that challenge and ensure the progress of all learners.</li> <li>• Strong planning and organisational skills.</li> <li>• Ability to relate well to colleagues.</li> <li>• High standard of preparation and marking.</li> <li>• Highly developed organisational skills.</li> <li>• Highly developed oral and written communication skills.</li> <li>• Ability to form productive relationships with young people and staff.</li> <li>• Evidence of relevant and ongoing commitment to professional development and training (this could include recent teacher training</li> </ul>		(a), (i), (t)

<p>experience).</p> <ul style="list-style-type: none"> <li>• A willingness to co-ordinate, contribute to and lead extra-curricular activities within, and outside, the department.</li> <li>• The ability to converse at ease with customers and provide advice in accurate spoken and written Performing Arts is essential for the post. As is an ability to fulfil all spoken aspects of the role with confidence through the medium of Performing Arts.</li> </ul>		
<b>Physical, mental and emotional demands</b>		
<ul style="list-style-type: none"> <li>• Professional vision.</li> <li>• Positivity and enthusiasm.</li> <li>• Ability to enthuse young people in the study of your subject area.</li> <li>• Outstanding and highly effective initiative and leadership qualities.</li> <li>• Outstanding role model of the Gospel values for children.</li> <li>• Ability to respond to change.</li> <li>• Ability to think clearly, calmly and to complete tasks successfully.</li> <li>• Willing to be involved in the whole life of the school.</li> </ul>		(i)
<b>Other</b>		
Willingness to participate in personal and professional development	Evidence of learning beyond the work place	(a), (i)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Please note that Recruitment and Selection records will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions.