**FAIRFIELD HIGH SCHOOL FOR GIRLS**

**JOB DESCRIPTION**

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| **1.** | **INTRODUCTION** | |
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| **1.1** | **Post Title:** | CURRICULUM LEADER: DIRECTOR OF STUDY – PERFORMING ARTS |
| **1.2** | **Post Purpose:** | Under the reasonable direction of the Headteacher, to carry out the professional duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).  To be a Faculty Leader for Performing Arts and a Subject Leader for PE.  To raise standards of pupil attainment and achievement within the whole curriculum area – Drama, Music and PE/Dance - and to monitor and support pupil progress.  To be accountable for pupil progress and development within the subject areas.  To develop and enhance the teaching practice of others.  To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the subject areas, in accordance with the aims of the school and the curricular policies.  To be accountable for leading, managing and developing the curriculum area.  To effectively manage and deploy teaching/support staff, financial and physical resources within the subject areas to support the designated curriculum portfolio. |
| **1.3** | **Reporting to:** | Deputy Head (Curriculum) |
| **1.4** | **Responsible for:** | Subject Leaders/Coordinators, all other teaching staff and other specified personnel within the curriculum area. |
| **1.5** | **Liaising with:** | Headteacher/Leadership Team, other Directors of Study/Faculty Leaders, Subject Leaders, Directors of Progress and Assistant Directors of Progress, pupil progress and support staff and other relevant staff with cross-school responsibilities, relevant support staff, external agencies and parents/carers. |
| **1.6** | **Working Time:** | Full time as specified within the STPCD |
| **1.7** | **Salary/Grade:** | Classroom Teachers' Pay Scale and TLR 1 (£9285 as of 01.01.17) |
| **1.8** | **Disclosure Level:** | Enhanced |

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| **2.** | **TEACHING:** |
| **2.1** | To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher – with a reduction in teaching time to allow for leadership/management role. |
| **2.2** | Planning and preparing courses and lessons. |
| **2.3** | Teaching the pupils assigned to him/her according to their educational needs, including the setting and marking of work to be carried out by the pupils in school and elsewhere. |
| **2.4** | Assessing, recording and reporting on the development, progress and attainment of pupils and in each case having regard to the curriculum for the school. |
| **2.5** | Promoting the general progress and wellbeing of individual pupils and of any class or group of pupils assigned to him/her. |
| **2.6** | Providing guidance and advice to pupils on education and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions, making relevant records and reports. |
| **2.7** | Making records of, and reports on, the personal and social needs of pupils. |
| **2.8** | Communicating and consulting with the parents/carers of pupils. |
| **2.9** | Communicating and cooperating with persons or bodies outside the school. |
| **2.10** | Participating in meetings arranged for any of the purposes described above. |
| **2.11** | Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils. |
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| **3.** | **OPERATIONAL/STRATEGIC PLANNING:** |
| **3.1** | To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the curriculum area. |
| **3.2** | To be responsible for the day-to-day management, control and operation of course provision with the curriculum area, including effective deployment of staff and physical resources. |
| **3.3** | To monitor and improve pupil progress and to drive up standards. |
| **3.4** | To implement school policies and procedures. |
| **3.5** | To work with colleagues to formulate aims, objectives and strategic plans for the curriculum area which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school. |
| **3.6** | To lead and manage the improvement planning function of the curriculum area, and to ensure that the planning activities reflect the needs of pupils within the subject areas, the subject improvement plans, school improvement plans and the aims and objectives of the school. |
| **3.7** | To link with the Assistant Head (Data) to ensure that performance data is up to date and available for whole school analysis. |

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| **3.8** | To support staff in the application of ICT in Performing Arts. |
| **3.9** | To ensure that Health and Safety policies and practices, including risk assessments, throughout the curriculum area are in line with national requirements and are updated where necessary, liaising with the school's Facilities Manager/Health and Safety Manager. |
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| **4.** | **CURRICULUM PROVISION AND DEVELOPMENT:** |
| **4.1** | To liaise with the Deputy Head (Curriculum) to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan and School Self-Evaluation. |
| **4.2** | To lead curriculum development, including extra-curricular provision, for the whole curriculum area. |
| **4.3** | To keep up to date with national developments in the designated subject/curriculum area and teaching practice and methodology - including the use of ICT. |
| **4.4** | To monitor actively and respond to curriculum development and initiatives at national, regional and local levels. |
| **4.5** | To liaise with the Deputy Head (Curriculum) and Examinations Officer to maintain accreditation with the relevant examination and validating bodies. |
| **4.6** | To ensure that the development of Performing Arts is in line with national developments. |
| **5.** | **STAFFING:** |
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| **5.1** | To work with the Assistant Head (CPD) to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. |
| **5.2** | To continue own professional development as agreed with the Assistant Head (CPD). |
| **5.3** | To be responsible for the efficient and effective deployment of staff working in the curriculum area. |
| **5.4** | To engage actively in the Teacher Appraisal process, Support Staff Performance Management process and to act as reviewer for staff within the Faculty. |
| **5.5** | To make appropriate arrangements for classes when staff are absent and liaising with the Learning Supervisor and/or other relevant staff to ensure appropriate cover within the curriculum area. |
| **5.6** | To participate in the interview process for posts within the curriculum area when required and to ensure effective induction of new staff in line with school procedures. |
| **5.7** | To promote teamwork and to motivate staff to ensure effective working relations. |
| **5.8** | To participate in the school’s ITT programme. |
| **5.9** | To be responsible for the day-to-day management of staff within the designated curriculum area and act as a positive role model. |
| **5.10** | Reviewing his/her methods of teaching and programmes of work. |

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| **6.** | **QUALITY ASSURANCE:** |
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| **6.1** | To ensure the effective operation of quality control systems. |
| **6.2** | To establish the process of the setting of targets across the curriculum area and to work towards their achievement. |
| **6.3** | To establish common standards of practice within the curriculum area and develop the effectiveness of learning and teaching styles within the curriculum area. |
| **6.4** | To contribute to the school procedures for lesson observation. |
| **6.5** | To implement school quality procedures and to ensure adherence to those within the curriculum area. |
| **6.6** | To monitor and evaluate the curriculum area in line with agreed school procedures including evaluation against quality standards and performance criteria. |
| **6.7** | To seek/implement modification and improvement where required. |
| **6.8** | To ensure that the curriculum area's quality procedures meet the requirements of Self-Evaluation and Strategic Improvement Plans. |
| **6.9** | Advising and cooperating with the Headteacher, Subject Leaders and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements. |
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| **7.** | **MANAGEMENT OF INFORMATION:** |
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| **7.1** | To ensure the maintenance of accurate and up-to-date information concerning the curriculum area. |
| **7.2** | To make use of analysis and evaluate performance data to improve standards. |
| **7.3** | To identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken. |
| **7.4** | To produce reports within the quality assurance cycle for the curriculum area. |
| **7.5** | To produce reports on examination performance, including the use of value-added data and progress data. |
| **7.6** | In conjunction with the relevant SLT member, to manage the curriculum area's collection of data. |
| **7.7** | To provide the Governing Body with relevant information relating to the curriculum area’s performance and development. |
| **7.8** | To lead the identification of exam entries within the Faculty. |
| **8.** | **COMMUNICATION AND LIAISON:** |
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| **8.1** | To ensure that all members of the curriculum area are familiar with its aims and objectives. |
| **8.2** | To ensure effective communication/consultation as appropriate with the parents/carers of pupils. |
| **8.3** | To liaise with partner schools, Further and Higher Education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies. |

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| **8.4** | To represent the curriculum area’s views and interests. |
| **8.5** | To contribute to the planning and delivery of extra-curricular and school liaison activities. |
| **8.6** | To lead the development of effective subject/curriculum links with partner schools and the community, promoting subjects effectively at liaison events in school, partner schools and the wider community. |
| **8.7** | To promote actively the development of effective subject/curriculum links with external agencies. |
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| **9.** | **MANAGEMENT OF RESOURCES:** |
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| **9.1** | To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down, including deploying the curriculum area budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records. |
| **9.2** | To work with the relevant member of the SLT in order to ensure that the curriculum area’s teaching commitments are effectively and efficiently timetabled and roomed. |
| **9.3** | Taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. |
| **9.4** | To identify resource needs and to contribute to the efficient /effective use of physical resources. |
| **9.5** | To cooperate with other Faculties to ensure the sharing and effective usage of resources to the benefit of the school and the pupils. |
| **9.6** | Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials. |
| **9.7** | Attending assemblies, registering the attendance of pupils and supervising pupils, whether those duties are to be performed before, during or after school sessions. |
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| **10.** | **DISCIPLINE, HEALTH AND SAFETY:** |
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| **10.1** | Maintaining Behaviour for Learning and discipline among the pupils and safeguarding their health, safety and well-being when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere. |
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| **11.** | **STAFF MEETINGS:** |
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| **11.1** | Participating in meetings at the school, which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements. |
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| **12.** | **COVER:** |
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| **12.1** | Supervising and, so far as practicable, teaching any pupils whose teacher is not available to teach them, in line with national agreements. |
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| **13.** | **PUBLIC EXAMINATIONS:** |
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| **13.1** | Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations. |
| **13.2** | Recording and reporting such assessments. |
| **13.3** | Participating in arrangements for pupils’ presentation for and supervision during such examinations. |

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| **14.** | **PASTORAL SYSTEM:** |
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| **14.1** | To monitor and support the overall progress and development of pupils within the curriculum area. |
| **14.2** | To monitor pupil attendance, together with pupils' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary. |
| **14.3** | To act as a Form Tutor and to carry out the duties associated with that role. |
| **14.4** | To contribute to Life Skills and Citizenship and Enterprise, according to school policy. |
| **14.5** | To ensure that Behaviour for Learning is implemented in the Faculty so that effective learning can take place. |
| **15.** | **SCHOOL ETHOS:** |
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| **15.1** | To fully comply with the school’s Child Protection Policy (and related policies) to promote and safeguard the wellbeing of all young people at all times. |
| **15.2** | To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and pupils to follow this example. |
| **15.3** | To support the school in meeting legal requirements for worship. |
| **15.4** | To actively promote the school’s corporate policies. |
| **15.5** | To comply with the school's Health and Safety policy and undertake risk assessments as appropriate. |
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| **16.** | **SIGNATURES:** |
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| The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for job applicants with disabilities or continued employment for any employee who develops a disabling condition.  This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade. | |

**Signed .......................................... Signed ......................................**

**(Teacher) (Headteacher)**

**Dated ............................................ Dated .......................................**

**(Teacher) (Headteacher)**

**PERSON SPECIFICATION FOR DIRECTOR OF STUDY – PERFORMING ARTS  
Personal Requirements/Qualities of a Successful Postholder**

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|  | **Ess** | **Des** |
| **Qualifications:** |  |  |
| Qualified Teacher Status. | **E** |  |
| Graduate with accredited teaching qualification (in an appropriate subject). | **E** |  |
| Evidence of continuing professional development at a level appropriate to your current post. | **E** |  |
| Higher qualification in education and/or management. |  | **D** |
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| **A successful record of:** |  |  |
| Classroom experience in the 11-16 age range and across the full range of ability. | **E** |  |
| Leadership and management of a team leading to improvements in the curriculum. | **E** |  |
| High levels of pupil achievement over time as evidenced by value added, examination results and other performance indicators. | **E** |  |
| Improving the teaching practice of others. | **E** |  |
| A wide range of teaching styles and strategies and their use in personalising learning. | **E** |  |
| Participation in extension and extra-curricular activities. | **E** |  |
| Involvement in the development of whole school curriculum issues. | **E** |  |
| Taking an active role in the provision of high quality CPD for staff. | **E** |  |
| Successful management experience of a team in a TLR post leading to improvements in the curriculum. |  | **D** |
| Experience of managing change/leading a significant educational initiative |  | **D** |
| Working with other stakeholders, including governors. |  | **D** |
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| **Ability to:** |  |  |
| Promote and safeguard the wellbeing of all young people. | **E** |  |
| Improve performance. | **E** |  |
| Use assessment data for learning. | **E** |  |
| Communicate highly effectively with a wide range of audiences. | **E** |  |
| Lead and contribute to improvements of learning and teaching. | **E** |  |
| Make most effective use of ICT, including ICT for effective learning and teaching. | **E** |  |
| Demonstrate yourself as a role model in terms of hard work, commitment to best practice in learning and teaching, personal presentation and attitude to all members of the school community. | **E** |  |
| Professionally develop other colleagues | **E** |  |
| Achieve high Progress 8 scores with all groups of pupils. | **E** |  |
| Support the school ethos of high standards of behaviour for learning. | **E** |  |
| Work constructively as part of a team. | **E** |  |
| Develop positive relationships with pupils and staff, parents/carers and other stakeholders. | **E** |  |
| Deal sensitively with people and resolve conflicts. | **E** |  |
| Work independently and show initiative. | **E** |  |
| Teach PE or other Performing Arts related subjects. | **E** |  |
| Recognise potential impact of government initiatives in relation to education and potential impact on school. |  | **D** |
| Reflect and improve at a whole school level. |  | **D** |
| Teach other National Curriculum subjects, e.g. Dance |  | **D** |
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| **Personal Qualities:** |  |  |
| A genuine commitment to inclusive comprehensive education. | **E** |  |
| Pupil-centred educational principles rooted in a willingness to continuously improve learning and teaching across the school. | **E** |  |
| A growth mind-set and commitment to life-long learning. | **E** |  |
| An ability to articulate a vision. | **E** |  |
| Exemplary attendance. | **E** |  |
| High profile with pupils, parents/carers, staff and other stakeholders. | **E** |  |
| An effective team member. | **E** |  |
| Ability to motivate and inspire staff and pupils. | **E** |  |
| Demonstrate impact and presence. | **E** |  |
| Be able to initiate ideas, set own targets and meet own and other people’s deadlines. | **E** |  |
| Strong interpersonal skills with all. | **E** |  |
| Willingness to take a full part in the life of the school. | **E** |  |
| Well-developed communication skills. | **E** |  |
| Problem solving ability. | **E** |  |
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| **Application:** |  |  |
| Readability and evidence of care. | **E** |  |
| Specific application to the school, its philosophy and values. | **E** |  |
| Originality. | **E** |  |