



The Queen Katherine School



Information for Candidates

Teacher of Dance

January 2019



MULTI
ACADEMY
TRUST





The Queen Katherine School

The Queen Katherine School is an exciting and vibrant school where students from ages 11-18 are supported to reach their full potential academically and develop their personal and social skills at the same time. Our aim is to develop the whole child.

The school is a strong community, built on excellent relationships. Staff and students enjoy a high degree of trust and there is a genuine warmth and support in the school. Our students like to learn, and this is reflected in our success at GCSE and A Level. In 2017, our positive Progress 8 score placed us top in the local area and our A Level results are consistently in the top few percent nationally. These results are reflected in the destinations of sixth formers: last summer 80% of our students went onto degree courses – 61% to the top 30 institutions with five to Oxford or Cambridge.

In order to ensure that we have the best possible teaching at QKS we have an extensive programme of CPD centred on our Teaching and Learning Communities which meet on alternate Wednesday afternoons. These are led by staff from across the school and focus on key areas of school improvement and have been instrumental in our improving exam trend.

The pastoral system is based on a Year Group structure, each team led by a non-teaching Head of Year. We believe Heads of Year and Form Tutors are key players in monitoring and raising achievement and are the first point of contact for parents. Tutors and Heads of Year stay with their groups for the full 5 years and, as a result, are able to build positive and strong relationships with both students and their families.

Provision for out of school enrichment activities is tremendous at QKS. Music, Drama, Dance, PE and Art thrive. Our annual school musical and annual Dance Evening is performed at the local Brewery Arts Centre and often involves 150+ students. In addition, there are many smaller scale productions performed in the drama studios. Students are consistently successful in auditioning for regional and national dance companies. There are frequent concerts involving choir, wind band, orchestra and contemporary bands – all musical tastes are catered for. Our PE department is involved in sport at local, county and national level and we have excellent links with the nearby Kendal Rugby Club and make regular use of their facilities. This summer will see the complete replacement of our all-weather pitch using a quarter of a million pounds of funding raised by the school.

We are also a Duke of Edinburgh Champion School with every student being supported to complete their DofE Bronze award in Year 9 and significant numbers continuing to achieve their Silver and Gold Awards. There are an average of 55 extra-curricular activities and clubs at QKS each year meaning that every student has the opportunity to pursue their interests and develop new ones.

We are committed to continual improvement in a supportive and friendly atmosphere. Everything we do is based around our core values and expectations and being Proud to Belong to The Queen Katherine School.

I hope that what you read here and on our website, will encourage you to want to become a part of our community and I look forward to receiving your application. If you require any further information, or to arrange a tour of the school, please contact HR on 01539 743909.

Jon Hayes
Headteacher



The Performing Arts Department

The Performing Arts Department was formed by the amalgamation of very successful Drama and Music departments and Dance was introduced into the curriculum as a discrete subject .

Music is housed in a state of the art facility and taught to all students in Years 7 and 8. Students can choose in Year 9 GCSE Music at KS4 and A Level Music at KS5.

Drama is taught to all students in Years 7 and 8, and students can choose in Year 9, GCSE Drama at KS4 and A Level Drama and Theatre Studies at KS5.

Dance is taught to all students in Year 7. Students can choose in Year 9 GCSE Dance at KS4 and there is the potential to develop it into KS5. All subject areas have achieved considerable success in public examination results.

We have very good links with the Kendal Brewery Arts Centre and the Brewery's Dance Development team.

We consistently have students who successfully audition for Cumbria Youth Dance.

We are looking for a Teacher of Dance who has vision and would relish the opportunity to help develop Dance within the school.

The Performing Arts Department offers a wide and varied range of extra-curricular activities and has a reputation for producing high quality drama and music events. We have a separate Dance studio to allow the teaching of Dance to take place in a dedicated space.

Expectations

- To help Dance become an established subject throughout Key Stage 3.
- To teach GCSE Dance.
- To look at developing extra-curricular Dance.
- To further the links between the Performing Arts Department and the Brewery Arts Centre's Dance Development team.
- To work as part of the Performing Arts team on a number of joint events such as a Performing Arts Festival, an annual Arts Evening and the school's annual musical production.
- This is a vibrant department and we are looking to improve on an already established reputation for high quality performing arts work.
- We are also looking to explore ways in which we can enhance and extend the curriculum already on offer and would welcome applications from people willing to join us in this adventure.

The Post

The person appointed would be a qualified teacher of Dance at secondary level, who is enthusiastic, dynamic and able to teach across the full age and ability range. A commitment to extra-curricular activities and ability to work well as part of a team are essential attributes.

Teacher of Dance

Job Description

Context

All Teaching Staff are expected to meet and demonstrate the relevant National Standards for Teachers available at:

<https://www.gov.uk/government/publications/teachers-standards>

MPR teachers are expected to contribute towards the creation of departmental schemes of work and assessment methodologies from the end of their NQT year (with some experience of doing this within the NQT year)

UPS teachers “play a critical role in the life of the School. They provide a role model for teaching and learning, make a distinctive contribution to the raising of student standards and contribute effectively to the work of the wider team” (STPCD)

UPS 1 and 2 teachers must be approaching the above description and must “grow professionally by developing their teaching expertise post-threshold” (STPCD)

UPS teachers are expected to fulfil the above description within their department.

In particular, UPS teachers are expected to lead the development of schemes of work and methods of assessment.

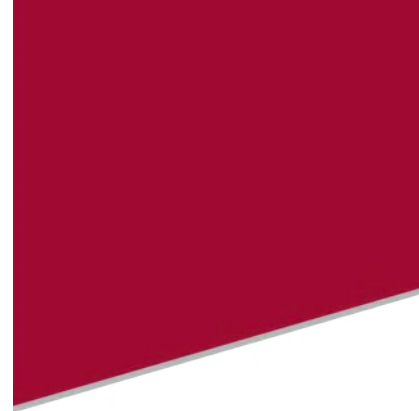
Purpose

To deliver the highest quality of Teaching & Learning through being an effective teacher who challenges and supports all students to achieve their best by:

- Inspiring trust and confidence in students and colleagues
- Building team commitment amongst students and colleagues
- Engaging and motivating students
- Analytic thinking
- Taking positive action to improve the quality of students’ learning
- Demonstrates pride in belonging to The Queen Katherine School

Teacher of Dance

Job Description



Main Duties

1. To maintain a thorough and up-to-date knowledge of the teaching of your subject(s) and to take account of wider educational developments relevant to your work
2. To plan lessons and sequences of lessons to meet the individual, personal and academic developmental needs of students and so build their capacity as independent learners
3. To undertake an appropriate teaching timetable, within the Performing Arts Department and to provide cover for absent colleagues
4. To use and analyse information based upon prior attainment data and benchmark examination performance data to establish and set expectations, targets and action plans for students in your teaching
5. To assess, monitor and record progress of students in your teaching groups; giving them constructive feedback and advice
6. To enable students to achieve relative to their prior attainment and to make progress as good or better than similar students nationally
7. To communicate and discuss students' progress with parents and, where appropriate, to communicate and co-operate with persons or bodies outside the school
8. To take responsibility for your own professional development within the context of the School's Continuing Professional Development policy, and use the outcomes to improve your teaching and your students' learning
9. To take account in all aspects of your work on the Every Child Matters agenda
10. To ensure the effective and efficient deployment of classroom support
11. To maintain high standards of display and care of furniture and fittings in teaching rooms, offices, prep rooms and changing rooms where applicable
12. To alert appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
13. To use a range of appropriate strategies and follow school policies for teaching, behaviour and classroom-management

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Departmental and School Wide Duties

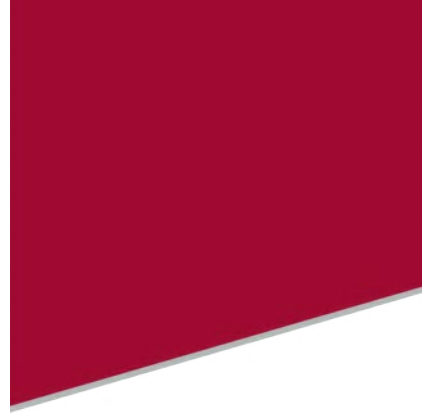
1. To co-operate with colleagues to ensure a sharing and effective use of resources to benefit the school, department and students and inform the process of ordering and allocation of equipment and materials by assisting the team leader(s) in resource management
2. To take an active part in discussion and decision-making processes in the department
3. Take responsibility for such departmental administration and other tasks as are negotiated through the established departmental procedure
4. Contribute to the development of Schemes of Work, teaching resources and assessment programmes
5. To take part in marketing and liaison activities, such as Open Evenings, Parents' Evenings, review days and liaison events with partner schools, and to contribute to the development of effective subject links with external agencies
6. To follow agreed policies for communications in the school
7. To engage actively in the school's appraisal process
8. To make an active contribution to the development of the school's policies, including team development plans and the overall School Improvement Plan
9. To contribute to the process of School Self-Evaluation as it relates to School Improvement and Ofsted requirements, taking full account of quality standards and performance criteria
10. Promote good relationships with parents
11. Promote, deliver and plan extra-curricular activities where applicable

School Ethos and Values

1. To conduct oneself in a manner befitting a teacher at all times, ensuring behaviours that display positivity to others
2. To make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and students of the school
3. Promote the health, welfare and emotional well-being of all students
4. Promote equality of opportunity for all students and staff

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Other Duties

1. To support the achievement of the school's objectives by working proactively with colleagues on projects or activities outside direct area of responsibility as required
2. To follow the school's ICT policy for safe use of ICT
3. To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies
4. To comply with legislation, policies and procedures relating to confidentiality and data protection, reporting any concerns to the appropriate person
5. To work in compliance with the Codes of Conduct, Regulations and policies of the school and its commitment to equal opportunities
6. To comply with the school's Health & Safety policy and statutory requirements as detailed in the Health & Safety at Work manual
7. To undertake any other duties not detailed above as specified in the School Teachers' Pay and Conditions document.

This is not an exhaustive list of duties; they may be varied from time to time without changing the general character of the job or the level of responsibility. A high degree of flexibility and adaptability is an important element of this role.

This is a description of the role as it is now. We periodically examine employees' job descriptions and update them to ensure that they reflect the job as it is then being performed, or to incorporate any changes being proposed. We aim to reach agreement on reasonable changes, but if agreement is not possible, we reserve the right to insist on changes to your job description after consultation with you.

How to

Please complete the QKS application form. A supplementary letter of application not exceeding two sides of A4 should accompany your completed application form. Your letter should briefly explain how your educational philosophy and experience influence your own teaching.

Candidates will be shortlisted and appointed solely on the extent to which they meet the requirements set out in the person specification.

If you would like to speak to a senior member of staff about the role, please contact:
Tracy Houlden, HR Manager - details below

Please note that only the candidates invited for interview will be contacted. If you do not hear from us and would like feedback, please contact the HR Manager on the number below.

Please apply via our website: www.queenkatherine.org

Closing date: 9 am on Friday, 23 November 2018

Interviews: Week beginning w/b 26 November 2018

Start date on Monday, 7 January 2019

For further information, please contact:

Tracy Houlden
HR Manager
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