



TEACHER OF DANCE & DRAMA

City of Derby Academy Full Time Permanent

QEGSMAT is seeking to appoint an enthusiastic and experienced person to work alongside a dedicated team of staff, working with students with social, behavioural and additional needs.

The role combines the mentoring of students alongside the delivery of in class support and delivery vocational and life skills. The ability to offer practical qualifications or experience would be an advantage.

QEGSMAT is a newly formed Multi Academy Trust. The Trust's vision is to 'Question, Explore; Give; Succeed' and our exceptional staff, strong leadership, motivated children and young people, as well as excellent facilities, provide the successful formula for this.

We offer candidates:

- Support, mentoring and professional learning appropriate to the post.
- A forward looking, hardworking and enthusiastic team of staff with the desire and skills to improve outcomes.
- A location which has excellent transport and enjoys state of the art resources.

You will be working with a team committed to embedding excellence in everything we do.

QEGSMAT is committed to promoting equality, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community. We are committed to the protection of children and vulnerable adults. Appointment is subject to a clear DBS check to an enhanced level.

If you would like to be part of this exciting new project, please visit www.qegsmat.com where you will also find the job description and application forms. Alternately, you can contact us at hr@qegsmat.com.

Closing date for applications: 21st May 2018 Noon

Interview date: 23rd/24th/25th May 2018

Salary: Main/Upper Pay Scale

Start date: As soon as possible



JOB DESCRIPTION

Post title:	Teacher of Dance and Drama
Reporting to:	Curriculum Leader / SLT
Scale:	Main/ Upper Pay Scale
Disclosure Level:	Enhanced

CORE DUTIES

A teacher must:

Set high expectations which inspire, motivate and challenge students:

- establish a safe and stimulating environment for students, rooted in mutual respect;
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

Promote good progress and outcomes by students:

- be accountable for students' attainment, progress and outcomes;
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these;
- guide students to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching;
- encourage students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge:

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;

Plan and teach well - structured lessons:

- impart knowledge and 'develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all students:

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development;
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure students' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback;
- monitor and support the overall progress and development of students as a form tutor.

Manage behaviour effectively to ensure a good and safe learning environment:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities:

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development and Performance Management, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to students' achievements and well-being;
- follow the school's Quality Assurance procedures;
- maintain appropriate records and registers - providing relevant and up-to-date information when appropriate;
- complete the relevant documentation to assist in the tracking of students – using this information to inform teaching and learning;
- take part in school Parents' Evenings, Open Days/evenings, celebrations and rewards events;
- deliver form tutor challenges/activities during form times;
- carry out duties as shown on the staff Duty Rota;
- comply with the school's health and safety policy and undertake risk assessments as appropriate.

Personal and professional conduct:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Person Specification – Teacher of Dance and Drama

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> Honours Degree PGCE (or equivalent) GCSE Maths and English C or equivalent 	<ul style="list-style-type: none"> Evidence of relevant and ongoing CPD 	Certificates
Knowledge	<ul style="list-style-type: none"> Subject and curriculum knowledge Planning for students across the ability range, and for those with SEND/EAL Using formative and summative assessment to improve student outcomes Effective behaviour management strategies 	<ul style="list-style-type: none"> New GCSE Specifications Knowledge of current issues and recent developments in the curriculum area 	Application form Interview Observation
Experience	<ul style="list-style-type: none"> Mainstream teaching 11-16 Teaching across the ability range Teaching examination classes 	<ul style="list-style-type: none"> Experience of a pastoral / form tutor role. GCSE examiner experience 	Application form Interview
Skills & Qualities	<ul style="list-style-type: none"> Interpersonal Negotiating Communication (Oral & Written) Delegation Team Work Self-Motivation Flexible Organisation & Planning Creativity & Problem Solving Reflective 		Application form Interview