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| Trinity Academy HalifaxJob Description | C:\Documents and Settings\User\Local Settings\Temporary Internet Files\Content.IE5\U66RYTKW\New%20logo[1].jpg |

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| **Post Title:** | | Performing Arts Teacher | |
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| **Salary:** | | MPR/UPR | |
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| **Core Purpose:** | | 1. *To support the work of the curriculum leadership team to implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, supporting the curriculum area, in accordance with the aims and objectives of the academy.* 2. *To contribute to raising standards of attainment and achievement by monitoring and supporting student progress, and developing students as a teacher and tutor.* 3. *To facilitate and encourage a learning experience which provides opportunities for students to achieve their potential.* 4. *To share and support the academy’s responsibility to provide and monitor opportunities for personal and academic growth and success.* | |
| **Reporting to** | | Subject Leader (Performing Arts) | |
| **Liaising with** | | Subject Leader (Performing Arts), SPL Music, The T&L Team, teaching and non-teaching colleagues, Phase Leaders, support staff and other relevant staff with cross-academy responsibilities, partner schools, other academy partners and parents. | |
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| **Learning and Teaching** | | * To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area (CA) * To contribute to the CA’s improvement plan and its implementation * To undertake a designated programme of teaching and to plan and prepare courses and lessons * To contribute to the whole academy’s planning activities * To participate in ‘spotlights’ and other learning evaluation strategies in accordance with academy policy * Implementing academy policies relevant to teaching and learning, including behaviour, homework and assessment. | |
| **Teaching** | | * To teach students according to their educational needs, including the setting and marking of work to be carried out by the students in the academy and elsewhere * To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required | |
| **Curriculum** | | * To assist in the process of curriculum development and improvement planning * To support, change and develop the curriculum to ensure the continued relevance to the needs of students, examining and awarding bodies and the academy’s aims and objectives * To assist the Subject Leader (Performing Arts) and SPL to ensure that the curriculum area provides a range of teaching that complements the academy’s strategic objectives * To support the academy’s extra-curricular offer, which includes; annual production showcases, trips and events. | |
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| **Quality Assurance** | | * To help to implement academy quality assurance procedures and to adhere to those * To contribute to the process of monitoring and evaluation of the curriculum area, in line with agreed academy procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required * To review from time to time methods of teaching and programmes of work * To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. | |
| **Assessment** | | * To maintain appropriate records and to provide relevant accurate and up-to-date information for the academy’s MIS * To complete the relevant documentation to assist in the tracking of students * To track student progress and use information to inform learning and teaching * To mark, grade and give written/verbal and diagnostic feedback as required * To undertake assessment of students as requested by external examination bodies, departmental and academy procedures * To support the establishment of a robust target-setting process within the curriculum area * Where appropriate, provide all relevant bodies with robust information relating to student performance and assessment. | |
| **Communication** | | * To ensure that all members of the CA are familiar with its aims and objectives. * To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders. * To work with partner schools and liaise with Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies. * To represent the CA’s views and interests in a professional manner. | |
| **Personal Development** | | * To engage actively in performance management review(s) * To participate in the academy’s ITT programme where appropriate * To take part in the academy’s staff development programme by participating in arrangements for further training and professional development * To continue personal development in the relevant areas including subject knowledge and teaching methods * To work as a member of the curriculum team and contribute positively to effective working relations within the academy * To participate in the interview process for teaching posts when required and to support the induction processes for new staff within the team. | |
| **Communication** | | * To communicate effectively with the parents of students, as appropriate * Where appropriate, to communicate, and represent the views, of the academy, in a professional manner * To follow agreed policies for communications in the academy * To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings and liaison events with partner institutions * To contribute to the development of effective subject links with external agencies. | |
| **Management Resources** | | * To assist the Subject Leader (Performing Arts) to identify resource needs and to contribute to the efficient/effective use of physical resources * To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, curriculum area and the students * To look after academy equipment and resources allocated to the teacher and the teacher’s teaching area (classroom/workshop/lab etc). | |
| **Pastoral System and Safeguarding** | | * To evaluate and monitor the progress of students and keep up-to-date student records as may be required * To contribute to the preparation of education plans, progress files and other reports * To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved * To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff * To contribute to Curriculum for Life and enterprise activities according to academy policy * To be a Form Tutor to an assigned group of students * To promote the general progress and well-being of individual students and of the Form Tutor group as a whole * To liaise with College Managers and Curriculum Leaders to ensure the implementation of the academy’s Pastoral System * To register students accurately, accompany them to assemblies and supervise them in assembly, encourage their full attendance at all lessons and their participation in other aspects of academy life. | |

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| |  | | --- | | **Other Specific Duties**  All teachers are expected to meet the Teachers Standards, and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. |  |  | | --- | | Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description.  This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. | |
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| **PPERSON SPECIFICATION** | | |
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| **Job Title: Performing Arts Teacher** | | |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * Education to degree level or equivalent * QTS and GTC registered * An excellent track record of recent, relevant professional development * Accountability for the performance of a significant cohort of young people * Evidence of good/outstanding classroom practice | * Innovative use of resources * Working with young people * Links with theatre companies and practitioners |
| **Knowledge & Understanding** | * The principles and characteristics of effective academies * Innovative approaches to working with students, parents, staff and the local community * The principles and practices of strategic and operational planning and delivery * Effective review and evaluation procedures * The application of ICT to effective management | * Different methods of consulting with stakeholders * Community/voluntary/parent/partner agency links * Strategies for ensuring equal opportunities for staff, students and other stakeholders |
| **Leadership & Management** | * Work effectively with a leader and as a member of a team * Prioritise, plan and organise * Set high standards and provide a role model for students * Deal sensitively with people and resolve conflicts * Seek advice and support when necessary * Prioritise and manage own time effectively * A commitment to an open and collaborative style of management | * Liaise effectively with other organisations and agencies |
| **Communication Skills** | * Communicate the vision of the academy in relation to the development of the local community * Negotiate and consult fairly and effectively * Build relationships with key stakeholders * Ability to communicate to a range of audiences. * Communicate effectively | * Develop, maintain and use an effective network of contacts |
| **Decision Making Skills** | * Make decisions based on analysis, interpretation and understanding of relevant data and information * Demonstrate good judgement | * Think creatively and imaginatively to anticipate, identify and solve problems |
| **Personal Qualities** | * A commitment to inclusive education * Evident enjoyment in working with young people and their families * Empathy in relation to the needs of the academy and the local community * Ability to inspire confidence in staff, students, parents and others * Adaptability to changing circumstances/new ideas * Reliability, integrity and stamina * Personal impact and presence * Work under pressure and to deadlines | * Vision, imagination and creativity * A commitment to professional development |