



Hautlieu School – Job Description

Head of Performing Arts (Drama, Drama and Theatre, Dance) (SA3)

September 2019 onwards

Job Purpose

The prime responsibility of the post of Head of Performing Arts is to lead and co-ordinate high quality teaching and learning to ensure every student's potential is maximised. Whole School leadership, innovation and vision are required to further develop the school into a centre of excellence in Performing Arts teaching. The Performing Arts Department currently offers CIE GCSE Drama, AQA AS and A-Level Drama and Theatre, AQA, AS and A-Level Dance. Candidates must be able to offer Drama and Drama and Theatre courses as a minimum although the ability to offer Dance would be preferable. The school has in the past offered the IB Diploma Theatre Arts course and whilst this subject is not part of the current IB Diploma offer all courses are reviewed on the basis of student interest, staffing requirements and timetabling capability.

1. Principal Accountabilities

- The Head of Performing Arts will provide professional leadership, advice or guidance for all whole school assemblies, presentations and performances.
- The Head of Performing Arts will manage the Technician Support Team and Student Technical Crew.
- The Head of Performing Arts will lead devise, manage & deliver an annual diary of Performing Arts events including the annual school production delivered in December.
- The Head of Performing Arts will liaise with the teachers of Music, Media and Photography to lead the development of performing arts within the Performance Technology faculty.
- The Head of Performing Arts will lead and monitor the quality of learning and teaching in the Department to ensure learning is of a consistently high standard.

In addition to the duties and responsibilities contained in the 'teachers task' (Appendix 1), the further specific duties apply to this post:

2. Principal Teaching Responsibilities

- 2.1. Lead and monitor learning within the Department to ensure a personalised and differentiated approach to enhance the progress of each student.
- 2.2. Lead, implement and review the annual self evaluation of the department and contribute to external reviews of Performing Arts or the whole school.
- 2.3. Keep fully abreast of all subject developments offered by the department. Undergo appropriate advanced training to support this developing role.
- 2.4. Monitor curriculum provision & development within the Department and advise the Head of Faculty and/or Deputy Headteacher (Curriculum and Staffing) accordingly.
- 2.5. Convert school strategy through the production and monitoring of an annual Department Development plan and contribute to the Faculty Development plan.
- 2.6. Create, monitor and review Schemes of Learning for the Department.
- 2.7. Lead, monitor and review the implementation of school policies within the Department
- 2.8. Innovate and lead curriculum initiatives to improve learning.

- 2.9. Ensure student attainment, progress and pace of learning are tracked. Ensure systems are in place for regularly reviewing tracking data. Use tracking data to enhance the learning and teaching students receive. Use tracking data to set individual student targets and class targets.
- 2.10. Ensure examination preparation and entries for students are accurate and within the school's deadlines.
- 2.11. Monitor and manage all Department contributions to written reviews, reports and references for students as appropriate.
- 2.12. Advise new students and parents on the suitability of courses and co-ordinate the transition between GCSE, AS, A2 Level, IB and beyond.
- 2.13. Establish and maintain links with partner schools, and develop active partnerships with local businesses and other educational institutions to enhance the opportunities available to students.
- 2.14. Ensure there is a full programme of enrichment in the curriculum and via extra curricular activities to provide opportunities for students and staff to develop and improve skills and enjoyment within Drama and Performing Arts.
- 2.15. Facilitate, along with the school Gifted and Talented Coordinator, a comprehensive and engaging Gifted and Talented programme. Lead the organisation of master classes for appropriate Drama and Performing Arts students.
- 2.16. Using professional expertise, take a full and active role in whole faculty events, to ensure a high quality delivery.

3. Evaluation of Learning

- 3.1. Carry out staff Performance Review and appraisals in line with school, Education Department or Government of Jersey policies.
- 3.2. Ensure teaching and learning is regularly reviewed via the Lesson Observation Policy, learning walks, mark book reviews, student work reviews and other means.
- 3.3. Advise the SLG member responsible for INSET on the training needs of those within the Department team.
- 3.4. Monitor and review the training programmes of teachers to ensure INSET and CPD is fit for purpose.

4. Departmental Administration

- 4.1. Monitor and review budgetary and resource management within the Department to ensure good practice and value for money.
- 4.2. Lead and develop throughout the Department an approach to Health and Safety in line with the current best practice and keep the safe well-being of staff and students a high priority.
- 4.3. Manage the efficient use and provision of Department facilities to promote learning.
- 4.4. Ensure displays within classrooms and Department areas are well presented, relevant and contemporary.
- 4.5. In consultation with the Deputy Head, be proactive in the promotion of the Department internally and externally through frequent media releases, use of the website (VLE) and school newsletter and internal announcements.

5. Departmental Communication

- 5.1. Attend, contribute to and lead items at Faculty meetings and Heads of Department meetings to ensure effective flow of information to and from the Department.
- 5.2. Ensure an effective flow of communication between members of the Department team and also from and to other teams in the school.
- 5.3. Contribute to the school assembly programme by ensuring a minimum of one Department assembly per academic year.
- 5.4. Attend appropriate INSET training on new or developing courses where relevant
- 5.5. Promote the very best professional characteristics across the school by leading through example and having high expectations of staff and students.
- 5.6. Create excellent student-teacher relationships through engaging approaches to learning but have in place robust strategies to support students in their approach to learning.

6. Whole School Responsibilities

- 6.1. Be a member of the initial planning meeting of each school event, lead the event production team, to include the managing of technical support, to ensure each event reflects the high standards of the school
- 6.2. Ensure that all students and staff involved in School presentations, performances and assemblies receive training to ensure the highest standard in presentation skills. For example: vocal projection, and, where appropriate, microphone and camera techniques.
- 6.3. Provide a system of quality control, through professional input and support, for the organisers of all presentations, assemblies and performances and those linked to examination assessment pieces. These will include, but are not limited to:
 - 14+ & 16+ Presentations
 - Year 11 GCSE Presentation
 - Year 13 Leavers Ceremony
 - The Carol Service
 - Staged productions (inc. an annual school production)
 - The annual school production in December
 - Jersey Eisteddfod
 - Old Folk's Party
 - Performances in the local community
 - Performances / workshops in other schools
 - Workshops within school

7. Other

- 7.1. Carry out the duties described in the Teachers Task. (Appendix 1)
- 7.2. The Department for Education, Sport and Culture is committed to safeguarding and promoting the welfare of children and young people and requires all Teachers to share this commitment.
- 7.3. Undertake any other tasks as may be reasonably requested by the Head Teacher.

Head of Performing Arts
(SA3)

Person Specification

Qualification / Experience Required

- A good Honours Degree in an appropriate Drama, Theatre, Performance, Dance or related subject
- PGCE in Secondary Education and QTS
- 2 years experience as a teacher of Drama, Theatre, Performance or Dance
- Proven examination success at GCSE and Advanced Level
- Can demonstrate a good understanding of Performance Technology – in particular lighting, sound and stage management
- Experience and expertise of supporting teachers in all areas of Performance
- Experience of managing large whole school events
- A good understanding of the role ICT has in enhancing learning in Performance

Specific Skills

- The ability to deal with the immediate whilst focusing on the future
- Energy, vision and enthusiasm to lead the school in this area
- Self starter with a significant personal drive
- High level presentational skills, in addressing students and parents
- Excellent teaching skills
- Proven organisational and communication skills.
- The ability to work hard under pressure, prioritise and meet deadlines
- Strong leadership skills
- The ability to manage and motivate a large team
- The willingness to work cooperatively within the Performance Technology Faculty to provide multi-media productions

Personal Attributes

- Commitment to provide students with an education of the highest standard
- Willingness to be involved in staff teams across the school
- Awareness and understanding of the nature and needs of a selective school
- Willingness to organise and contribute to extra-curricular activities and educational visits
- The ability to communicate the school's vision in this curriculum area and to introduce strategies to make it a reality
- Posses a broad vision to promote the school within the community through Performance
- Have a keen interest in Drama and Performance beyond the school
- Be able to energise, motivate and enthuse others.

Appendix 1:

The Teacher's Task

The DfESC and the representatives of the Teacher's Unions have agreed the following statement of the Teacher's Task in order to define more clearly the nature of teachers' employment. It is their view that in this important work of educating Jersey's children it is imperative that both teachers and Headteachers recognise the duty they owe to those children and the community. To this end the teacher is expected to maintain a professional commitment to their task and the Headteacher is pledged to a responsible and humane interpretation of this agreement.

The following provides a definition of the Teachers' Task:

1. Teach effectively to meet the needs of all pupils and to ensure discipline and safety within the school community.
2. The Department for Education, Sport and Culture is committed to safeguarding and promoting the welfare of children and young people and requires all Teachers to share this commitment
3. Plan, prepare, evaluate and modify as necessary personal teaching methods, work programmes and teaching materials in accordance with the DfESC curricular policies and school schemes and standards.
4. Mark and maintain records of pupils' work in accordance with DfESC and school policies.
5. Promote the general progress and welfare of pupils in classes or groups or individually as part of the school's pastoral and counselling arrangements.
6. Assess and record pupils' personal and social needs, development, progress and attainment.
7. Provide or contribute to oral or written assessments and report on individual pupils and groups; consult and inform parents, co-operate with appropriate outside agencies in accordance with DfESC and school policies.
8. Contribute to and participate in corporate planning, self evaluation, in-service training and professional development in assigned areas of the curriculum and pastoral arrangements; participate in related staff meetings and school events.
9. Advise colleagues, co-operate with them on teaching programmes, methods, equipment and materials within assigned areas of the curriculum ensuring that appropriate administrative tasks are undertaken.
10. Contribute and participate in the school's pastoral, tutorial and guidance arrangements and undertake an appropriate share of the organisation and conduct of parental consultation and staff meetings.
11. Contribute as required to the appointment, induction, professional development and assessment of junior colleagues, including new entrants to teaching.

12. Accept an appropriate share of the administrative and organisational tasks within the school, including providing support for teachers, undertaking additional curriculum or pastoral responsibilities or holding senior posts.
13. Ensure the safety and good order of pupils by carrying out an appropriate share of supervisions whenever pupils are authorised to be on school premises or elsewhere when the school is in session.
14. Undertaking an appropriate share of all collective responsibilities including substitution for an absent colleague subject to guaranteed non-teaching time.
15. Supervise support staff as required.
16. Order and allocate appropriate equipment and materials in accordance with DfESC and school policies and schemes.
17. Co-operate as required with teachers in other schools and colleges on curricular, pastoral and administrative matters.