

Job title:	Creative Arts Teacher (music, drama, dance)
Location:	Sutherland House School
Grading:	Subject Teacher
Reporting To:	Line Manager/Deputy Headteacher
Responsible for:	Creative Arts/Line Manager Responsibilities
Salary: SEN Point dependent	M1-M6 dependent on experience (£31,650-£43,607) (£2,679)

Part-time options may be considered

Main Purpose of Job:

The subject Teacher will take responsibility for the subject implementation and teaching of Creative Arts across the school to ensure:

- Expectations set out in the Teachers' Standards are met and always followed.
- The quality of teaching is delivered at a high standard and to ensures positive outcomes for all pupils
- Effective use of resources for each pupil with appropriate levels of stretch and challenge
- Improved standards of learning and achievement for all through innovative and person-centred practice.

Delivery of lessons to SEND pupils with a diagnosis of autism across the school (drama, music)

Duties and Responsibilities

- Promote the subject, its importance, and the value that it brings across the school.
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement.
- Produce a subject action plan to drive developments and secure positive outcomes.
- Promote pupils' spiritual, moral, social, cultural, physical and mental development

alongside British values in the teaching of the subject.

- Communicate with required parties on subject progress across the school when requested by SLT.
- Promote the school's values, visions and aims within the delivery of this subject.
- Promote careers education through the subject and ensure that teaching and learning illustrates how the subject might lead to career opportunities.
- Support colleague across the school with planning and delivering in your subject area to ensure consistently high standards are met.
- Work with SLT, Governors and Trustees to raise standards in line with the quality of education in the School Development plan.
- To oversee progress data and provide reports as and when requested for Creative Arts.

Creative Arts Curriculum

- Develop and review regularly the vision, aims and purpose for the subject area.
- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress.
- Ensure the planned curriculum is effectively and consistently implemented across the school.
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning.
- Have an overarching responsibility for pupils' achievement and standards in the subject area.
- Identify and implement appropriate interventions to ensure pupils are achieving expected outcomes.
- To ensure relevant qualification pathways are provided for KS4 & KS5 pupils.

Leading and Managing Staff

- Provide support to staff regarding teaching and learning, resources, and planning in the subject area.

- Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school.

- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area.

- Coach and model team teaching.

- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises.

- Fulfil line management duties as specified in the line management structure.

Teaching

- Plan, prepare and teach well-structured lessons to assigned classes and develop appropriate resources for this learning.

- Teach individuals or groups of pupils within, or outside of, the classroom.

- Adapt teaching methods to meet the individual needs of pupils and apply differentiated learning.

- Use special equipment and facilities, such as smart boards, audio-visual materials and computers appropriately.

- Collaborate with subject specific teachers to plan, deliver defined appropriate activities for the pupils and assess across the curriculum.

- Contribute to the organisation of learning outside the classroom in activities such as community visits, school outings or sporting events.

- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment.

- Contribute to statutory annual reviews or other related meetings, including involvement in reviewing education, health and care plans (EHCP).

- Set high expectations which inspire, motivate and challenge pupils.

- Ensure good progress and outcomes by pupils.

- To analyse progress data and implement appropriate interventions.
- Demonstrate good subject and curriculum knowledge and take part in continuous professional development.
- To ensure good autism practice is embedded in all classroom activities and is constantly reviewed.
- To coordinate the work of support staff within learning activities.

Whole-school organisation, Strategy and Development

- Have an up-to-date knowledge and adhere to school and AEM policies and guidelines always.
- Contribute to the development, implementation, and evaluation of the school's policies, practices, and procedures, to support the school's values and vision.
- Make a positive contribution to the wider life and ethos of the school.
- Provide cover in unforeseen circumstances

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role and under direction of the Senior Leadership Team.

Person Specification – Independent Living Teacher

Personal Skills / Characteristics	Criteria	Method of Assessing
<p><u>1. Experience</u></p> <p>1.1 · Successful experience of teaching Creative Arts</p> <p>1.2 · Teaching experience in SEN setting is desirable but not essential.</p> <p>1.3 · Experience of teaching across a range of Key Stages is desirable but not essential.</p>	<p>E</p> <p>D</p> <p>D</p>	<p>AF/I/S</p>
<p><u>2. Qualifications and Training</u></p> <p>2.1 Qualified teacher status.</p> <p>2.2 Relevant Degree in Creative Arts either dance, music or drama</p> <p>2.3 Understanding of delivery of a linked accreditation e.g. Arts Award</p>	<p>E</p> <p>E</p> <p>E</p>	<p>Q/AF/S</p>
<p><u>3. Special Skills and Knowledge</u></p> <p>3.1 ·A secure and sound knowledge of the National Curriculum, particularly the required curriculum area.</p> <p>3.2 · Understanding of high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve.</p> <p>3.3 · Ability to build effective working relationships with staff and other stakeholders.</p> <p>3.4 Ability to adapt teaching to meet pupils' needs.</p> <p>3.5 · Ability to build effective working relationships with pupils.</p> <p>3.6 · An exceptional knowledge of guidance and requirements around safeguarding children.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AF/I/S</p>

3.7 · Good IT skills.	E	
3.8 · Effective communication and interpersonal skills.	D	
3.9 · Ability to communicate a vision and inspire others.	D	
3.10 Knowledge of good autism practice is desirable (full training provider)	D	
3.11 Knowledge of qualification routes in subject area.	E	
4. Skills/Qualities and Attributes		
4.1 · A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.	E	AF/I/S
4.2 · High expectations for pupil's attainment and progress.	E	
4.3 · Ability to work under pressure and prioritise effectively.	D	
4.4 · Commitment to always maintaining confidentiality.	E	
4.5 · Commitment to safeguarding and equality.	E	
4.6 · Self-motivated and resilient.	E	
4.7 · Demonstrate integrity, commitment, enthusiasm and loyalty.	E	
4.8 · Good organisational skills and the ability to meet deadlines.	E	
4.9 · Be adaptable and flexible as required.	E	

D = Desirable

E = Essential

The postholder will be required to undergo and obtain a satisfactory Enhanced Disclosure and Barring Services check.

Equality Act 2010

The ways in which a disabled person meets the criteria for a post must be assessed as they would be after any reasonable adjustments required had been made. If appropriate, disabled candidates should indicate on the application form if they have needs which should be considered at the short listing stage.

Short listing will solely be from the completed application form only, against the criteria marked “S”, therefore you **must** ensure these areas have been demonstrated on the application form. It is not sufficient to state, for example, “I have knowledge of domestic skills”. Please refer to ‘Guidance Notes – Employment Application Form’.

SHORT LISTING PANEL:

KEY:	AF = Application Form	Q = Qualification Certificate	Ac Assessment Centre	I = Interview	S = Short listing
1.		2.		3.	Interview Offered: YES <input type="checkbox"/> NO <input type="checkbox"/>