

Information Pack for

Head of Performing Arts



Hornsey
School for Girls

FORTIOR·QUO·PARATIOR
The Better Prepared the Stronger



Hornsey School for Girls

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Headteacher – Ms Kuljit Rahelu

www.hsg.haringey.sch.uk



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**For further information about the school please see our
website at www.hsg.haringey.sch.uk**

Headteacher's Welcome

Thank you for considering our school as your next career move. We are a unique provision in the borough of Haringey as the only Girls School in the borough. We are a community school and when you join us, that is what you become – part of a caring, aspirational community with supportive colleagues and awesome students at all levels.



Hornsey School for Girls lives and breathes its motto – ‘The better prepared the stronger’ We recognise that our students have limitless potential and our school will create, through its experiences and teaching, the next generation of leaders, innovators and social change. We know that in extremely competitive environments in the workplace as well as academically, preparation to succeed is critical. Academia is important to us – but not at the cost of the emotional wellbeing of our school community. For students this means we support their wellbeing every step of the way. We also value our staff team. We want all of our team to have a healthy work/life balance and have a confidential employee assistance programme in place.

The school is a 5 form entry comprehensive. Our standards and expectations are high of all – we are not the school for you if meeting expectations including above average outcomes for exam classes is not your priority. It absolutely is ours, and we manage this by giving you the tools and resources you need to enable this to happen. Our outcomes at Key stage 4 have consistently been above average since 2016. This is a trend we intend to keep and we can only do this by supporting and enhancing our greatest assets – our diverse staff and student body.

You join us knowing you join a ‘good’ school. This school is a dynamic and exciting learning environment with creative teaching and learning as the norm. Our students are bright, articulate and intellectually curious about the world we live in. They are committed to social justice and they are supported in this by a broad curriculum which allows them avenues to flourish, explore their passion and experience the diversity of the world around them. If this sounds like the kind of school you want

We look forward to receiving your application.

Kuljit Rahelu

Headteacher

Hornsey School for Girls

The Better Prepared the Stronger

Ethos

Our key priority is to ensure high achievement for every girl at Hornsey. Through high standards of teaching, our broad and balanced academic curriculum and our extensive opportunities we inspire every young woman to raise her expectations and to be ambitious to fulfil her potential. We foster a love of learning for all of our students and encourage creativity and innovation across the curriculum.



As an international school, Hornsey students are encouraged to participate in national and international issues with integrity and confidence. We believe that every student has an opportunity to have an impact in influencing the world around us and we nurture leadership qualities in all of our students.

Our safe and welcoming school ethos is conducive to effective learning enabling every student to thrive in a calm and purposeful atmosphere. We foster healthy relationships, resilience and collaboration between students in order to prepare them for their world of tomorrow as well as

Values

- 1. Have respect for all.** Treat everyone and everything around you with the highest respect.
- 2. Show kindness to everyone.** Celebrate everyone for who they are including their race, culture, ability, sexuality and individuality.
- 3. Give 100%.** Work hard in lessons and at home; give everything you do your absolute best at all times.

Work Life balance – reasons to work with us

Our school is committed to ensuring all employees have support and guidance to ensure their mental wellbeing and work life balance is healthy. Additionally the school offers:

- Enhanced PPA allocation in excess of STPCD
- Meeting schedules and timeframes shared at the start of the year to enable planning
- Directed time used to support CPE as well as operational management
- Welcomes flexible working applications and agree all those that meet the business needs of the school
- Centralised detention systems to reduce demands on middle leaders
- Staff consultation group to share ideas and hear staff views

JOB DESCRIPTION - Head of Performing Arts

Job Title: Head of Performing Arts	Salary range: MPS/UPS + TLR2B
Line managing (direct): Performing Arts Teachers	Reporting to: Assistant Headteacher
Job Purpose: ● Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the School Teachers' Pay & Conditions Document (STPCD) ● To meet the National Professional Teacher Standards ● To fulfil expectations of teachers with TLRs as outlined in The Education (STPC, No.2) Order 2005 ● To comply with Health and Safety at Work Legislation Re. TLR ' the teacher's duties include a significant responsibility that is not required of all classroom teachers and that- (a) is focused on teaching and learning; (b) requires the exercise of a teacher's professional skills and judgement; (c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum; (d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and (e) involves leading, developing and enhancing the teaching practice of other staff. All staff will be responsible to their Line Managers, the Headteacher and Senior Leadership Team of the school for ensuring the general good order and discipline of the school, and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims, and ethos of the school, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as inter-related.	
Core responsibilities (exact responsibilities to be agreed on appointment): In addition to professional duties required of all teachers, middle leaders holding a post of responsibility, will be expected to undertake the following duties for which they will receive a TLR:- Part A 1. Learning & Teaching; 1.1 to demonstrate high standards of teaching thereby impacting on the learning & achievement of students and, as such, to be a positive role model to other staff 1.2 to prioritise learning and teaching in keeping with the school's vision and the School Improvement Plan and to ensure that the cumulative Teacher Standards are maintained 1.3 to increase student attainment and progress within the subject area 1.4 to ensure that every student is given the opportunity and support to make progress 1.5 to ensure that the subject inputs into the Out of School Hours Learning (OoSHL) programme as part of its commitment to extended school opportunities 1.6 to be responsible for leading relevant and appropriate curriculum planning 1.7 to ensure that a variety of teaching styles and methods are used throughout the subject area and are explicit in Schemes of Learning. 1.8 to ensure the curriculum meets statutory requirements, supported by relevant schemes of learning, lesson plans and resources 1.9 to implement and monitor the application of the school's homework policy within the subject area 1.10 to be responsible for teaching approaches and pedagogy used within the subject's staff team 1.11 to be responsible for the development and selection of suitably differentiated materials for different student groupings, including 'more able students', gifted and talented students, students with LDD (Learning Difficulties and Disabilities) and students for whom English is an additional language 1.12 to monitor and support the overall progress and development of students within the subject area 1.13 to advise team members on Behaviour For Learning and classroom management strategies appropriate to the relevant subject and needs of students 1.14 to ensure the Behaviour Management Policy is successfully implemented in the subject area so that effective learning can take place both in classrooms and the subject area as a whole 1.15 to encourage and take responsibility for the learning environment by overseeing visual materials and classroom / school display 1.16 In liaison with the Head of ICT and Network Manager to oversee the application of ICT within the subject area 1.17 to actively contribute to school developments in Enterprise, Work Related Learning & Financial Capability, ensuring students have an opportunity to develop their skills in these areas through the English curriculum 1.18 To coordinate, lead and quality assure a motivating and differentiated curriculum offer for students, including vocational elements across the relevant Key Stage	

2. Assessment and Making Use of Data to Track Student Progress

- 2.1 to implement assessment, monitoring and evaluation procedures consistent with national requirements and in line with school policy including Assessing Pupil Progress and setting appropriate targets for students
- 2.2 to evaluate and make use of performance data, using baseline information, to report on progress made and value added when contributing to the subject self-evaluation report as part of the annual Faculty report
- 2.3 to track student progress through data analysis
- 2.4 to monitor student progress and attainment across the area
- 2.5 to make use of data to set targets for individual students as well as groups and cohorts of students in identifying student underachievement and student potential
- 2.6 to regularly analyse and evaluate data to ensure that each cohort is on track towards targets set and identify intervention strategies to support progress
- 2.7 to oversee reporting to parents on student achievement in the given subject area

3. Leadership

- 3.1 to lead a team of teachers and Para-professionals in meeting the learning needs of students in the curriculum area
- 3.2 to provide knowledgeable and innovative leadership of teaching and the curriculum
- 3.3 to demonstrate appropriate leadership behaviours which inspires confidence in others, whilst also challenging and supporting colleagues, thereby creating a positive impact at school and faculty level
- 3.4 to maintain clear vision, purpose and high expectations of staff and students, focusing on student achievement
- 3.5 to implement strategic planning for the department co-ordinated with the School Improvement Plan, SEF and DDPs
- 3.6 to undertake quality assurance in line with school programme and input into the Faculty Self-Review /DDP and update on subject analysis
- 3.7 to promote effective teamwork and motivate staff to ensure effective, professional, working relations
- 3.8 to lead a staff team in induction, guidance, advice and preparation of references
- 3.9 to have oversight of the work of subject team members, including monitoring, assessment and evaluation
- 3.10 to lead the Department through the process of Performance Management and self-review
- 3.11 to participate in the recruitment of subject staff, including interviewing for staff and provide effective induction of new staff in line with school procedures
- 3.12 to take a lead in maintaining and developing monitoring and tracking systems across the subject area
- 3.13 to collaborate with Senior Managers and Directors of Learning to raise pupil attainment

4. Management

- 4.1 To ensure that Health and Safety policies and practices are adhered to, including those specific to the subject area, and that Risk Assessments are in line with national requirements and are updated where necessary
- 4.2 to be responsible for the day-to-day management of the subject and its staff
- 4.3 discipline: to accept responsibility for the conduct and behaviour of students within the area of responsibility and to be available to help members of staff as problems arise
- 4.4 to implement the Hornsey School Behaviour Management Policy
- 4.5 information: to provide relevant information to stakeholders as required
- 4.6 timetable: to provide information for the Deputy Headteacher regarding the timetabling of staff and allocation of teaching groups
- 4.7 to manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records
- 4.8 to make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the subject, liaising with the Cover Supervisor/relevant member staff to secure appropriate cover within the department
- 4.9 to implement and promote school policies and procedures, eg. Health & Safety, Child Protection and Equal Opportunities
- 4.10 to ensure that all colleagues within the subject are held to account for student outcomes and performance

5. Accountability and Monitoring

- 5.1 to be accountable for student progress and achievement of all students within the subject
- 5.2 to be responsible for all students allocated to the department including those on roll but taught elsewhere
- 5.3 to ensure that provision is made for the full ability range of students, including those with LDD, SEND, 'more able students' and students for whom English is an additional language
- 5.4 to accept overall responsibility for all aspects of internal & external examination and testing procedures as relate to the area of responsibility
- 5.5 to monitor subject achievement and individual teacher performance in learning and teaching
- 5.6 to monitor the learning experiences of students, including undertaking work sampling and classroom observations
- 5.7 to implement and monitor the Behaviour Management Policy
- 5.8 to be accountable for the achievement of students and staff in the subject area
- 5.9 to ensure that the department's quality assurance procedures meet the requirements of Self Evaluation and Strategic Planning to deadlines set
- 5.10 to incorporate the key stage annual self-review report, and quality assurance reports into the departmental development plan and to meet with the Assistant Headteacher, Senior Leadership Team and Governors to present the report annually
- 5.11 to disseminate the subject's direction to governors, including the Faculty link governor
- 5.12 to ensure effective communication with parents and community representatives as appropriate
- 5.13 to accept overall responsibility for all aspects of internal and external examination and testing procedures as relate to the area of responsibility
- 5.14 to monitor the work of the team using the school's monitoring procedures
- 5.15 to be accountable for the most effective use of the subject area's resources and budget

6. Coaching, Mentoring and Enhancing the Professional Development of Others'

- 6.1 to develop and enhance the teaching practice of others, including Beginning Teachers, NQTs and teachers in their early years.
- 6.2 to undertake regular lesson observations, scrutiny of students' work and monitoring of colleague's performance in order to give professional feedback to subject members as well as to inform school self-review
- 6.3 to provide guidance to teachers and para-professionals attached to the subject area, and the induction of new staff, as appropriate to the area of responsibility
- 6.4 to help formulate and revise relevant job descriptions
 - 6.4.1 to undertake performance management reviews and to act as reviewer for staff within the subject area in order to provide each team member with an entitlement to self-review and to guide them in developing a continuing professional development plan
- 6.5 to support subject staff in developing a CPD Professional Portfolio
 - 6.5.1 to coach and mentor staff in the subject area in order to support them in their role and in order to raise the standards of both student and staff learning
- 6.6 to coach and mentor staff through the Teacher Standards
- 6.7 to participate in own professional development and actively support department colleagues in theirs, ensuring that CPD training needs are prioritised and training disseminated

7. School Ethos

- 7.1 to play a full part in the life of the school community, to support its distinctive vision and ethos, including its commitment to safeguarding
- 7.2 to actively support the school's corporate policies and aspirations
- 7.3 to adhere to the staff professional code of conduct
- 7.4 to comply with the school's Health and safety Policy and undertake risk assessments as appropriate, paying particular attention to subject specific risk assessments

JOB DESCRIPTION - Head of Performing Arts

Job Title: Head of Performing Arts

SECTION (B) SPECIFIC DUTIES FOR THIS POST –

Part (A), the generic part of the job description, applies to this post. In addition the specific part of the job description includes:

- To utilise all disciplines in the team as part of one annual whole school theatre/ musical production (in addition to year & discipline shows)
- To raise standards of student attainment and progress for all students in the subject
- To lead developments in the teaching of the subject across all key stages
- To lead a team of teachers and para-professionals in raising achievement of students by:

B1 Leading and managing the department within the school, paying particular attention to statutory requirements

B2 Planning and Implementing an appropriate Key Stage curriculum programme

B3 Organising and facilitating field trips for the key stage students

B4 Collaborate with other post holders across the school in order to develop cross curricular programmes and consistency across the school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

Excellence is expected by all in the school's community where a dynamic and challenging learning environment helps to realise the ambitions of all and continues to ensure exam results are above the national average. The school is committed to preparing students to be responsible, articulate and intellectually curious about the world they live in with confidence. Supporting a creative approach to teaching and learning is established and expected by all.

It is expected that the post holder will carry out her/his responsibilities within this philosophy. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

This role is subject to an enhanced DBS check.

Job Title: Head of Performing Arts

Safeguarding statement

Our core safeguarding principles are:

Promotion

- Making sure pupils, parents, staff and all adults that come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school

Prevention

- Positive, supportive, vigilant, open and safe culture. Well taught curriculum that includes relationships and online safety, pastoral opportunities for children and safer recruitment procedures

Protection

- Following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

Support

- For all learners, parents and staff, and where appropriate specific interventions that are required for those who may be at risk of harm.

Working with parents and other agencies

- To ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

The school will:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure students and parents know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the citizenship (personal, social, health, education) CPSHE curriculum for students to develop the skills they need to recognise and stay safe from abuse
- Act in the best interests of children first. All children have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Recognise the importance of safeguarding and the promotion of children's welfare at all times. Safeguarding is embedded in all the school's processes and procedures and at the heart of our school to provide an ethos and environment that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies

PERSON SPECIFICATION — Head of Performing Arts

	Essential or Desirable
Qualifications & Experience	
• Qualified teacher status • A first degree or higher degree in the subject • Evidence of recent and relevant training or INSET relevant to the post • To enjoy teaching and to be a successful teacher able to model good teaching to others by acquiring, at minimum ,an equivalent of an OfSTED grade of 'good' for learning and teaching	• Essential • Essential • Desirable • Essential
Skills & Aptitudes	
• To demonstrate a clear understanding of relevant leadership and management issues, including managing and leading a team of people to work towards a common goal • To demonstrate a commitment to the Hornsey School for Girls Vision and to teaching girls and young women, with a range of abilities, and in an urban environment, recognising the importance of social inclusion • To understand the importance of monitoring staff and being accountable for subject outcomes • To be aware of current statutory and educational developments in relation to the post, including the SEN Code of Practice • To demonstrate a sound understanding of the qualities of good teaching and effective learning, including different teaching and learning styles, and how these apply to raising student attainment • To demonstrate skills in data analysis and making use of data to inform planning • To demonstrate a working knowledge of strategic planning, including the importance of effective monitoring and evaluation strategies • To evidence a commitment to enhancing the professional development of self and others' and to coaching and mentoring staff	• Essential • Essential • Essential • Essential • Essential • Desirable • Essential • Desirable
Personal Qualities	
• Understand the importance of emotional intelligence in managing oneself and others and an ability to maintain professional integrity even when under pressure • An enjoyment for working in new and changing situations, steering the vision through from beginning to end • Good decision making skills, the ability to identify and implement solutions to problems	• Essential • Desirable • Essential

PERSON SPECIFICATION — Head ofPerforming Arts

Other Requirements	

CONFIRMATION OF JOB DESCRIPTION AND PERSON SPECIFICATION

POST:

NAME:

I confirm that I have read this job description and person specification

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

Signatures:

The job description is current at the date below but may be reviewed, in consultation with you, and may be changed to reflect changes in the job requirements which are commensurate with the job title and grade.

Signed.....

Date