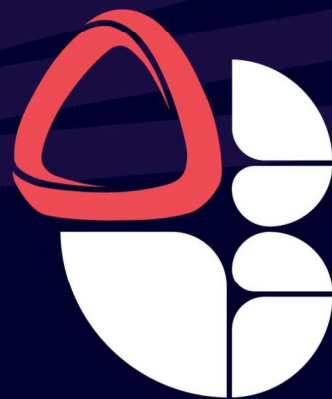


# Curriculum Leader for Performing Arts

The Bulwell Academy

Easter 2020



**THE BULWELL  
ACADEMY**  
*Creative  
Education  
Trust*



# Welcome

**Thank you for showing an interest in becoming part of our team at The Bulwell Academy.**

The Bulwell Academy joined The Creative Education Trust, an education charity and multi-academy trust that exists to empower young people with the skills, knowledge and creativity they need to be successful in school and in life, in May 2018, beginning a new era of education for students in Bulwell.

The school serves the families in and around Bulwell, Nottingham and is growing in popularity and is currently oversubscribed in Years 7, 8 and 9.

## EXPECT THE BEST

Our vision is based on the belief that everyone can achieve. We want and expect only the best for our students and we will go above and beyond to ensure that is the case. We believe every child is unique and can be successful and we have high expectations of all. The education opportunities provided allow every child to make the best possible progress whilst at The Bulwell Academy, preparing them well for the next stage of their life.

Our staff are determined to demonstrate that there are no barriers to learning and that all young people can be successful in their own way, regardless of their background. We consistently strive to help our students to become better learners; to increase their resilience and to raise their aspirations.

We are looking for ambitious staff who will lead by example. We expect all staff to be leaders, whether within their own classroom or within the leadership structure of the school. We expect staff to show an uncompromisingly high drive to succeed and the focus of all staff must be on the relentless desire to improve Teaching and Learning.

Whether it's progressing on to a great university, securing an apprenticeship, or entering the workplace, we want every young person who leaves The Bulwell Academy to have real choices in life. Staff from The Bulwell Academy regularly have the opportunity to work together with others across the trust, to share ideas and best practice, to collaborate, seek advice and to learn from each other. Students also get the opportunity to meet, compete, learn and collaborate with students from other schools including on our Days of Performance, Days of Sport and Days of Song.

If you think you have the qualities to help us achieve our vision, we look forward to your application.

**“We want only the best for our students and we will go above and beyond to ensure that is the case”**

**Michelle Strong**

**Principal**

You can find out more at:

**[www.creativeeducationtrust.org.uk](http://www.creativeeducationtrust.org.uk)**

# ABOUT CREATIVE EDUCATION TRUST



**Creative Education Trust inspires and enables young people to build successful lives on foundations of learning, resilience and employability. We believe that a rewarding educational experience and the highest possible qualifications are the best way to ensure social mobility for young people.**

Creative Education Trust is a growing multi-academy trust educating over 13,000 children in England. It was established in 2010 to work in England's post-industrial cities and coastal towns: areas of economic disadvantage and with a history of academic underachievement. We transform these schools by integrating a knowledge-rich curriculum with skills and creativity.

Creative Education Trust defines creativity as the ability to find connections between the things we know and turn these connections into new ideas and action. The academic arts and the sciences, practical subjects and life skills all need this creativity, and creativity is valued highly by employers. Our staff and expert advisers use imaginative methods for linking knowledge across subject boundaries, fostering personal development and resilience and developing practical skills that prepare pupils for their transition to adult life and employment.



## Our aims for our students are to:

- ★ Raise their attainment in exams and tests through outstanding teaching
- ★ Make them intellectually curious with a sense of confidence
- ★ Increase their participation in HE, FE and apprenticeships
- ★ Ensure they have employable skills and attitudes
- ★ Create rounded individuals through a wide choice of co-curricular activities



## We are achieving our aims through:

- ★ Educational rigour
- ★ Organisational effectiveness
- ★ Financial efficiency
- ★ Partnership & recognition of local identity
- ★ Respect for autonomous leadership
- ★ Quality not quantity
- ★ Promoting practical creativity

You can find out more at:

[www.creativeeducationtrust.org.uk](http://www.creativeeducationtrust.org.uk)



# ABOUT THE BULWELL ACADEMY



We are a mixed secondary school, catering for children between the ages of 11 and 18 years and located in Bulwell, an area in the north of Nottingham City.

Since May 2018 we have been part of the Creative Education Trust. This is enabling the school to rigorously pursue rapid improvement for the children we teach.

The school boasts many facilities and we strive to provide an inclusive and expansive education for all the children in our care.

## Our on-site facilities include:

- Sports facilities including astro turf pitches;
- Multi-Use Sports Hall;
- Hair dressing salon;
- Dance studio complete with sound system and mirrored wall;
- Hall complete with tiered seating;
- Interactive whiteboards in every classroom;
- Computer suites in most teaching areas;
- Modern library with wide range of reading materials



## Improving exam outcomes at KS4

A small and unique Post 16 provision which is resulting in outstanding outcomes for students at KS5

In September 2019 we will be oversubscribed in years 7 – 10, with a waiting list in years 7 & 8.

# SUPPORT FOR OUR STAFF

For our students to achieve their full potential we know that it is essential that our staff thrive professionally. We value hard work and provide ample opportunities for all our teachers to work collaboratively with their colleagues.

As a school, we expect the best and firmly believe that we never stop learning. We share ideas and good practice regularly and encourage everyone to contribute to the professional development programme. We are supportive of new ideas and approaches, and eager for individuals to develop their professional practice in line with their career goals. All staff are openly encouraged to take responsibility for furthering their own professional development and opportunities regularly arise for promotion.

We recognise the value and importance of working with other schools in our trust and beyond and all staff at The Bulwell Academy benefit from visiting other schools and learning from them. Our middle leaders are benefitting from their participation in the Ambition School Leadership Teaching Leaders Programme and some have embarked on NPQ qualifications.

Newly qualified teachers at The Bulwell Academy will benefit from high quality mentoring and access to a customised induction course designed specifically to smooth their progress through the NQT year.

We are keen to welcome teachers at any stage of their career and can offer them a comprehensive programme of support and challenge



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# CURRICULUM LEADER FOR PERFORMING ARTS JOB DESCRIPTION AND PERSON SPECIFICATION

## LOCATION

The Bulwell Academy, Bulwell, Nottingham

## SALARY

MPR/UPR plus TLR2a

## THE ROLE

- To ensure that the teaching and learning within the subject area is of high quality throughout the Academy and that outcomes are at least in line with those expected nationally

## REPORTING LINES

The post will report to the Academy Improvement Leader

## KEY RESPONSIBILITIES

- Provide professional leadership to a team of teachers and support staff in the delivery of across Key stages 3, 4 and 5.
- Develop innovative approaches to the curriculum in order to ensure appropriate access and achievement for all students.
- Manage the resources of the curriculum area within the limits of the delegated budget and in accordance with the school's financial procedures.
- Ensure that appropriate performance management arrangements are in place and maintained in the curriculum area and that a robust programme of professional development is designed and maintained (this to include provision for support staff and non-specialist teachers).
- Monitor, evaluate and report on the effectiveness of practice in the curriculum area, especially related to examination entry and performance / progress and with regard to the implementation of Academy Policies within the faculty such as assessment, recording and reporting.
- To develop strategies for improvement as a result of monitoring performance data and reviewing patterns.

- Lead on the curriculum area's use of data to monitor and track learner attainment and progress, identifying underachievement and forming appropriate interventions to ensure that the targets of individual and groups of learners are met.
- Support the Senior Leadership Team in meeting whole school priorities and in realising the academies shared vision.
- Promote and monitor, within the curriculum area, academy policies related to issues of literacy, numeracy and the use of ICT; homework; lesson planning; record keeping and matters of health and safety (including the maintenance of attractive teaching environments)
- Ensure the effective day to day management of the curriculum including deployment of staff and resources and making appropriate arrangements for classes in the event of staff absences for effective continuation of students' learning.
- Participate in the selection process for curriculum area appointments and ensure effective induction of new staff in accordance with Academy procedures.
- Support and assist colleagues to ensure that they understand and are actively implementing the key aspects of the Academy's behaviour policy.
- Undertake performance management reviews ensuring that there is a clear focus on teaching and learning and student progress; that staff development needs are identified and appropriate programmes investigated and planned.
- Take appropriate action in order to build and maintain effective teamwork within the curriculum area especially through the establishment of good communication systems, the encouragement of the sharing of good practice and innovative use of meeting and training times.
- Ensure that teaching groups are organised so that the interests of all students are best met and in which individuals are encouraged to perform at the highest possible level.
- Work effectively with the Assistant Principal Inclusion and Assistant SENCO in order to ensure that appropriate systems and support mechanisms are used to maximise the achievement possibilities of all students.
- Ensure that teachers are aware of the needs of all pupils and groups and to make provision for this in their planning. To use frequent, regular and well structured meetings to support this.
- Review, constantly, the curriculum area offered to students in order to reflect the rapidly changing world of work and the strengths of the students.

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## TEACHING COMMITMENT

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- The post holder will be expected to teach in line with the Academy's generic teacher's job specification. Designated non-contact time for leadership and management responsibilities will be made available.

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## OTHER RESPONSIBILITIES

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- To undertake as required other duties and responsibilities relevant to the job or the seniority of the post as directed by the Principal.

This job description is not necessarily a comprehensive definition of the post, and the post holder will be required to undertake other duties appropriate to the grade and character of the work as directed. The job description will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the post holder. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal

	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Qualified to Degree Level or above</li> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experience of leading a curriculum area</li> <li>• Proven record as a teacher whose students reach high standards of learning and achievement</li> <li>• Experience of teaching across the full age and ability range of an 11-16 school</li> <li>• Experience of high-quality curriculum development in the subject area to maximise participation and strengthen progress and achievement for all students</li> <li>• Experience of working with others to develop teaching skills</li> <li>• Experience of organising department documents, plans of data analysis, target setting, monitoring, evaluation and review.</li> </ul>	
<b>KNOWLEDGE AND UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• Knowledge of current educational policy</li> <li>• Understanding of the social, emotional and intellectual development of teenagers</li> <li>• Excellent knowledge of how disadvantaged pupils may be supported to realise their potential</li> <li>• Sound understanding of effective behaviour management strategies</li> <li>• Excellent knowledge of the National Curriculum for KS3 and KS4 and a solid grounding in the assessment processes used to support planning and raise student attainment across these Key Stages</li> </ul>	
<b>SKILLS AND PERSONAL ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• Excellent classroom practitioner</li> <li>• Effective manager and coach</li> <li>• Good communication, planning and organisational skills</li> <li>• Proven ability to challenge, motivate and empower a team of teachers to believe in a vision of excellence</li> <li>• Ability to build and maintain effective relationships with staff, students and parents</li> <li>• Proven ability to think creatively to anticipate and solve problems</li> <li>• Commitment to regular and ongoing professional development and training to establish outstanding classroom practice</li> </ul>	
<b>EQUAL OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity</li> </ul>	
<b>SAFEGUARDING</b>	<ul style="list-style-type: none"> <li>• A thorough understanding of up-to-date safeguarding requirements and best practice</li> </ul>	
<b>OTHER REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>• High expectations for every pupil and a proven track record of making a difference to the learning and experiences of pupils inside and outside the classroom.</li> </ul>	

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