



**CROWN HILLS**  
COMMUNITY COLLEGE  
*A Specialist Sports College*

# Appointment Information

## Teacher of Dance



Crown Hills Community College  
Gwendolen Road, Leicester LE5 5FT  
Tel: 0116 273 6893  
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crownhills.com





**Dear prospective applicant,**

Thank you for expressing an interest in this key vacancy at our college.

In the top 12% of schools nationally, Crown Hills Community College blends a 70-year history of inclusive education with an innovative, forward-looking approach to providing a state education like no other to 1500 students from inner city backgrounds.

The School now seeks to appoint an exceptional individual to work alongside 190 other staff to make up our education family. The post has become available due to the promotion of the current post-holder to head of faculty at another school.

To be successful, you will be smart, hungry and humble. We recruit our staff based on attitude as well as skill and if you possess the right balance, we will support you on your journey to leadership.

We welcome applications from those with an educational background across the private and public sector.

Over the past three years, the school has changed significantly not only in its performance but in the way it operates. We are not interested in the OFSTED grade or judgement and it is not something that we use to threaten staff with nor do we use it to set policy. We do what is best for the staff and the students underpinned by a set of clear values and we trust that everything else will take care of itself. I would therefore, urge you to visit us and to look at our website and the video about what it is that we stand for and why you would want to join us - <https://www.crownhills.com/join-us/>

I want us to be at the forefront of educational excellence because we want to provide the best educational experience possible for the children in our care. This is extremely difficult in a climate of ever-increasing accountability and diminishing resources. However, I sincerely believe that if we lead this community by staying true to our values then it is possible.

I have therefore spent time with staff and exploring what it is we stand for and, after a school-wide consultation, we have decided that **ASPIRATION, COMMITMENT and SUCCESS** are the three key drivers that will support the development of our pupils.

We believe that the curriculum is king and that the way it is sequenced, will help our students to make progress. We have taken a very clear stance on knowledge-first teaching and place an emphasis on memory recall as well as responsive teaching. In order to be successful you need to buy into this pedagogy and practice as it underpins our philosophy and the way the curriculum should be delivered to our students.



The successful candidate will also be given a tutorial role as the personal development of our students is as important as the curriculum knowledge we impart. Crown Hills has a strong commitment to C.P.D. This is an excellent place in which to further your career.

We are very clear that the gender, background, colour, poverty, wealth or social status of a child should have no bearing on how well they perform and staff here work extremely hard in trying to close that gap between the different groups of pupils.

If appointed you will be joining a thriving team of Expressive Arts teachers. Dance is part of the Expressive Arts faculty along with Art, Music and Drama. All four subjects are taught at KS3 on a rotation as part of our knowledge-first curriculum. At KS4 we currently teach BTEC Level 1/ Level 2 Tech Award in Performing Arts - students choose to take this course through either Dance or Drama

Please read the attached job description and person specification. If you are interested in applying, please fill in the application form available on our website: [www.crownhills.com](http://www.crownhills.com). Please include e-mail addresses of all referees, and e-mail it together with a letter of application (no more than 2 sides of A4, font 12) outlining your skills, qualifications and experience relevant to this post to [jamey@crownhills.leicester.sch.uk](mailto:jamey@crownhills.leicester.sch.uk) by **9am on 16th April 2021**.

We have also organised an information evenings via TEAMS, this will be an opportunity to understand what we stand for, our values and an opportunity to meet the team and learn what it is exactly that we are looking for. Please contact my PA Jo Amey by email [jamey@crownhills.leicester.sch.uk](mailto:jamey@crownhills.leicester.sch.uk) to confirm your attendance:

Information Evening - **Monday April 12th 2021 - 5.00pm**

Deadline for applicants is **9am Friday 16th April 2021** to [jamey@crownhills.leicester.sch.uk](mailto:jamey@crownhills.leicester.sch.uk)

*Yours sincerely,*

Mr F Adam  
(Principal)

\*All appointments will be subject to references and pre-employment checks.

# JOB DESCRIPTION

<b>Job Title:</b> Teacher of Dance	<b>11-16</b>	Maintained
<b>College:</b> Crown Hills Community College	<b>Grade:</b>	MPR/UPR
<b>Reports to:</b> Principal via Head of Faculty	<b>Salary:</b>	
<b>Term:</b> Permanent		
<b>Additional:</b>		

## GENERAL:

The following are key areas of a teacher's role but all responsibilities are outlined in the Pay and Conditions of Service Document:

## ROLE:

- To teach in the Faculty
- To support the mission statement and values of Crown Hills Community College
- To work as a full member of the Faculty and Pastoral Teams
- To exercise leadership and role model good practice for students
- To cover for absent colleagues when required in line with the Rarely Cover Policy
- To carry out any other reasonable task as requested by the Principal.
- To align with and work within the staff values of THIRST (Trust, Honesty, Integrity, Respect, Support, Tolerance) as defined in the College's Health and Well-being Charter

## KNOWLEDGE AND UNDERSTANDING:

- Has good subject knowledge and ability to apply knowledge-first/knowledge-rich and responsive teaching strategies appropriately, especially in main subject specialism
- Actively keeps up-to-date with subject knowledge
- Takes account of relevant curriculum developments
- Actively participates in the college's professional development of teachers

## TEACHING - PLANNING:

- For knowledge to be delivered first - effectively and efficiently
- To plan responsively to the needs of the class through regular, low-stakes assessment?
- For all students to progress through the curriculum
- For all students to grasp threshold concepts
- Use Curriculum Map and Unit Overviews when planning for progression
- Contribute to curriculum planning
- Take account of different starting points and EHCPs where appropriate
- In collaboration with appropriate colleagues
- For literacy and numeracy
- Plans homework regularly and in accordance with policy
- For the active use of TAs (where available)

## TEACHING - CLASSROOM MANAGEMENT:

- Ensure the health and safety of students
- Implement subject and college policies and procedures
- Develop good relationships with all classes, ensuring an effective learning environment
- Ensure an effective lesson structure, good organisation and time management to motivate students to progress well

**TEACHING - ASSESSMENT - PROGRESS:**

- Have a clear understanding of the purposes and principles of responsive teaching and summative assessment
- Teach responsively to ensure effective feedback and progress through the curriculum
- Use questioning to develop a deep understanding
- Mark classwork for commitment in accordance with Policy
- Use subject-approved mark schemes
- Be mindful of target grades at KS4
- Use assessment to inform planning and lesson delivery
- Ensure work is standardised, and participate in standardising the work of others to support validity and reliability
- Hold informative and constructive conversations with parents / carers or other staff regarding the progress of individual students in relation to what they know, and can do across the curriculum
- Provide data to parents in line with College Policy
- At Key Stage 4 (KS4) provide valid and reliable predictions for the purpose of reporting to students, parents / carers and other key stakeholders

**WIDER PROFESSIONAL EFFECTIVENESS - PERSONAL DEVELOPMENT:**

- Identify and pursue opportunities for professional development to improve curriculum knowledge, teaching, learning and assessment in classes
- Evaluate the impact of all CPD on curriculum knowledge, teaching, learning and assessment and report to Head of Faculty and SLT
- Share CPD with others in the team and college as appropriate
- Observe others and be observed as part of whole school CPD and sharing of practice

**WIDER PROFESSIONAL DEVELOPMENT - SCHOOL DEVELOPMENT:**

- Implement all college policies and procedures
- Uphold the Teaching Standards within the college

**PROFESSIONAL CHARACTERISTICS:**

- Be committed to enabling students to learn and achieve in all subjects and aspects
- Be an effective role model for students
- Always meet deadlines and communicate any foreseeable issues in a timely manner
- Inspire trust and confidence in students and staff
- Be committed to working as part of a team and sharing good and best practice
- Be committed to improving own performance
- Have high expectations of all students
- Try to resolve problems
- Work to improve resources for themselves and others
- Be committed to safeguarding and promoting the welfare of children and young people.
- Align and uphold the THIRST values (Trust, Honesty, Integrity, Respect, Support, Tolerance) as defined in the College's Health and Wellbeing Charter.

## ADDITIONAL REQUIREMENTS FOR TEACHERS ON U1, U2 AND U3:

Substantial and sustained:

- Good to excellent subject knowledge base
- High standards of literacy
- Very effective teaching
- Student progress through the curriculum

Also:

- Mentor and coach other teachers in aspects of CPD
- Observe others (and be observed by other teachers) to share good practice and teaching techniques to impact on other classrooms
- Take a leading role in any teaching and learning development group
- Be involved in the oversight of ITT and NQT students with the Head of Faculty, in terms of monitoring progress and improving techniques

## PERSON SPECIFICATION

No.	CATEGORIES	Essential/ Desirable	Assessed by:	
			Application Form	Interview / Task

### QUALIFICATIONS & TRAINING

1	Qualified Teacher Status	D	✓	
2	Willing to participate in future professional development especially in priority T&L areas: knowledge-first/knowledge-rich and responsive teaching	E		✓
3	Good honours degree or diploma in relevant subject	D	✓	

### EXPERIENCE & SKILLS

4	Teaching of subject relating to role	E	✓	
5	Experience of teaching in a comprehensive school	E	✓	
6	Potential to become an excellent classroom teacher based on the principles of knowledge-first/knowledge-rich and responsive teaching	E		✓
7	Able to communicate well in spoken and written form	E	✓	✓

No.	CATEGORIES	Essential/ Desirable	Assessed by:	
			Application Form	Interview / Task
8	Able to organise work and meet deadlines	E	✓	
9	Able to set and achieve targets (own and for students)	E	✓	
10	Able to accept responsibility and be held to account	E	✓	
11	Ability to work collaboratively as part of a team e.g. contributing to the planning of the unit overviews	E	✓	
12	Practical and willing to learn/try new things to improve performance	E		✓
13	Good ICT skills, including word processing and familiarity with methods of on-line learning	E	✓	
14	Ability to offer a second subject	D	✓	

## MOTIVATION

15	Self-starter; enthusiastic, energetic and flexible	E		✓
16	Committed to high aspirations for all students and to the principles of comprehensive education	E		✓

## ATTITUDE AND TEMPERAMENT

17	Decisive	E		✓
18	Co-operative	E		✓

19	Team worker	E		✓
20	Commitment to extra-curricular activities	D		✓
21	Sense of humour	E		✓
22	Ability to relate well to young people	E		✓
23	Reliable e.g. deadlines, time-keeping	E		✓
24	Patient and calm - not easily ruffled	E		✓

## APPEARANCE

25	Professional appearance - dress and conduct	E		✓
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## OUTSIDE ACTIVITIES

26	Ability to contribute to extra-curricular activities e.g. trips	D	✓	
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## GENERAL CIRCUMSTANCES

27	Understands the needs of students in a multi-cultural, inner-city school	E	✓	
28	An awareness of recent education initiatives e.g. developments in curriculum thinking	D	✓	

## EQUAL OPPORTUNITIES

28	Must be able to recognise discrimination in its many forms and willing to put the Council's Equality Policies into practice fully	E	✓	
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