

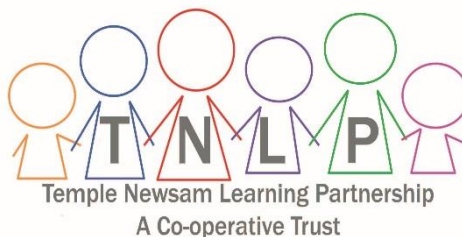
# Temple Moor High School

## Programme Leader Performance Recruitment Pack



Temple Moor High School  
Field End Grove  
Selby Road  
Leeds  
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West Yorkshire

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**Closing Date: Monday 2 October 2017**



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# Temple Moor High School

Principal: Mr Matthew West

Field End Grove, Selby Road, Leeds, LS15 0PT Telephone: 0113 390 0770 Fax: 0113 260 9394

✉ info@tmhs.co.uk [www.tmhs.co.uk](http://www.tmhs.co.uk) [@Templemoorhigh](https://twitter.com/Templemoorhigh)



September 2017

Dear Applicant

## Programme Leader Performance

Thank you for your interest in this post.

I hope you will enjoy reading through our recruitment pack and I look forward to receiving your application. Please apply via a letter of application (no more than two sides of A4) and the completed application form. We do not accept CVs.

Your completed application should be returned to the school to be received no later than **Monday 2 October 2017**.

For more information about our school, please take a look at our website [www.tmhs.co.uk](http://www.tmhs.co.uk).

Yours faithfully

*M West*

Matthew West  
Principal

## **Information for Prospective Applicants**

### **Performance**

Performance is made up of the three performing arts subjects Music, Dance and Drama. The subjects work with each other, share some common goals and aims, but retain their own identity and integrity. We are proud of our achievements and are staffed by a team of friendly, professional, committed, hard-working teachers who have the interest of the students as their number one priority.

**Staffing:** The Performance subjects will be led by the Programme Leader (Performance), who will be a Music specialist, supported by teachers of Drama and Dance. Further technical and administrative support is provided by support staff. We also have a team of excellent peripatetic instrumental / vocal teachers offering tuition in voice, drums, percussion, woodwind, brass, strings, guitar, keyboard and piano.

**The Curriculum:** At **Key Stage 3** Music and Performance, (a combination of Drama and Dance), are taught as discrete subjects. All department members are expected to teach in all areas.

At **Key Stage 4**, students can opt to take Music, Dance or Drama at GCSE or BTEC level 2.

At **Post 16**, students can opt for A-level Theatre Studies and / or vocational level 3 courses in Music and Dance. These subjects are usually shared with our partner school, Brigshaw High, and students are taught at both institutions in Music / Drama and at Temple Moor only in Dance.

**Extended Curriculum:** In Performance we offer a range of after school activities including production rehearsals, a vocal group, a percussion group, a samba band and our school band.

There are regular performances throughout the year, particularly at Christmas and in summer, combining the three subject areas. Bi-annually we take almost 100 students to Lake Garda for a live music/dance tour. Our annual music/theatre productions are popular with students and the community and we receive strong support from colleagues in school. In recent years, we have staged Bugsy Malone, Little Shop of Horrors, Grease, We Will Rock You and Footloose. Rock music is particularly popular at Temple Moor. In past years we have had bands entered in the Martin House Centre Stage competition with great success. One of our bands (Marsicans) has performed at both Leeds and Reading festivals.

**Facilities:** Performance facilities include a large Drama Studio with lighting, sound, mirrored wall and projection screen. There is also a Lecture Theatre with retractable seating which can also be used as a Drama teaching space. This also doubles up as a large stage with sliding doors opening up to a refurbished hall, which is equipped with tiered seating for up to 240 people and dedicated lighting/sound that can be operated by our Performance Technician. Music has two large teaching rooms, one of which is equipped with 26 MAC computers, and two practice rooms equipped with keyboards, drums and guitar amplifiers.

**Contact:** If you feel you would like to be involved in the work of our team, we would like to receive your application. We actively encourage preliminary visits and you would be most welcome to come and look around the school. Please contact school on 0113 390 0770 or email [hr@tmhs.co.uk](mailto:hr@tmhs.co.uk) to arrange a visit.

## POST SPECIFICATION

**Post Title:** **Programme Leader (Performance)**

**Salary Grade:** **MPS/UPS + TLR2b**

**Responsible to:** **SLT Line Manager**

**General Description:** To provide professional leadership and management for Drama, Music and Dance to secure high quality teaching and learning, effective use of resources and improved attainment and outcomes for all students. To ensure the delivery of extra-curricular linked to all subject areas. All teachers are expected to meet and demonstrate the relevant National Standards for Teachers.

### **Summary of Key Tasks:**

<b>1.</b>	<b>Additional Responsibilities/Key Tasks of a Programme Leader</b>
1.1	To provide effective leadership for the teachers and support staff within the team.
1.2	To attend Leadership Team meetings and implement actions which arise from these meetings.
1.3	In consultation with the line manager to plan, develop, monitor and evaluate the curriculum to meet team objectives.
1.4	To undertake extensive quality assurance of standards throughout the year including work scrutinies, learning walks and Student Voice, to gauge the emerging strengths and weaknesses within the team.
1.5	To lead the team in adapting their practice in the light of qualification reforms to GCSE and A-Level specifications.
1.6	To model best practice in teaching to other members of the team.
1.7	To ensure a continuing focus on learning for all students, including those who are disadvantaged.
1.8	To analyse internal tracking data and externally published performance data related to Performance subjects to inform short and medium term planning.
1.9	To produce a team handbook which provides clear guidance on policies and procedures and the high expectations to be followed in your team.
1.10	To ensure the appropriate differentiation of the curriculum and the provision of a variety of teaching and learning materials to meet the needs of students of all abilities.
1.11	To continue to develop work on methods of assessment for learning within the team to fit in with the School Assessment Policy.  To monitor the production of students' progress reports and reviews in accordance with published due dates.  To ensure that accurate records of each student's attainment and progress are kept.  To ensure the effective setting and marking of internal examinations/ assessments.
1.12	To establish appropriately high levels of expectation and good standards of behaviour by ensuring consistency in the use of the PD system across the team.
1.13	To support, monitor and evaluate all staff across the team in accordance with school policy by:

	a) ensuring that colleagues are covering the syllabus and following schemes of work according to team policy; b) monitoring teachers' planning; c) observing lessons; d) ensuring that homework is set and recorded and all work is marked in accordance with school and team policy.
1.14	To provide support for any member of staff experiencing professional difficulties.
1.15	To promote reflection and collaboration as methods of improving the learning across the team.
1.16	Overall responsibility for ITT students and NQTs within the team and ensuring effective communication and support from the Staff Tutor.
1.17	To lead and coordinate by all team members the creation, implementation and monitoring of Schemes of Work and Lesson Plans.
1.18	To monitor the quality of provision within the team including teaching and learning, marking and the setting of homework.
1.19	Encouraging and supporting the effective use of ICT as a tool for learning and administration.
1.20	To instigate discussion about the development of new methods of teaching, course enrichment, cross curricular links, literacy, Numeracy and ICT with the team.
1.21	To support the process of appraisal within the team in accordance with the school's policy.
1.22	To ensure that work is provided for classes in the absence of team colleagues.
1.23	To uphold and promote the Equal Opportunity and Race Equality Policies.
1.24	To ensure the security, storage and proper use of all equipment and monitoring health and safety on at least an annual basis.
1.25	To be responsible for the effective utilisation of capitation in line with principles of best value.
1.26	To organise and chair meetings of the team and attend other relevant meetings when appropriate.
1.27	To develop and utilise robust internal moderation and external standardisation mechanisms to secure accuracy in routine assessments and marking of work.
1.28	To contribute to any duties which may reasonably be given to him/her by the Principal.
1.29	Commitment to the safeguarding of our students.
1.30	Participating in staff selection processes.

## PERSON SPECIFICATION

**Post Title:     Programme Leader Performance**

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>EDUCATION AND TRAINING</b>	<ul style="list-style-type: none"> <li>Graduate in related discipline</li> <li>Teaching qualification (eg PGCE, BEd, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Good honours graduate</li> <li>Additional degree/Further qualification (e.g. Masters Degree)</li> <li>Relevant in-service training and continuous professional development</li> </ul>	<ul style="list-style-type: none"> <li>Letter/application form</li> <li>Reference</li> <li>Interview</li> <li>Classroom observation</li> </ul>
<b>RELEVANT EXPERIENCE</b>	<ul style="list-style-type: none"> <li>Experience of team leadership</li> <li>Varied experience in taking initiatives and curriculum development with evidence of impact</li> <li>Excellent classroom practitioner, able to use a variety of teaching and learning strategies with evidence of impact over time</li> <li>Knowledge of national strategies</li> <li>Ability to teach full age range</li> </ul>	<ul style="list-style-type: none"> <li>Experience of A Level teaching</li> <li>Strategies for raising achievement for all learners including those who are disadvantaged</li> <li>Experience of team leadership</li> <li>Involvement in cross-curricular, whole-school initiatives related to student progress</li> </ul>	<ul style="list-style-type: none"> <li>Letter/application form</li> <li>Reference</li> <li>Classroom observation</li> <li>Interview</li> </ul>
<b>SKILLS AND APTITUDES</b>	<ul style="list-style-type: none"> <li>Strong inter-personal skills</li> <li>Efficient administrator</li> <li>Communicate effectively with staff, students and parents both verbally and in written form</li> <li>Familiar with and helped to develop improvement and differentiation strategies</li> <li>Engender trust and respect from students and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Confident ICT user</li> </ul>	<ul style="list-style-type: none"> <li>Letter/application form</li> <li>Interview</li> <li>Classroom observation</li> <li>Interaction around school</li> <li>References</li> </ul>
<b>ANY ADDITIONAL FACTORS</b>	<ul style="list-style-type: none"> <li>Positive attitude/approach to leading a team</li> <li>Commitment to high achievements for all</li> <li>Commitment to professional development</li> <li>Drive, dynamism and energy</li> <li>Ability to direct major production work including theatre and musical theatre</li> <li>Commitment to the safeguarding of our students</li> </ul>	<ul style="list-style-type: none"> <li>Extra-curricular interests and commitment</li> <li>Whole school perspective</li> <li>Career development potential at senior leadership level</li> <li>Willingness to work multi-arts disciplines including Music and Dance</li> </ul>	<ul style="list-style-type: none"> <li>Letter/application form</li> <li>Interview</li> <li>Classroom observation</li> <li>References</li> </ul>

## Applying for a Post at Temple Moor High School

Making an Application	Interview and Selection Process
<p><b>Application Form</b></p> <p>If you wish to be considered for this post please complete the enclosed application form providing full details of your education, qualifications and employment history, including any unpaid or voluntary work. <b><u>Where there are gaps in your employment please state the reasons why (eg gap year, career break, unemployed, etc).</u></b></p> <p>Use a <b>black pen</b> or type your application form and ensure that your application form arrives before the closing date. It is not the school's policy to accept late applications (although exceptions may be allowed in the case of disabled applicants who receive information in a different format, or who have difficulty in completing an application form). <b>Please remember to sign the declaration on the final page of the application form.</b></p> <p>You will note that we require details of two referees, one of which must be your current or most recent employer.</p> <p>CVs are <b>not</b> accepted as part of the application process.</p> <p>The completed application form should be submitted electronically to <a href="mailto:hr@tmhs.co.uk">hr@tmhs.co.uk</a> or by post to the school.</p>	<p>Those candidates who meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.</p> <p>As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.</p> <p>Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.</p> <p>We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.</p>
<p><b>Supporting information</b></p> <p>This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.</p> <p><b>For teaching posts:</b> in addition to the application form, please submit a formal letter of application (<b>up to 2 sides of A4 no smaller than font size point 11</b>) detailing your experience of teaching and learning and the impact your contribution will make in terms of raising standards at our school.</p>	<p style="text-align: center;"><b>Induction and Continuous Professional Development</b></p>
	<p>The Governing Body are committed to ensuring your well-being and continuous professional development in this role. On appointment the HR, Operations &amp; Marketing Director will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations.</p> <p>You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications.</p>



## Pre-employment Checks

### References

If you are short listed we will normally take up references **before** the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, sickness absence record, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.

Copies of references or references that are addressed "to whom it may concern" will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

### Disclosure and Barring Service (DBS)

Employment at this school is subject to an enhanced check with the Disclosure and Barring Service. Police and appropriate barred list checks will be made. All such checks must be satisfactory before we confirm any offer of an appointment.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment.

### Validation of Qualifications

All short listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

### Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

## Medical Assessment

A satisfactory medical assessment will be required for all new staff before we confirm any offer of an appointment.

## School Policies

### Child Protection

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have designated senior members of staff who are responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

### Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.

### Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and students.

The Governing Body regard everyone working at our school as a role model to our students. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Registered teachers are in addition bound by the codes and professional values of the Department for Education's National College for Teaching & Leadership. While registered teachers are bound by the code, the school considers the principles to apply to all staff employed at the school.

### Equal Opportunities

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, sex, ethnic or national origin, religion, gender, sexual orientation, disability, age or marital status.

To monitor effectiveness of Equal Opportunities policies we need to monitor the number of applications by sex, race and disability. You are therefore requested to provide this information on the application form.

# EQUAL OPPORTUNITIES POLICIES & PRACTICE

## (EQUALITY ACT 2010)

Temple Moor High School and Leeds City Council are committed to policies and action to ensure that its employees and the people it serves are not discriminated against on the basis of disability, race, colour, ethnic origin, religion, age, sexuality or gender.

The core purpose is:

**“To improve the quality of life for the people of Leeds, with particular emphasis on the needs of the disadvantaged.”**

We want to make sure that we take equal opportunities into account at every stage of the Company’s work. Equal opportunities has therefore been integrated into our policies on how we:

- ◆ recruit and treat our staff
- ◆ deliver our services
- ◆ consult with the people of Leeds
- ◆ work with other organisation

# **POLICY STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS**

## **1. Introduction**

- 1.1 It is a legal requirement that all registered bodies and prospective employers must treat DBS applicants who have a criminal record fairly and do not discriminate because of a conviction or other information revealed. It also obliges registered bodies and employers who are Regulated Activity providers (including schools) to have a written policy on the recruitment of ex-offenders, a copy of which can be given to DBS applicants at the outset of the recruitment process.
- 1.2 This policy statement should be read alongside our Equal Opportunities policy.

## **2. Policy Statement**

- 2.1 As an organisation using the Disclosure and Barring Service (DBS) checking service to assess applicants' suitability for positions of trust, Temple Moor High School complies fully with the Code of Practice and undertakes to treat all applicants for positions fairly. We undertake not to discriminate unfairly against any subject of a DBS check on the basis of a conviction or other information revealed.
- 2.2 Temple Moor High School is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/ mental disability or offending background.
- 2.3 A summary of this written policy on the recruitment of ex-offenders is made available to all DBS applicants at the outset of the recruitment process by inclusion in the information pack for applicants.
- 2.4 We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- 2.5 As a Regulated Activity provider (RAP) all paid employees at Temple Moor High School are in regulated activity and therefore subject to checks with DBS.
- 2.6 In relation to volunteers and contractors, we only request a DBS check after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned.
- 2.7 For those positions where a DBS check is required, all application forms, job adverts and recruitment briefs will contain a statement that a DBS check will be requested in the event of the individual being offered the position.
- 2.8 We encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent (under separate, confidential cover) to the Principal and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

- 2.9 We ensure that all those in our school who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders e.g. the Rehabilitation of Offenders Act 1974 and know how to access the advice and support e.g. from our HR service, registered body, the DBS etc.
- 2.10 At interview, or in a separate discussion, we ensure that a confidential, open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
- 2.11 We make every subject of a DBS check aware of the existence of the Code of Practice and make a copy available on request.
- 2.12 We undertake to discuss any matter revealed in a DBS check with the person seeking the position before withdrawing a conditional offer of employment. This discussion and any subsequent risk assessment may be undertaken by senior leaders in school or by our HR service.

