

## JOB DESCRIPTION

<b>Job Title</b>	<b>Head of Drama</b>
<b>Grade and Salary:</b>	<b>MPS / UPS + TLR2B</b>
<b>Reporting to</b>	<b>Deputy Headteacher</b>
<b>Responsible for (staff):</b>	<b>Performing Arts department</b>
<b>Contract Type:</b>	<b>Full Time / Permanent</b>
<b>Main purpose of the Role</b>	
<ul style="list-style-type: none"> <li>To contribute to the development of a strong and effective school by developing a highly effective Performing Arts curriculum.</li> </ul>	
<b>Key Duties and Responsibilities</b>	
<ul style="list-style-type: none"> <li>To develop, and successfully embed, a rigorous, robust and innovative curriculum for Performing Arts</li> <li>To be responsible for the development of the Performing Arts curriculum within the Academy, and the necessary improvements in outcomes for students.</li> <li>To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in a specified faculty area and across the Academy.</li> <li>As a key leader, to share responsibility for the Academy's strategic direction and operational effectiveness and be responsible for embedding this within Performing Arts</li> <li>To input into the whole school curriculum strategy and its implementation, as part of a team of leaders.</li> <li>To lead on the development and implementation of effective, whole school literacy and reading strategies.</li> <li>To identify and communicate priority areas for improvement and implement strategies for raising student outcomes.</li> <li>To regularly use national performance data to identify students at risk and to initiate and implement early intervention strategies in Performing Arts.</li> <li>To track student progress and evaluate the impact of actions taken to improve the quality of provision.</li> <li>To teach for an allocated timetable each week.</li> <li>To lead and develop a relevant extra-curricular offer across a range of activities.</li> <li>To work collaboratively with the department to ensure effective implementation of all policies.</li> <li>To create and maintain an appropriate teaching and working environment.</li> <li>To ensure continuous improvement in standards, high quality evaluation and improvement planning throughout the Academy.</li> <li>To lead, support and encourage the highest possible standards of behaviour, learning, attainment and achievement.</li> <li>To manage resources creatively, effectively and efficiently to meet the priorities of the Academy.</li> <li>To celebrate success and to implement strategies for continuing improvement while constantly challenging under-performance at all levels.</li> <li>To work to support and ensure the health, safety and welfare of staff and students.</li> <li>To meet the requirements of the Teacher Standards as issued by the Department for Education.</li> </ul>	
<b>Teaching and Learning</b>	
<ul style="list-style-type: none"> <li>To maintain up-to-date knowledge of specific subject or phase areas.</li> </ul>	

- Use a variety of pedagogical strategies to deliver innovative and effective lessons at a pace and style that meets the needs of students of all abilities.
- Have an up-to-date knowledge of national strategies to support effective teaching and learning.
- Plan sequences of lessons thoroughly and in line with the Academy's curricular plans and schemes
- To use adaptive teaching to support all learners needs.
- To participate in the Academy's Quality Assurance programme and the agreed framework.
- To work efficiently and creatively using the full range of resources available, including other adults.
- To provide a positive learning climate within lessons to promote a strong and meaningful staff – student relationship.
- Apply the agreed policies and ensure implementation in everyday life at the Academy.
- To regularly assess, review and evaluate students' work and progress in relation to their prior attainment and to use this information to further inform your teaching.
- To report students' progress within the Academy and for the benefit of parents and carers.
- To support curriculum planning to ensure that learning and teaching remain active, relevant and responsive to change.
- To maintain good order and behaviour for learning among students with regard for health and safety both on the Academy site and when engaged in authorised activities elsewhere.

### **Academy Ethos**

- Promote the Academy as an inclusive institution with Christian values, serving the local community and reflecting the approach of the Church of England and the Catholic Church to education.
- Implement the Academy Development Plan and Subject Development Plan.
- Help to meet strategic targets for the Academy set by the Governing Body.
- Enable the Academy to be rooted at the heart of the community.
- Develop links as appropriate with partners, schools, FE and HE establishments, sponsors and the Connexions service, thereby ensuring greater opportunities for the young people in the Academy particularly in the areas of work experience and study support.

### **Communication & Liaison**

- Communicate effectively with the parents of students as appropriate.
- Where appropriate, communicate and co-operate with persons or bodies outside the Academy.
- Follow agreed policies for communications in the Academy.
- Take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- Contribute to the development of effective subject links with external agencies.

### **Pastoral System**

- Be a Form Tutor to an assigned group of students.
- Promote the general progress and well-being of all students and play a key role in the Academy's pastoral system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life.
- Evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- Contribute to the preparation of action plans and progress files and other reports.
- Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- Communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- Contribute to the delivery of the PSHCE and CIEAG programme.
- Apply the behaviour management systems so that effective learning can take place.

### **Additional Notes**

This job description sets out the main duties of the post.

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.
- The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an Enhanced DBS Check.
- The Academy of St Francis of Assisi is a member of The Liverpool Joint Catholic and Church of England Academies Trust. The Trust is an equal opportunities employer.

**Staff benefits:**

All Saints Multi Academy Trust is committed to investing in all its employees and is committed to encouraging positive working environments:

- Promote the physical and mental health and wellbeing of our staff.
- Working with SMART Clinic we offer a range of health and well-being benefits, including:
- Physiotherapy Stress coaching Virtual GP support Counselling
- Eye care
- Annual flu jabs
- Anxiety management 24/7 employee helpline Cycle to Work Scheme

## PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
<b>QUALIFICATIONS</b>				
1.	5 A* - C or 9-5 at GCSE including English and Maths.	E	X	
2.	QTS	E	X	
3.	A relevant related degree.	E	X	
4.	An understanding of the relationship between Performing Arts and the wider curriculum	E	X	X
5.	A secure knowledge and understanding of the issues associated with effective drama teaching	E	X	X
6.	An excellent knowledge and understanding of the National Curriculum Programme of study at KS3	E	X	X
7.	An ability to teach Performing Arts at KS4	D	X	X
<b>TEACHING AND LEARNING</b>				
8.	Knows and understands the characteristics of quality first teaching.	E	X	X
9.	Plans teaching to achieve incremental progression for all students.	D	X	X
10.	Can demonstrate sustained improvement and high standards of student learning and achievement.	E	X	X
11.	Experience of achieving good outcomes in KS4.	E	X	X
12.	Can set tasks that challenge, engage and interest students.	D		X

13.	Has high expectations of students regarding the quality of the work that they produce.	E		X
14.	Can develop literacy skills through the teaching of the Performing Arts curriculum.	D	X	X
15.	Develops suitable sequences of lessons that adapt to all learners and meet the needs of individual children.	E		X
16.	Uses assessment effectively to support teaching and student learning.	E		X
17.	Demonstrates exemplary marking and assessment practices that support students' learning and progress.	D		X
18.	Uses a range of pedagogical strategies.	D		X
<b>LEADERSHIP AND MANAGEMENT</b>				
19.	Proven track record as a successful leader within Performing Arts	D	X	X
20.	Has demonstrated effective leadership including the ability to motivate others to perform well whilst being sensitive and challenging of their performance	E	X	X
21.	Can prioritise, plan and organise to effect change and improvement beyond the immediate situation	D		X
22.	Has shown that they can convert difficulties into successes	D	X	X
23.	Knows when to consult, make decisions and defer to others	D		X
24.	Can analyse, understand and interpret data and information	D		X
25.	Can communicate effectively to different audiences and capture their interest and enthusiasm	E	X	X
26.	Can negotiate, persuade and consult effectively	D		X
27.	Can set and achieve challenging professional goals	D		X
28.	Builds and contributes to highly effective working relationships with individuals within and across teams	D	X	X
29.	Shows a commitment to their own learning and takes responsibility for their own professional development	E	X	
30.	Can set challenging and ambitious targets within the subject to further raise current levels of student attainment	D	X	
31.	Can lead on curriculum development within Performing Arts	D	X	X
32.	Experience of leading the development of Performing Arts across the whole school.	E	X	X
<b>PERSONAL ATTRIBUTES</b>				
33.	Able to lead our commitment to our Christian ethos through the Performing Arts curriculum and day-to-day life at the Academy.	E		X
34.	Passionate about educating young people with a clear commitment to quality and a strong belief about the value of education in changing lives.	E	X	X
35.	A highly effective communicator with a good sense of humour.	E	X	X
36.	Has a reflective, focused and determined disposition.	E	X	X
37.	Is committed, resilient, robust, and resourceful.	E	X	X
38.	Demonstrates the highest aspirations for students.	E	X	X
39.	Able to work collaboratively as part of a team.	E	X	X
40.	Demonstrates a firm but fair approach.	E	X	X

41.	A passionate belief in the school's mission.	E	X	X
42.	A strong commitment to the Academy's values of 'Respect, Ambition and Pride'.	E	X	X
43.	A strong commitment to supporting and promoting safeguarding, equality and diversity.	E	X	X
44.	Sympathetic to and supportive of the values and ethos of the Multi-Academy Trust.	E	X	X
<b>SAFEGUARDING</b>				
45.	Committed to safeguarding and promoting the welfare of children and young people	E	X	X
46.	Demonstrates a clear understanding of statutory safeguarding requirements	E	X	X