

The Harefield Academy

Achievement through Active Learning

Job Description

Post: Teacher of Drama /Performing Arts

Main Purpose of the job:

Under the reasonable direction of the Headteacher of The Academy carry out the professional duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document (STPCD)

- To raise standards of student attainment and achievement within the whole Learning Area and to monitor and support student progress.
- To teach lessons that allow students to progress and monitor students' progress in line with The Academy assessment policy
- To be accountable for student progress and development within Drama Curriculum area
- To ensure the provision of an appropriately broad, balanced, relevant, and differentiated curriculum for students, in accordance with the aims of The Academy and the curricular policies.
- To support with extra-Curricular offerings within the subject area

Responsible to: Director of Learning

School Type: The Academy is a publicly funded independent secondary school for pupils aged 11 to 18.

Grade: Main Scale - UPS

Hours per week: 0.4 of full time

General

- All post holders will have access to performance management systems and support.
- Specific tasks and targets are negotiated and reviewed annually.
- This job description only contains the main accountabilities relating to this post and does not describe in detail all the tasks required to carry them out. All staff are expected to be flexible to ensure the most effective organisation and delivery of learning.
- General tasks are varied from time to time to take into account the changing nature of The Academy and demands made upon it. Such changes are a normal part of the post and, as such, do not constitute a change to the general job description.

There is an expectation that all adults who work at The Harefield Academy will:

- Create opportunities to support The Academy vision.

- Have respect and care for students and all other adults.
- Set the highest possible standards through the ways in which we behave, talk to each other and strive for excellence in all that we do.
- Support The Academy uniform policy for students and echo this through professional and business-like mode of dress.

Curriculum Provision

Ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements The Academy Development Plan and Self Evaluation.

Curriculum Development

- To lead curriculum development for the Learning Area.
- To keep up to date with national developments in the subject area and teaching practice and methodology.
- To monitor actively and respond to curriculum development and initiatives at national, regional and local levels.
- To be contributing to the development of The Academy's Literacy and Numeracy programmes.

Communications and Liaison

- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
- To lead the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events in The Academy, partner schools and the wider community.
- To promote actively the development of effective subject links with external agencies.

Pastoral System

- To act as a Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to PSHE, citizenship and enterprise according to Academy policy.
- To ensure the Behaviour Management system is implemented in The Academy so that effective learning can take place.

Other Duties

Be prepared to undertake any other duties commensurate with the general level of responsibility of the post which may be decided by the Headteacher or Governors in accordance with the changing needs of The Academy.

Academy Ethos

- To play a full part in the life of The Academy community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
- Promote actively The Academy’s policies.
- Comply with The Academy's health and safety policy and undertake risk assessments as appropriate.

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

Date: _____

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Name and Signature (Postholder): _____

Name and Signature (Headteacher): _____

Person Specification and Selection Criteria

Post Title : Director of Learning - English, Media and Drama

Scale :

Report to : Deputy Headteacher and/or Headteacher

The successful candidate will be an experienced and student focussed professional who is energetic, innovative, articulate and influential, reliable and committed, with the ability to relate to The Academy's culture and ethos. More specifically, candidates should be able to demonstrate:

CRITERIA	Essential (E) or Desirable (D)
<p>Education A DfES recognised teaching qualification appropriate to the teaching of relevant subject</p> <p>Evidence of continuous professional development</p> <p>Training in school leadership and management</p>	<p>E</p> <p>E</p> <p>D</p>
<p>Experience At least two years' experience of teaching English across the ability range</p> <p>School and Post 16 age experience</p> <p>Comprehensive schooling</p>	<p>E</p> <p>E</p> <p>E</p>
<p>Skills and Abilities Experience or awareness of the issues involved in teaching English in a Secondary School environment</p> <p>Experience and an understanding of the role of a form tutor and of the pastoral curriculum.</p> <p>Skills in teaching all aspects of English across a wide range of abilities and all age groups in the secondary phase.</p> <p>Ability to motivate and engender enthusiasm for English in all students.</p> <p>Knowledge of the National Curriculum in general, and of the statutory requirements for the delivery of English at KS3 and KS4.</p> <p>Knowledge of development in English in the curriculum at Post 16.</p> <p>Knowledge and understanding of the issues raised by the assessment of English throughout the curriculum.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>

Understanding of the 14-19 curriculum reforms	E
Proven success in managing change	E
Proven success in planning and managing aspects of the curriculum	E
Experience in monitoring performance of staff and students	E
Excellent communication skills	E
Ability to promote the values and vision for The Academy	E
Evidence of working under your own initiative	E
Evidence that you can hold people to account for school improvement	E
Use of different leadership styles in different contexts	E
Building, supporting and working with high performing teams	E
Thinking creatively to anticipate and solve problems	E
Prioritising and managing time effectively	E
Personal Qualities	
Leadership and vision	E
High expectations of others	E
High standards of achievement and professionalism	E
Commitment to the personal development of all students, staff and self	E
Ability to work in collaboration with others	E
Positive interpersonal skills	E
A proven track record of reliability	D
Determination, drive and ambition for success	E
Credibility as a leader through the discharge of functions	E
Demonstrating good judgement	E
Listening to the views of others	E
Demonstrating energy, enthusiasm, integrity and commitment	E
Professional Knowledge and Attributes	

Ability to use comparative data for target setting for school improvement	E
Ability to think analytically	E
Ability to develop the potential of others	E
Understand one's own ability to influence rising standards	E
Efficient and effective use of resources	E