



STANCHESTER ACADEMY

JOB DESCRIPTION



The Stanchester Academy Culture reflects that of our sponsor.

The success of the Stanchester Academy will be underpinned by two fundamental tenets:

Students come first: First and foremost, the role of the Trust is to enable students to achieve their potential, and it is this assumption that drives the culture and activity of the Trust. It also drives the Trust's recruitment and personnel strategies. It is assumed that anyone who joins or forms part of the Trust shares this philosophy.

All staff employed at the Trust are team players: Whilst every member of staff has a specific role to fulfil, their ability to do this successfully will depend to a large degree on their ability to cooperate with others, to lead by example if they are operating in a management capacity, and to support colleagues in whatever way is appropriate, and in their turn to seek support when this is necessary to enable them to fulfil their role. The extent to which individuals can work with others is seen as a critical determinant in their appointment to the Trust. In all appointments we make it clear that we are looking for energy, passion, innovation and cooperation, as well as behaviour that will promote a positive image for the Trust in its wider community.

PERSONAL PROFILE

The success of the Stanchester Academy rests on a very strongly felt and shared set of values which determine its strategic direction. It is absolutely crucial that the post holder shares our values of student centredness, equality of opportunity and parity of esteem for staff and students. S/he must enjoy working within the team philosophy. This post is not about building empires. It is about espousing and promoting corporateness. Like any other post in the Academy, it is about valuing people, working in partnership with others and supporting individual progression and achievement.

Crucially the post holder must have a commitment to comprehensive education and training. S/he will believe passionately in the entitlement of individuals of all ages to learning.

Curriculum Lead for Performing Arts

Core purpose

The post is a key strategic role within the Academy. The strategic aim of the role is to raise standards of attainment and progress in Drama, Music and Performing Arts and to work closely with the middle leadership team to ensure the sharing of good practice and high-quality intervention processes. The Performing Art department is growing in popularity, and results have been consistent. The leadership team are now looking for a Curriculum Leader with a strategic vision for improvement who takes has the ability to develop outcomes and foster a sense of ambition in the department.

The post holder is required to:

- Raise standards of attainment and progress in Drama, Music and Performing Arts.
- Execute exemplary leadership and management skills at all times to establish a highly effective Academy and to be a role model to staff and students.
- Motivate and work with others to promote a positive culture that promotes personal excellence, equality and high expectations of all members of the Academy.
- Act at all times in accordance with the agreed Values and Ethos of the Academy.
- Engage critically and effectively in evaluating the work of the Academy and forming strategic plans for further development, in particular in relation to student achievement and outcomes.
- Line manages department teachers
- Be responsible for managing stock within the department including oversight of the equipment in each music space and drama room.
- Coordinate an annual show and or a series of musical events.
- To coordinate the peripatetic music timetables in coordination with the music teacher.
- To be a **teacher of Drama or Performing Arts**.

The post holder is required to complete all of the functions of curriculum leaders which include but are not limited:

- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies within the area.
- To lead the development of teaching ensuring that teaching produces outcomes that are at or above national averages.
- To lead on the development of a knowledge-based curriculum.
- To actively evaluate the teams' strengths and areas for development on an annual basis and devise an agreed action plan of development.
- To actively monitor each term student progress and deploy resources to intervene as appropriate. Providing Line Manager with summary overview report.
- To ensure the agreed school policy for Assessment is fully adhered to and implemented.
- To ensure that all lessons within the department embed our outstanding learning guide.
- To actively implement and follow all school policies and procedures.
- To lead and manage the planning function of the department.
- To ensure that Health and Safety policies and practices including risk assessments, throughout the area are in line with national requirements and are updated as necessary.

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- To keep up to date with national developments, teaching practice and methodology.
- To be responsible for the efficient and effective deployment of the department's technicians/support staff.
- To undertake and oversee our Growing Great Teachers programme within the department.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department and liaising with relevant staff to secure appropriate cover.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- To ensure that all students in the area have challenging targets and that they know what these are and how to achieve them.
- To contribute to the school procedures for lessons drop ins, learning walks, feedback and staff development.
- To produce reports on examination performance for senior leaders and Governors.
- To provide the Governing Body with relevant information relating to the area's performance and development.
- To communicate effectively with parents and students as appropriate.
- To promote the school effectively at key events such as Open Evening.
- To contribute to the process of ordering and allocation of equipment and materials.
- To identify resource needs and to contribute to the effective and efficient use of physical resources.
- To monitor the budget and ensure appropriate allocation of departmental capitation.
- To produce an annual budget plan at the start of each financial year.
- To take responsibility for the application of behaviour management systems within the area and to ensure that effective learning can take place as a result of good behaviour.
- To act as a form tutor.
- To ensure that the environment in the area is conducive to learning with relevant and engaging displays.
- To ensure that the needs of students with Additional Educational Needs are met through effective differentiation of teaching and curriculum as required.
- To lead team meetings and record outcomes.
- To be accountable for exam entries ensuring all students in the area are entered for appropriate and agreed qualifications.
- To engage pro-actively in the recruitment of staff for the area as required.

Key accountabilities of the post

- To identify key student groups in requiring intervention and to advise key subject teachers of those groups and of their specific needs to achieve the required progress and attainment.
- Rigorously and relentlessly monitor student progress and attainment data and provide an appropriate format of this data for subject teachers and pastoral leaders to effectively use with teaching staff to inform their teaching, in conjunction with the SLT lead for Assessment and Data.
- To provide appropriate staff training to enable staff to use data effectively to improve their intervention strategies and their ability to monitor the impact those interventions are having.
- To hold subject teachers accountable for the progress and attainment of the students they are teaching.
- To provide clear, specific and rigorous action plans to target the key targeted student groups to provide intervention strategies and actions to improve student outcomes
- Provide detailed analysis of attainment of the target group students to a variety of audiences, including SLT, Governors and other groups.
- To line manage staff to achieve the highest possible levels of attainment and progress.

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- Inform parents of intervention programmes and student progress as necessary to support and improve student progress.
- Support staff in ensuring that professional predictions are accurate, and all staff are using fine level grading.
- To consider potential curriculum and course changes to improve student outcomes and raise standards of attainment within the current performance measures.
- To raise the profile of Performing Arts across the Academy.

Other Requirements

- Complete pupil progress reviews and preparatory evaluations
- Attend meetings with Governors and/or committees as required.
- To be responsible for the health and safety and welfare of themselves and others
- To be responsible for the safeguarding and promotion of the welfare of children
- To complete mandatory training courses, for example, those relating to child protection
- To be a team player and contribute within own capabilities towards the Academy vision.
- Identify on a termly basis students required to remain in school for additional booster provision.
- Any other task deemed commensurate with the role
- To take part in whole school events and use these as a platform for showcasing works of Art, Craft and Design.

Person Specification

The post-holder will already have a proven track record of raising standards.

	Essential	Desirable
Qualification and Development:	<ul style="list-style-type: none"> • A degree in relevant subject. • PGCE (or equivalent teaching qualification). • Evidence of recent and relevant continuing professional development. • Teacher of Drama and or Performing Arts. 	<ul style="list-style-type: none"> • Further completed professional study.
Leadership:	<ul style="list-style-type: none"> • Be fully committed to the vision of the Academy and promote its aims positively. • To be fully committed to achieving the highest of standards and best practice across all aspects of the Academy. • To be fully committed to change and able to adopt and promote a forward thinking and innovative approach to development. • Evidence of leading on an initiative which has led to raising standards. • Evidence of successful experience at middle leadership level. 	<ul style="list-style-type: none"> • Experience of leading on Art events. • Experience of running community Art events.

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	Essential	Desirable
Experience:	<p>Recent experience of:</p> <ul style="list-style-type: none"> • Secondary school at senior/middle leadership level. • Evidence of implementing and managing change at whole school or middle management level. • Evidence of significantly improving results. • Evidence of leading a significant change at senior/middle leadership level and securing improvement. • Experience of leading on a curriculum development initiative. • Experience of undertaking school self-evaluation processes. • Evidence of identifying priorities and constructing an improvement plan. • Experience of managing a school budget or cost centre. • Successfully leading and managing a team. • Demonstrates a commitment to the safeguarding and well-being of children and young people. • Evidence of highly successful experience teaching across the ability ranges. 	<ul style="list-style-type: none"> • Experience of a successful OFSTED inspection. • Experience of data management to demonstrate progress. • Experience of delivering training and development programmes to staff. • Working in partnership with other educational institutions or agencies. • Experience of managing a school budget or cost centre.
Knowledge:	<ul style="list-style-type: none"> • An excellent knowledge of up to date classroom pedagogy. • An understanding of the collection and use of data to inform targets and priorities, leading to improved outcomes. • An excellent subject knowledge and a passion for Arts education. 	
Personal Qualities and Skills:	<ul style="list-style-type: none"> • High level ICT skills. • High level of communication and interpersonal skills. • Evidence of high level teaching skills. • Be a good role model to staff: Flexible, enthusiastic, reliable and committed. • Able to prioritise and manage own time effectively. • Adopts a collegiate and collaborative approach to leadership. • Good emotional intelligence. • A personal commitment to on-going professional development. 	<ul style="list-style-type: none"> • Great sense of humour and warmth towards others.

Thank you for taking the time to read this job description.

At Stanchester are all working to ensure our students are ambitious learners who are knowledgeable and literate.

If this feels like a vision you can get behind, then we really look forward to hearing from you.