



Job Description for:	Head of Performing Arts
Salary Grade	MPR/UPR
TLR:	1a
Responsible to:	SLT Line Manager

Key Purpose:

To lead the growth and development of the Performing Arts at St Edward's, putting St Edward's "on the map" and ensuring that creativity is central to the life and work of our school. To build on current successes in Drama, Dance and Music, and drive an exciting and compelling vision for learning and student experience forwards. To inspire, encourage and equip our students to develop their skills in performing arts, raising awareness of possible career paths in the range of options available.

Leadership and Management

- To drive a vision for the development of performing arts within the school, ensuring that students are engaged with creativity, and deeply appreciate its importance, its relevance, and its application in their future lives.
- To oversee and deliver a programme of outstanding performances throughout the year in order to inspire our students and foster confidence, celebrate key events, and enhance the lived experience of school for all.
- To ensure that all three disciplines are led and managed brilliantly, and equipped and supported to succeed at the highest level.
- To ensure a rich exposure to performance for our students, through creating a programme of visiting specialists, and access to live performance and workshops.
- To promote and secure inspirational teaching and learning across all performance subjects.
- To make a major contribution to the extra and super-curricular life of the school through clubs, classes, orchestras and bands; and through our EDGE programme for highly able and aspirational students.
- To work alongside the chaplaincy team to enhance students' experience of collective worship through the performing arts.
- To lead and manage a team of subject leaders and other professionals, ensuring high quality learning for all students, both in the classroom and beyond.
- To lead the development of programmes of study that inspire and engage students, fulfilling the requirements of the national curriculum and relevant Examination Boards.
- To oversee the progress of all students, taking effective action to intervene where data arising from excellent assessment processes suggests a need.

- To facilitate the professional development of relevant teams, in improving pedagogy and resources; and their understanding of the part that they play in sustaining and growing an outstanding centre of learning for the performing arts.
- To remain aware of the latest developments in Music, Dance and Drama teaching, together with all issues related to examinations, curriculum and assessment.
- To coordinate and oversee the integration and implementation of the departmental development plans and review processes.
- To ensure that departmental capitation is used efficiently in securing the best available resources to enhance learning across all key stages.
- To work with other leaders to involve a wide range of the school community in creative performance, and in order to produce a coordinated approach to identifying programmes of support and intervention.
- To work with Subject Leader colleagues in tracking student progress and ensuring that all students are stretched in their learning.
- To ensure that parents and carers are well informed about their child's progress in performing arts subjects, and are able to support learning outside of school.

Leading Teaching and Learning

- To set high expectations for yourself and the team for quality teaching and learning across the performing arts.
- To model effective practices with regard to planning to meet the needs of all students, creation of engaging lessons, frequent and accurate assessment and feedback, and intervention.
- To line-manage and appraise all performing arts subject leaders, and to ensure that the quality of provision is routinely monitored by various means including student voice.
- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

Notes:

The leader of a subject, or a group of subjects is both leader and classroom practitioner. The above duties are for the leadership element of the role. The meeting of the Teachers' Standards 2012, and fulfilment of our standard teacher job description (available on request) are assumed in addition to this role.

The above duties are subject to the general roles and responsibilities contained in the Statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. It is not necessarily a comprehensive definition of the post and will be reviewed annually. It may be subject to modification or amendment at any time after consultation with the post holder and the duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete their particular duties.

Duties:

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document and Teaching Standards.

All TLRs are subject to annual review and may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

The duties of a teacher awarded a TLR include a significant responsibility that is not required of all classroom teachers, and that:

- is focused on teaching and learning
- raising standards attained by children in the identified area/s;
- raising standards in teaching and learning in the identified area/s.
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead, manage and develop a subject area; or to lead and manage pupil development across the curriculum
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- involves leading, developing and enhancing the teaching practice of other staff.

The TLR is full time and may be relinquished if were agreed that the TLR holder become part time subject to agreement under the Flexible Working policy.

Prepared by: Human Resources

Date: January 2023