

Job Description

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| Job Title | Teacher of Performing Arts (Music) |
| Department | Forest High School - Cinderford |
| Reporting to: | Head of Faculty/Deputy Head of Faculty |
| Main Purpose of the role | |
| Teaching Music (and ideally some Dance and/or Drama) at KS4 and overseeing wider provision (including choir, orchestra, instrumental tuition and cultural visits) so as to build a GCSE/BTEC cohort ready for September 2023. | |
| Key Tasks / responsibilities: | |
| <ul style="list-style-type: none"> • To teach Music (and ideally Dance and/or Drama) to KS3 and KS4, by providing support and challenge to students of all abilities, talents and interests. • To oversee a programme of extra-curricular activities, instrumental tuition and cultural visits. • To be accountable for the progress and attainment of all students, both in the formal curriculum and wider provision such as instrumental tuition. | |
| Role Dimensions | |
| <p>Qualities and knowledge</p> <ul style="list-style-type: none"> • Have a clear understanding of the Music/Performing Arts curriculum for KS3 and 4, as well as understanding the building of skills from KS2. • Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils • Build positive relationships with all members of the school community, showing positive attitudes to them • Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally • Seek training and continuing professional development to meet own needs <p>Pupils and staff</p> <ul style="list-style-type: none"> • Demand ambitious standards for all pupils • Create an ethos within which students are motivated and supported to develop their skills and knowledge • Work with the Learning Mentors assigned to classes to provide personalised learning to our disadvantaged learners. | |

Systems and processes

- Provide a safe, calm and well-ordered environment for all pupils, focused on safeguarding pupils and developing exemplary behaviour
- Monitor health and safety practice and report any issues to relevant staff
- Monitor the management of accommodation and resources, in order to promote the creation of a stimulating learning and teaching environment

The self-improving school system

- Develop effective relationships with fellow professionals
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

A teacher of Performing Arts (Music) will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that a teacher of Performing Arts (Music) will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Deputy Head of Faculty, Head of Faculty and Headteacher.

Key Interfaces

- FHS students and colleagues.
- Parents, carers and families.
- External agencies and staff.
- SGSAT colleagues.

Supporting Trust Goals and Values – all roles

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS Academy Trust are expected to actively support the achievement of the Trust's goals and, at all times, both internally and externally, to behave in a manner consistent with the Trust's mission and values.

This means:

- Performing your role and delivering your service in a way that helps the Trust achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.
- Promoting the image of the Trust as one that is committed to the highest standards of delivery and service.
- Sharing the Trust's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work.
- Sharing and prioritising the effective implementation of the Trust's Equality and Diversity Policy.
- Promoting and implementing best practice in Health and Safety.

| Measurable Performance Standards for this role | | | | | |
|---|--|---------|--|-------|--|
| <ul style="list-style-type: none"> To meet the Teachers' Professional Standards for England. To aspire towards National Professional Qualification for Middle Leadership standards. | | | | | |
| Level of Disclosure and Barring (DBS) disclosure required | | | | | |
| Enhanced with barred list checks | | | | | |
| Author and Date | | | | | |
| Alan Dane – January 2022 | | | | | |
| Job Evaluation (<i>for HR Completion</i>) | | | | | |
| Score | | Profile | | Level | |

As the needs of the Trust change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

Performing Arts (Music) Teacher

| Criteria | Essential | Desirable | Assessed by |
|---|-----------|-----------|----------------------------|
| Qualifications and attainments | | | |
| Qualified Teacher Status | ✓ | | Application form |
| Degree level qualification in relevant field, or relevant experience | ✓ | | Application form |
| Evidence of further study | | ✓ | Application form |
| Experience and knowledge | | | |
| Proven record of success as a teacher or lecturer within education | ✓ | | Application form/interview |
| Understanding of barriers to learning and how to overcome these | ✓ | | Interview |
| Knowledge and understanding of current curriculum development in relevant subject areas | ✓ | | Interview |
| Clear vision and track record of raising achievement including strategies for dealing with underachievement | ✓ | | Interview |
| Skills and abilities | | | |
| IT Literate | ✓ | | Interview |
| Subject knowledge in relevant subject areas | ✓ | | Interview |
| Capacity to innovate, inspire and motivate | ✓ | | Interview |

| Criteria | Essential | Desirable | Assessed by |
|---|-----------|-----------|-----------------------------|
| Effective organisational and administrative skills | ✓ | | Interview |
| Essential Trust Attributes | | | |
| Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way. | ✓ | | Application form/ interview |
| Influencing skills: The ability to persuade others. | ✓ | | Application form/ interview |
| Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships. | ✓ | | Application form/ interview |
| Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner. | ✓ | | Application form/ interview |