



WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION

Job Title:	Head of Performing Arts
Location:	Across the Trust (based at Ivybridge Community College currently)
Grade/salary:	Leadership Scale, L4 – 8
Hours:	1.0 FTE <i>as a Leadership role, this post is not subject to working time provisions of 1265 hours per annum, worked over 195 working days</i>
Reports to:	Assistant Principal/Deputy Principal
Responsible for:	Drama, Dance and Music
Key relationships:	Teachers within the faculty, Leadership Team, SEND, Safeguarding, Operations Team, External Music Teachers

Job Purpose

The role of Head of Performing Arts supports the effective operation of the trust and works to uphold and promote its vision and values. The post holder will carry out the duties of a teacher as set out in the most recent School Teachers' Pay and Conditions document. Your aim is to be an effective leader, teacher and tutor who challenges and supports all your students to do the best and achieve their potential by:

- Inspiring trust and confidence in your students and colleagues.
- Building team commitment amongst your students and colleagues.
- Engaging and motivating students.
- Analytical thinking.
- Taking positive action to improve the quality of your students' learning.

Duties and Responsibilities

Applicable to all Leadership posts:

1. At all times demonstrate and uphold WeST's core values, ensuring that behaviour, actions and decisions align with the principles that guide our work.
2. Be an outstanding teacher with a deep understanding of pedagogy. It is the responsibility of all members of the Leadership Team to model 'outstanding' at all times and be willing to share their practice.
3. Assist the Senior Leadership Team in leading Ivybridge Community College in such a way that the highest standards are secured amongst staff and students in all areas of the College's performance and practice.
4. Act as a role model for staff, providing active support and advice to them whilst holding them accountable.

5. Lead on improvement strategies, coaching and supporting staff, ensuring quality, monitoring and evaluation of performance through the Trust's Performance Development Review (PDR) cycle.
6. Teach to a consistently high standard across all Key Stages, modelling exemplary practice for colleagues.
7. Work with the Assistant Principals, Middle Leaders and the Pastoral Team to ensure high quality provision.
8. Actively identify and remove barriers to learning.
9. Ensure that all students across the full ability range have maximum support and opportunities to reach their full potential, achieving a position where they can become effective and valued stakeholders in the College and in the wider community.
10. Lead the delivery of our wide selection of extra-curricular and enrichment opportunities within your faculty/department.
11. Contribute to all self-evaluation measures and Quality Assurance processes to ensure the College continues to develop and is always prepared for any given 'internal' or 'external' evaluation.

Head of Faculty Specific Responsibilities:

1. Be accountable for leading, managing and developing your curriculum/student performance/cross curricular area, including quality assurance of the curriculum.
2. Lead, support and organise the team in fulfilling their responsibilities as teachers/tutors.
3. Ensure that all statutory and non-statutory requirements for your subject area are met and to promote the subject to all stakeholders.
4. Ensure that your team follows and makes an active contribution to the policies, aspirations and plans of the College.
5. Be responsible for self-evaluation and analysis of achievements and standards in your curriculum/student performance/cross curricular area.
6. Actively promote recruitment into all performing arts subjects at KS4 and KS5.
7. Take a strategic role in supporting and delivering internal and external opportunities that link to the Performing Arts, which include parents events, whole College celebrations and faculty shows and performances.
8. Actively lead on aspects of the co-curricular and enrichment programme at the College.
9. Implement appropriate plans to impact on the educational progress of students in your curriculum/student performance/cross curricular area.
10. Line manage staff within the faculty, including guiding directed time as appropriate, managing absence and performance.
11. Assess the performance and professional development needs of the members of your team, providing them with feedback, guidance and support within the context of the Trust's Performance Development Review Policy.
12. Development of Early Careers Teachers (ECT) and trainee teachers.

13. Ensure the effective management of the budget, resources, equipment and rooms of your curriculum/student performance/cross curricular area.
14. Maximise the role of Performing Arts in promoting the College by strategically planning and delivering public-facing events, showcases and partnerships that strengthen community engagement and positively impact student recruitment.
15. Ensure that the Performing Arts curriculum and enrichment programme intentionally develop students' character, contributing to the wider personal development aims of the College.

All roles include the following:

16. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
17. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
18. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
19. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	E		X
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	E		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	E		X
Integrity:			
Acting always in the interests of children and young people,	E		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	E		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	E		X
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	E		X
QUALIFICATIONS:			
Degree, teaching qualification in the specified curriculum area	E	X	
Recent record of appropriate CPD being undertaken	E	X	
Higher Level Degree, further educational qualifications	D	X	
EXPERIENCE:			
Successful leadership experience across 11-18 age range in the subject area, with supporting data demonstrating good student progress against targets at all levels	E	X	X
Proven experience of leading and managing a team including building a successful team, delegating effectively and managing change	E	X	X
Evidence of using data effectively to support improvements to attainment and progress across student groups	E	X	X
Proven experience teaching across the Key Stages	E	X	X

Proven experience of the delivery of teaching to promote learning and achievement across Key Stages	E	X	X
Have a clear understanding of what highly effective evidence-based pedagogy and practice looks like, including further development of this within your setting	E	X	X
Experience of quality assurance processes	D	X	X
Experience of being a team player, with good people skills and evidence of the impact of these on raising student performance	E	X	X
Evidence of being a highly effective teacher with strong subject knowledge and classroom practices	E	X	X
Experience of taking positive action to improve the quality of your students' learning	E	X	X
Proven experience in maintaining a thorough and up-to-date knowledge of the teaching of your subjects, taking into account wider curriculum developments	D	X	X
KNOWLEDGE, SKILLS AND ABILITIES:			
An obvious and infectious passion for learning and in particular, supporting students to meet their individual needs within your subject area	E	X	X
Ability to develop and support other staff to develop a variety of research-based teaching strategies to raise standards within the classroom even further	E	X	X
Self-critical, awareness of own strengths and development targets, and professional development requirements	E	X	X
Inspire trust and confidence in your students and colleagues	E	X	X
Ability to build team commitment amongst your students and colleagues	E	X	X
Ability to think both analytically and creatively	E	X	X
Strong organisational skills and the ability to consistently meet deadlines	E	X	X
Ability to work independently and be a team player	E	X	X
Ability to relate effectively to students, colleagues and parents	E	X	X
An excellent classroom practitioner that can model best practice	E		X
Confident and competent in the use of ICT to enhance learning, monitor progress and communicate with others	E	X	
Commitment to the College's vision and values – desire to make a difference	E	X	X
Be a role model, promoting both the College's and the Trust's values	E	X	X
FURTHER REQUIREMENTS:			
Professional, enterprising, personal impact	E	X	X
Outgoing, warm personality, approachable, inclusive	E	X	X

Positive, adaptable	E	X	X
Energetic, enthusiastic	E	X	X
Self-motivated, self-confident	E	X	X
Calm under pressure, emotionally intelligent	E	X	X
Sensitivity, fairness, tact, discretion	E	X	X
Reliable, committed	E	X	X