



# TEACHER OF PERFORMING ARTS & HEAD OF YEAR (MUSIC, DRAMA)

## CANDIDATE PACK



Central Region  
Schools Trust

*Founded by the RSA*



Waseley Hills  
High School



# Introduction

Waseley Hills High School is a special place with a real sense of community, togetherness and purpose. The school community is made up of fantastic students, supportive parents and carers, and of course dedicated staff.

Our vision for the school is underpinned by three pillars: *Aspire, Invest and Respect*. By working together, with a common goal of students having the very best education and experience, we believe that our young people can flourish and become the best versions of themselves. We nurture every student's natural curiosity, providing them with life enriching opportunities to develop socially, academically and morally. Students at Waseley develop confidence, resilience, respect for others and a life-long love of learning. Our vision is for students to aspire to great things and become respectful members of the wider community.

Being part of the Central Region Schools Trust, we are able to both provide and draw on expertise from within our network to underpin our commitment to provide exceptional quality education for all of our students. We believe that students can achieve brilliant things irrespective of their starting points and we always have the highest expectations of every one of our students. We expect them to always wear their uniform smartly and with pride, to behave well and to model the school values by trying their absolute best in all activities they take part in. We aim to support every student by working in partnership with parents and carers, keeping them informed about the achievements of their children and asking them to keep us informed about what is happening at home.

Through developing a strong partnership between school and home we aim to ensure that students are fully supported to develop in a safe environment. Our vision is that this investment in our young people is what allows them to flourish.

However, we believe that is always further improvements to strive towards. We are committed to developing our practice, in partnership with our community, to ensure that every student can leave school having reached their potential and feeling happy. We value every child and live by the mantra of no child left behind as we support them through their journey at secondary school.

## *Tom Preston*

Tom Preston  
Principal





# Advert

## **Teacher of Performing Arts (Music, Drama) and Head of Year**

**MPS £32,916 - £45,352 + TLR**

**September 2026 start**

An exciting opportunity has arisen for a talented and creative teacher of Performing Arts to join our Ofsted 'Good' secondary school at a transformational point in its journey alongside Head of Year responsibility within a very experienced and supportive pastoral team. We are seeking an enthusiastic practitioner with the ability to deliver engaging and high-quality teaching across Drama and Music, predominantly at KS3, with potential opportunities to teach at KS4 and KS5.

The department benefits from state of the art facilities through our new build project, providing an exceptional environment for both staff and students. The successful candidate will join an experienced and dedicated Performing Arts team, supported by a Head of Drama and a Head of Music, in a school where the subject is highly regarded and valued within the wider curriculum.

You will become part of a supportive and ambitious staff body within a school that places staff development at the heart of its success, benefiting from a dedicated professional development programme through our Trust's People Institute. Applications are welcomed from newly qualified as well as experienced professionals who possess the necessary drive and commitment to work with our students to contribute to the continued improvement of Waseley. In return there will be clear opportunities for personal and professional development. This is an incredibly exciting time to join Waseley.

All teachers are subject to the Conditions of Employment set out in their contract of employment and the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for Management time, Working time and Guaranteed planning and preparation time. The Trust and its schools comply with these requirements in order to make reasonable demands of teachers as a minimum but optionally offer an incredible wellbeing package including free tea and coffee facilities, free eye tests, flu vaccination, cycle scheme and an employee assistance programme that offers a wide range of free support from emotional to financial and legal.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Online checks will be carried out on shortlisted candidates and an enhanced DBS will be required for the successful candidate. All successful candidates will be required to present their birth certificate along with evidence of any name changes.

Please note that applications must be the creation of the candidate applying. While technology, including artificial intelligence, may be used to help the candidate select certain phraseology, if substantial use of AI is used, the application will be disregarded.

The completed form should be submitted by 11.59pm on Sunday 17<sup>th</sup> May with interviews on Wednesday 20<sup>th</sup> May 2026.



## Job Description

### Specific responsibilities and tasks as a teacher

- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
- Participate in arrangements for preparing students for external examinations.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or student development to secure co-ordinated outcomes.
- Subject to the current guidance, supervise and so far as practicable teach any students where the person timetabled to take the class is not available to do so.
- Provide cover in accordance with the current guidance only rarely, and only in circumstances that are not foreseeable.
- Promote the safety and well-being of students.
- Maintain good order and discipline among students.
- Ensure that all students have a safe environment in which they can learn, reporting any concern about the environment to a member of the site team or if appropriate to one of the Designated Safeguarding Leaders.
- Be aware of systems which support safeguarding and following the procedures as highlighted in the Safeguarding Policy.
- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Communicate with pupils/students and parents/carers.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.



## Specific responsibilities and tasks as a Head of Year

### Strategic direction and development

- To develop a strategic view for the year group which supports the vision, ethos and policies of the school.
- To use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of students.
- To use the systems and processes which provide good information gathering about attendance, punctuality, behaviour, attainment and achievement within the year group.
- To support, facilitate and monitor the attendance, punctuality, behaviour, attainment and achievement within the year group to ensure it makes a significant contribution to the school's action/development plans.
- To regularly review the attendance, punctuality, behaviour, attainment and achievement within the year group with the SLT line manager to ensure that they are fully aware of all successes, issues and concerns.
- To ensure attendance at the Heads of Year meeting in order to keep abreast of debate and be part of any decision making.
- To hold regular tutor meetings; keeping tutors up-to-date with attendance, punctuality, behaviour, attainment and achievement within the year group.
- To ensure that parents/carers are well informed about the curriculum, attendance, punctuality, behaviour, attainment and achievement within the year group.

### Teaching and learning

- Student behaviour
- To monitor behaviour, attendance and punctuality to inform appropriate intervention and support.
- To make appropriate contact with parents/carers to discuss any behaviour, attendance and punctuality issues and implement action/support plans where necessary.
- To monitor the behaviour logs to ensure weekly feedback is given to tutors and inform appropriate intervention and support.
- To make appropriate contact with parents/carers to discuss any behavioural issues and implement action/support plans where necessary.
- To complete suspension/exclusion paperwork and file appropriately.
- To conduct suspension reintegration meetings with students and parents/carers.
- To participate with other staff and outside agencies to ensure that individual pupils receive appropriate support.
- To meet regularly with the SLT line manager to outline any students who are a cause for concern and review the interventions and support.
- To be responsible for the care of students within the year group, promoting self-discipline and positive behaviour in accordance with the school's policies and protocols.



### Student guidance and support

- To know all students in the year group as well as possible in order to support and guide them both academically and pastorally.
- To participate with other staff and outside agencies to ensure that individual pupils receive appropriate support.
- To establish a positive and purposeful ethos through tutorial sessions and assemblies.
- To complete risk assessments to support student's return to school following injury or serious illness.

### Student progress

- To manage the processes and procedures for the student progress group.
- To monitor the progress of individual students using information from the regular analysis of the data.
- To participate, with other staff and outside agencies, in the comprehensive assessment of all students to identify and address barriers to learning and progress.
- To meet regularly with the SLT line manager to outline any students who are a cause for concern and review the interventions and support.
- To arrange and promote activities within the year group.
- To support the SLT line manager in the monitoring of the quality of learning across the year group, including the analysis of performance data.
- To establish a partnership with parents/carers to involve them in their child's learning.
- To celebrate student attainment and achievement and promote the values of the school through the planned leadership of tutorial sessions, rewards and assemblies.

### Staff

- To maintain and integrate the collaborative effort of the form tutors so that involvement, commitment and team spirit are promoted.
- To liaise with the relevant members of staff where necessary.
- To develop positive working relationships with and between all students and staff in the year group.
- To lead groups of staff in developmental activities and evaluate the effectiveness of the training.

### Resource Management

- To ensure that the year group area(s) are kept in good order.
- To support the SLT line manager in the deployment of staff (eg form tutors, achievement assistants, attendance officer, family liaison officer etc) to meet the objectives of the school.
- To ensure the effective and efficient management of resources for the year group by setting in place appropriate procedures for auditing and storage.




Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Principal reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.



## Person Specification

We are seeking to appoint a graduate who is able to demonstrate the following qualities and experience. Please note that if you are shortlisted any relevant issues arising from your references will be taken up at interview.

Criteria	Essential	Desirable	Method of Assessment
 <p><b>Experience</b></p>	<ul style="list-style-type: none"> <li>• Suitability to work with young people.</li> <li>• Able to form and maintain appropriate relationships and personal boundaries with children and young people.</li> <li>• Positive attitude to use of authority and maintaining discipline.</li> <li>• Successful training across the 11-16 years age and ability range.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with parents and/or the wider community.</li> <li>• Successful and varied teaching experience in the secondary sector up to and including Advanced level</li> <li>• Experience of teaching A Level.</li> <li>• Experience as a form tutor.</li> </ul>	<p>Application form, references and interview. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> <li>• Motivation to work with children and young people.</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> <li>• Emotional resilience in working with challenging behaviours; and</li> <li>• Attitudes to use of authority and maintaining discipline.</li> </ul>



**Skills and Abilities**

- An understanding of the whole range of learning needs
- An understanding of the use of comparative data and target setting
- Commitment to improving student learning and raising achievement
- Enthusiasm to inspire in students a desire to learn and participate
- A good practitioner
- Ability to motivate pupils
- Ability to learn from experience
- Ability to effectively collect, analyse and evaluate data
- Ability to use ICT to support the role
- Ability to plan, deliver and monitor effective intervention
- An effective communicator and motivator of students
- Ability to enable and empower others.
- A team player with the ability to establish good working relationships with staff, students and parents/carers.
- The ability to communicate clearly and concisely both verbally and in writing at all levels.
- The ability to support students and respond to parents/carers through fluent and accurately spoken English.

Application form, references and interview.




**Personal Qualities**

- A strong work ethic
- A fair, flexible, open and decisive approach to leadership in the classroom
- Enthusiasm for, and readiness to accept, change
- A commitment to justice, quality of opportunity and to comprehensive education
- Good ICT skills
- Ability to work on own initiative
- Ability to take responsibility for planning own workload and commitments
- Ability to work under pressure and keep to deadlines
- Ability to be sensitive to the needs of others
- Ability to be supportive
- Professionalism
- A sense of humour, warmth, energy, stamina and resilience
- Good record of attendance and punctuality
- Willingness to reflect upon his/her experiences in a critical and constructive manner

Application form, references and interview.



 <p><b>Education and qualifications</b></p>	<ul style="list-style-type: none"> <li>• Honours degree or equivalent</li> <li>• Recent relevant in-service training</li> <li>• DfE recognised Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Post graduate study or qualification</li> <li>• Awareness of current practice, developments and curriculum reforms</li> </ul>	<p>Application form, references and interview.</p>
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Central Region Schools Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. As part of our stringent recruitment process, all applicants undergo thorough child protection screening, encompassing checks with previous employers and an enhanced DBS disclosure, in strict alignment with the 'Keeping Children Safe in Education' guidelines, which also includes an online search for all shortlisted candidates. At Central Region Schools Trust, we stand as proud advocates for diversity and inclusivity across all our schools, serving as an equal-opportunities employer and we encourage applications from individuals of all backgrounds and communities.

**Need more advice?**  
Please see our website  
[www.waseleyhillsschool.org.uk](http://www.waseleyhillsschool.org.uk)



**Central Region  
Schools Trust**

*Founded by the RSA*

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