



JOB DESCRIPTION: Drama and Music Teacher

Our ethos is one of Selfless Service, Excellence, Virtues and Aspiration, with our named virtues being: kindness, courage, honesty, tolerance respect and responsibility. We promote five principles of character: to be presentable, polite, prepared, positive and punctual. Our school promotes an active sense of citizenship and regard for sarbat dha ballah (common good of all). At Seva School, our aim is for our whole community to actively engage with all that the Sikh faith encompasses and modern British Values promote.

SCHOOL CONTEXT:

All-through

Reception - Year 11

Mixed

REPORTING TO:

SLT

SALARY:

MPS/UPS

FT

Permanent

MAIN DUTIES

a) Professional Standards:

- Accountable for upholding national Teachers' Standards.
- Fully supportive of the aims and faith values of the school.
- Committed to safeguarding and the health and safety of all students and all times.
- Positive role model reflected in professional conduct, punctuality, attendance, and attire.
- Maintain a purposeful, calm, tidy and organised atmosphere and space in the classroom and school, upholding and applying agreed policies and practice for learning, behaviour, and uniform in a consistent, firm and fair manner.
- Be vigilant towards moments of misunderstanding and proactive about deescalating and resolving discord.
- Show a regard to support the quality of learning and teaching spaces across the school.
- Take responsibility for professional development, making full use of opportunities and training provided.
- Contribute to the whole school through offering extra-curricular activities, attendance at open and community events.
- Adhere to moderation and examination guidance in administering and assessing work ensuring accurate representation, timely input and effective use of data to plan intervention for rapid progress and higher attainment.

b) Teaching and Learning

- Demonstrate excellent subject knowledge in Drama, Music and English that reflects in the highest quality of education afforded to all students in your care.



- Have the ability to impart subject knowledge in ways that translate in understanding through memorable teaching strategies and experiences for impact long term.
- Impart a passion and enthusiasm for the subject that drives interest and engagement to motivate aspiration to related careers.
- Embed quality first teaching methods through adaptive teaching strategies and cater for individual needs through timely interventions.
- Carry out teaching duties in accordance with the school's expectations and in line with the National Curriculum (where applicable) and with public examinations specifications.
- Develop Schemes of Learning as required by wider school policy and expectations
- Plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy, ensuring that all students make rapid progress including SEND, EAL, PP and more able.
- Liaise with other colleagues to prepare and deliver units of learning in a collaborative way
- Work closely with teaching and other support assistants in ensuring that suitably differentiated material and learning pathways are provided to challenge all students
- Through moderation, set appropriate aspirational targets for student attainment based on prior data.
- Set work for students absent from lessons in line with the school's policies
- Contribute to the school's timetabled A.C.E programme with all year groups.
- Enhance learning experiences through organising excursions in adherence to risk assessment.

c) Assessment, Recording & Reporting:

- Maintain rigorous and accurate records, including students' progress, attainment, attendance, behaviour, home learning and behaviour.
- Assess and return work and results on a regular basis, including feedback for improvement for each student.
- Write reports on students when required within the school's assessment cycle and additional "round robin" reports when requested
- Provide and input academic progress data in accordance within the school's assessment cycle; analyse that data and use it to inform planning, teaching and other interventions as required
- Carry out suitable evaluation and analysis of test examination results and performance at the beginning of the academic year and agree actions as necessary, including the production of appropriate action plans.
- Liaise in a timely way with individual parents on students' progress as necessary and reasonable, including attendance at consultation evenings and parents' meetings
- Work within the code of practice relating to Disability and Special Educational Needs, liaising as necessary with teaching assistants, the SENDCO and the Learning Support Department

d) Form Tutor:

- Ensure the accuracy of registers and co-operate with school systems and regard for safeguarding.
- Show sensitivity towards needs and adhere to GDPR guidance when sharing information.
- Monitor the academic progress of each student using data and alert subject teachers for any additional intervention a pupil may need.
- Build relationships with all students and be available when needed to listen and offer support and encouragement.
- Maintain high standards within the form including monitoring attendance, punctuality, uniform, homework records, attitude and behaviour
- Teach PSHE/SRE lessons.



- Complete and monitor Independent Learning Plans (ILP) and report cards.
- Disseminate school information, including timetables, and messages from other staff.
- Write annual tutor reports and any special reports or references as required
- Attend Parents' Consultation Meetings and Year Team Meetings
- Make routine contact with parents in liaison with your line manager.
- Participate fully in the whole school assembly programme, including the delivery of assemblies on agreed themes.

e) School and Trust:

- Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to the appropriate system and person.
- Recognise own strengths and areas of specialist expertise and use these to advise and support others
- Support the School's mission statement, vision, faith values and strategic objectives.
- Responsible for promoting and safeguarding the welfare of children and young persons that the postholder is responsible for or encounters.

Duties:

- To provide and support appropriate extra-curricular activities to provide opportunities for students to excel outside their classroom especially the disadvantaged.
- To undertake supervision duties and always maintain vigilance at all times.
- To cover lessons in times of need.
- To invigilate as appropriate.

Safeguarding:

The Sevak Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment All appointments will be subject to an enhanced Disclosure and Barring Service check (with a children's barred list check).

- The policies and procedures adopted by the Sevak Education Trust are fully implemented and followed by all staff.
- To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with the Health & Safety legislation.
- To promote the protection and safeguarding of students through the active implementation of relevant school policies and procedures with reference to: Safeguarding and Child Protection Policy, Behaviour Policy, KCSiE and the Staff Code of Conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.

Our offer of work will be conditional upon a number of mandatory pre-employment checks, to include but not limited to: DBS, Barred List check, right to work check, internet search, TRA check (academic posts).



PERSON SPECIFICATION: Drama and Music Teacher

The following will be evidenced in the application and interview process.

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| Qualifications | <ul style="list-style-type: none"> • Qualified Teacher Status • A relevant degree and evidence of further professional development or study. • First Aid • Team Teach. |
| Experience | <ul style="list-style-type: none"> • Working effectively in a team • Experience and appreciation of the educational needs of pupils from a wide range of backgrounds • Experience of whole class teaching in a school with a high proportion of children with EAL • Successful experience in creating an effective learning environment and developing successful behaviour management strategies • Liaising with other schools and settings to support smooth transitions for children and their families |
| Professional knowledge and Understanding | <ul style="list-style-type: none"> • Excellent subject knowledge that reflects in the highest quality of education afforded to all students in your care. • Demonstrate an ability to motivate and inspire pupils to learn and recall learning. • Teaching reflects subject knowledge, pace, higher order questioning and understanding of children’s strengths and areas for development to inform next steps. • Have a sound knowledge and understanding of the National Curriculum and examination specifications. • Have knowledge of effective teaching and inclusion strategies to meet the needs of all pupils and engaging all learners, including SEN, PP, EAL and more able. • Be committed to safeguard pupils, with an up to date knowledge of relevant legislation and guidance • Understand the principles of equality and equity and how it may inform whole school policy |
| Professional Skills and Abilities | <ul style="list-style-type: none"> • Impart subject knowledge in ways that translate in understanding through memorable teaching strategies for impact long term. • Be an effective and inspirational teacher with strong behaviour management skills. • Be able to plan and deliver sessions and activities appropriate to the needs, interests, experience and knowledge of all pupils removing barriers. |



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| | <ul style="list-style-type: none"> • Be able to provide a caring and nurturing with understanding of pedagogy learning environment in which all children feel safe and can thrive. • Have experience of being an effective part of a staff team • Be reflective and assess quality of teaching and learning practices and how these can be adapted to suit the needs of individuals • An excellent understanding of the EYFS/KS 1 or 2 curriculum for Primary positions, and KS3/KS4 or GCSE for secondary positions, and assessment practices therein • Have high standards and reflect these in smart and appropriate attire. • The ability to communicate effectively, verbally and in writing. • Be well organised, pro-active and vigilant. • Able to manage own workload and keep to deadlines. • Confident in using ICT across all curriculum areas • Promote CEIAG opportunities |
| Personal Qualities | <ul style="list-style-type: none"> • Excellent interpersonal skills and ability to work in partnership with colleagues and teams in order to foster and maintain positive and professional working relationships across the school. • Have a passion for teaching and learning. • A learner and good communicator who can motivate and support colleagues • Have a calm and reassuring disposition with integrity, loyalty, sensitivity and a good sense of humor • A commitment to promote equal opportunity for all staff and pupils • A commitment to safeguarding and promoting the welfare of children and young people • Have high expectations of self and others • Able to provide constructive feedback to support staff • Evidence of excellent punctuality and attendance |

The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription on terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you. Whilst the main duties and responsibilities of the post are set out above, each individual task to be undertaken has not been identified. Teachers will be expected to comply with any reasonable request from their line manager to undertake work related to teaching and learning that is not specified within this job description and which is commensurate with the level of the post.



Line manager's signature:

Date:

Post holder's signature:

Date:

When selecting applicants for short-listing, the panel will consider the requirements listed in the Person Specification above. You are, therefore, advised to ensure that your application addresses the issues raised by providing examples/evidence. We are conscious of the time and effort spent on applications. We do thank you for your interest, and we will let you know whether or not your application is successful at shortlisting. Due to the number of applications the school receives we are



unable to provide feedback for candidates who are unsuccessful at shortlisting. The school regrets that it is unable to pay expenses incurred by attendance at interview.

The following job description is for the guidance of applicants as to the requirements of the post. It does not replace the 'Conditions of Service for Teachers' as set out by the DfE.