

TITLE OF POST:	Dance Teacher (maternity cover)
GRADE:	Main Scale (Points M1 to M6)
DATE OF APPOINTMENT:	TBC
LINE MANAGER:	Curriculum Leader

Purpose of the Job

1. To be a member of Barnhill Community High and be responsible for the safety, welfare and educational progress of groups of students as assigned by the Head Teacher and to take an appropriate share of collective responsibility for all students.
2. To teach a timetable commensurate with the post.
3. To positively contribute to the efficient and effective planning and running of the Dance Curriculum Area.
4. To contribute to the development of the school ethos.

Relationships

1. To be responsible to the Head Teacher through relevant line managers.
2. To report to other members of staff as required by the Head Teacher and for the proper functioning of the post.
3. To co-operate and work with students, parents, staff, professional colleagues and outside agencies as and when appropriate.
4. To promote the ethos of the school through relationships with others.

Responsibilities

1. To plan, prepare, develop, evaluate and review lessons and teaching programmes in accordance with the school policies.
2. To ensure that all students have access to well designed, stimulating resources, undertake challenging activities at all times and work in an interesting and cared for environment.
3. To assess, record and report on students' work and progress in accordance with the school policies, ensuring students know the level at which they are operating and the strategies they need to undertake to move up the levels.
4. To contribute to the preparation and development of schemes of work and teaching materials in response to school policies and in response to changes in national and school assessment procedures.
5. To participate in pedagogical review and discussion with colleagues in order to share good practice with staff. To contribute to the planning and review cycle in line with the School Improvement Plan.
6. To be responsible for Health and Safety issues within the lesson.
7. To keep well informed with regard to contemporary issues in the teaching and learning of the curriculum, new technologies, education in general and national policy. To be committed to continuous self-improvement.
8. To be a tutor and to be the first port of call with respect to the welfare and overall academic progress of individuals in the tutor group and for the development of a constructive group identity.
9. To be involved in the development, preparation and delivery of PSHE.



10. To assist with the management of behaviour and movement of students around the site and participate in the school's duty rota. To contribute to general Health and Safety.
11. To deal promptly and effectively with school and Examination Board administrative procedures.
12. To take part in the school Performance Management Process.
13. To contribute constructively to the ethos of the school by participating in activities organised in the school.
14. To be an active and constructive participant of working groups/teams in the school.
15. To contribute to the effective promotion of the curriculum area and of the school as a whole.
16. To develop appropriate links with community and business organisations to promote the curriculum interaction.
17. To make efficient and effective use of school resources, ensuring they are maintained and secure.
18. To undertake such responsibilities commensurate with the post as can reasonably be directed by the Head Teacher.

Barnhill Community High is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Due to the evolving nature of the school structure, all job descriptions may need to be adjusted, through consultation, to meet the needs of the school. This process may be informed by the professional review.

All job descriptions should be read in conjunction with the operating Pay and Conditions document published by the DFE. Due regard should also be given to the National Standards for Qualified Teacher Status.



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Person Specification

a. Qualifications/Experience

1. Qualified Teacher Status in the relevant or related curriculum area
2. Experience of teaching within age range to be served by the school (11-18). (This may be obtained from teaching practice).
3. Ability to teach Dance to all abilities that are creative, practical lessons.
4. Well qualified in the appropriate curriculum area and participation in relevant in service courses and/or further professional study.

b. Curriculum and Students

1. Successful experience of organising, delivering and evaluating the teaching of the curriculum area both with regard to methodology as well as content.
2. A) Understanding of the requirements of the subject at GCSE, BTEC, AS and A2 Level.
B) Understanding of and experience in developing and delivering cross curricular themes
Evidence of commitment to and enthusiasm in raising of standards and achievements.
3. Evidence of the ability to oversee and promote effective participation of students in lessons.
4. Evidence of the effective management of the behaviour of students.

c. Equal Opportunities

1. Commitment to the provision of Equal Opportunities for all children in all aspects of their education throughout the school.

d. Management

1. Successful experience in organisation, planning and record keeping.
2. A commitment to and an understanding of teamwork.

e. Relationship with the School Community

1. Awareness of the ways in which parents, the local community and industry can be involved in students' learning.
2. Skill in communicating effectively with students, parents, other colleagues and Governors.
3. An understanding of and commitment to the effective promotion of the school.
4. An understanding of and commitment to playing a positive broader role in the school.

f. Personal Qualities/Attributes

1. A positive, enthusiastic outlook, embracing risk and innovation
2. Commitment and dedication to social justice, equality and excellence
3. Engagement in collaborative partnership working, within and beyond the school
4. Integrity in relation to their own and the school's practice
5. Courage and conviction to achieve the best outcomes
6. Respect and empathy towards others
7. Resilience, perseverance and optimism in the face of difficulties and challenges
8. Decisiveness, consistency and focus on solutions
9. Drive for improvement and challenging underperformance
10. Capacity to be flexible adaptable and creative
11. Capacity to receive and act on feedback to build on strengths and improve personal performance