

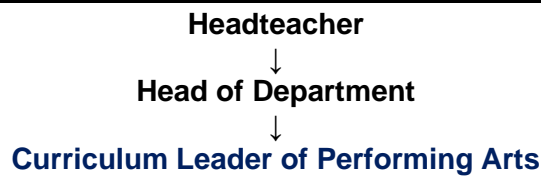


King's Academy
Easthampstead Park

Job Description: Curriculum Leader for Performing Arts, Teacher of Drama and/or Dance

Location: King's Academy Easthampstead Park (KAEP)	Department: Performing Arts
Pay Grade: Teachers' Pay Range / MPS (Fringe) + TLR 2A £8,279 per annum, pro rata	With effect from: September 2025

Designation of Post and Position within the Departmental Structure



The job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers' Pay and Conditions Document.

This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require, but only to an extent consistent with those conditions of employment, and only after consultation with yourself.

The Post

To take a lead role in the growth of our school community by developing and implementing a rigorous and ambitious curriculum which enables the highest level of student progress and attainment across all key stages.

To grow the Performing Arts department year on year, recruiting, inducting and developing your team as it expands to ensure consistently high standards of teaching.

To model what it takes to be an outstanding teacher and subject leader and thereby act as an example to all middle leaders.

Main Duties and Responsibilities

Lead and manage a professional community of subject teachers to ensure the highest possible standards of student attainment and progress.

To put in place the systems and structures at a department level to monitor the effectiveness of teaching and learning and the planning processes that lead to good and outstanding teaching within Performing Arts.

Monitoring and accountability for the progress and attainment of students in Performing Arts.

Design an engaging and challenging curriculum that enables all students to enjoy and achieve at the highest level, supported by detailed schemes of work, to ensure consistency and coherence across all in Performing Arts.

Modeling for all staff exemplary practice in terms of managing students, and establishing a culture of high expectations within your department.

Establish a clear departmental improvement plan and monitor and evaluate its delivery and effectiveness, ensuring all members of your department engage with it.

Teach and model the delivery of engaging and effective lessons that motivate, inspire and improve pupil attainment.

Ensure the Performing Arts department complies with and implements all school policies.

Support the professional development of teachers and their training where appropriate and participate in appraisal arrangements.

Manage the development of department resources effectively and efficiently.

To be fully competent and excel at the full range of professional teaching standards.

Curriculum and assessment

Ensure internal and external moderation of assessment outcomes for reliability and consistency.

Ensure all student data is understood and interpreted by staff and students and used to modify lesson planning.

Monitor the progress of all students and plan appropriate support/interventions.

Keep up to date with national curriculum and examination specification developments.

We expect all our leaders to be professionals who read widely and think deeply about education and related issues, who are interested in research, and who take a proactive approach to their own professional development. All leaders should understand and demonstrate through their own practice that we are all learners and, as such, should continually reflect on and improve on current practice.

Budgetary – Management of Resources

To monitor the available resources of space, staff, finance and equipment efficiently within the limits, guidelines and procedures laid down. This includes utilising the Performing Arts department's budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

To work with the Deputy Headteacher in order to ensure that the Performing Arts department's teaching commitments are effectively and efficiently time-tabled and roomed.

To ensure that the Science rooms present a stimulating environment.

Supporting the Academy

In November 2022, we joined King's Group Academies (KGA). This has created excellent opportunities for teachers to share ideas and approaches across schools, for the benefit of our students.

At an appropriate level, according to the job role, grade and training received, all employees in the academy are expected to:

- Support and embrace the aims, values, mission and ethos of both King's Academy Easthampstead Park (KAEP) and King's Group Academies (KGA) and participate in a team approach to all aspects of school life.

KAEP

It takes a whole community to raise a child

KGA

HONESTY: A workplace where everyone feels safe and able to express their thoughts and ideas.

FAITH: We will encourage others to have faith in their own capabilities.

COURAGE: We embrace diversity and champion inclusivity.

- Attend and contribute to staff meetings and INSET days as required, and identify areas of personal practice and experience to develop.

Safeguarding

- Ensure personal understanding of the duties and responsibilities in relation to child protection and the safeguarding of children and young people. This includes understanding of the Academy's Child Protection Policy, Safeguarding Policy and Code of Conduct.
- Ensure all issues relating to pupils are reported immediately to the delegated member of staff.
- Attend mandatory training and refreshers to ensure a personal and up to date understanding of safeguarding requirements.

Health, Safety & Security

- Ensure a personal awareness of and compliance with, policies and procedures related to health and safety, security, confidentiality and data protection.
- Ensure concerns are reported immediately to the delegated member of staff.
- Attend mandatory training and refreshers to ensure personal and up to date understanding of relevant policies and practices.

Equity, Diversity & Inclusivity

- Contribute to the development of a workplace culture that promotes equity, diversity and inclusivity.

Our recruitment has safeguarding at the heart of the process. We are committed to the safeguarding and promoting the welfare of children and young people and we expect all colleagues to share this commitment. Appropriate checks will be undertaken including an enhanced Disclosure and Barring Service (DBS) check.

We reserve the right to carry out an online search as part of our due diligence obligations on shortlisted candidates and candidates will be provided the opportunity to address any issues or concerns that may come up during the search at interview.

Successful appointment would be subject to:

- A satisfactory enhanced Disclosure and Barring Service check as well as a Social Media check.
- Qualifications and prohibition checks.
- Two satisfactory written references including from current/most recent employer.
- All positions are subject to a probationary period during which you will be fully supported.

Person Specification: Curriculum Leader for Performing Arts, Teacher of Drama and/or Dance

Key Criteria	Essential	Desirable
<p>Qualifications and Training</p>	<ul style="list-style-type: none"> • A degree in a relevant subject. • QTS or about to complete a course leading to QTS (for example Bachelor of Education Degree, PGCE etc.) or eligible for QTS. • Permitted to work in the UK. 	<ul style="list-style-type: none"> • Good honours degree (2:1 or higher) in a relevant subject. • Evidence of further study - for example MA. • Evidence of continued professional learning - e.g.: NPQ qualification.
<p>Competence Summary:</p> <p>Knowledge, abilities, skills, experience</p>	<ul style="list-style-type: none"> • A clear and good understanding of current educational issues, theory and practice, with particular regard to the National Curriculum, relevant subject area, learning and personal development. • Subject knowledge sufficient to teach Drama and/or to students of all abilities at KS3, 4 and 5. • Subject knowledge sufficient to lead curriculum development in Music and Dance. • Sharp understanding of quality first teaching and assessment for learning, and how they impact on learner performance. • Successfully employs a range of teaching and assessment strategies, using a variety of methods and resources, including use of new technology, in a way that contributes markedly to students' learning and progress. • Ability to clearly define a vision, and define the steps required to achieving these aims. • Ability to use pupil progress data alongside data from lesson observations and student feedback to evaluate curriculum implementation, and set targets to drive this forward. 	<ul style="list-style-type: none"> • Ability to teach at least two of Dance/Drama/Music at KS3/4 if required. • Experience of delivering a Performing Arts based course at KS5. • Experience/working knowledge of BTEC Level 2/Level 3 qualifications and processes. • Experience working as an examiner/moderator for an exam board. • Track record of running successful whole school productions and performances.

	<ul style="list-style-type: none"> ● Ability to coach and support others to develop their quality of teaching. ● Ability to hold team members to account. ● A clear and good understanding of the importance of child safeguarding practice and procedure. ● Effective use of non-confrontational and inclusive management strategies. ● Able to relate to, challenge, inspire, motivate young people and respond flexibly and sensitively to their needs. ● Able to contribute to the development of policies and procedures. ● Understanding of and commitment to the requirements of safeguarding children. 	
<p>Personal Professional Requirements</p>	<ul style="list-style-type: none"> ● Suitability to work with children / young people. ● Able to communicate well, both orally and in writing, with others, including young people and other adults. ● Able to remain calm in challenging and pressurised situations. ● Able to work well independently and as part of a team. ● Ability to plan time effectively and meet deadlines. ● Strong commitment to equality of opportunity. ● Strong commitment to own continuing professional development and learning. ● Conveys and/or able to develop high professional standards and a strong sense of personal fulfilment and achievement. ● Positive outlook and approach. ● A willingness to adopt or try new approaches and ideas. ● Good time management. 	<ul style="list-style-type: none"> ● Evidence of continuous INSET and commitment to further professional development.

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| | <ul style="list-style-type: none">● Professional standard of personal presentation and dress.● Excellent record of attendance and punctuality.● A satisfactory enhanced Disclosure and Barring Service Clearance which the school will conduct if appointed. | |
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<p>Personal Professional Requirements</p>	<ul style="list-style-type: none"> • Suitability to work with children / young people. • Able to communicate well, both orally and in writing, with others, including young people and other adults. • Ability to relate well to young people and adults, responding sensitively and flexibly to competing demands from students and parents. • Able to remain calm in challenging and pressurised situations. • Maintain confidentiality. • Positive outlook and approach. • Empathy, resilience, persistence. • Able to work well independently and as part of a team. • Ability to plan time effectively and meet deadlines. • Strong commitment to equality of opportunity. • Strong commitment to own continuing professional development and learning. • Conveys and/or able to develop high professional standards and a strong sense of personal fulfilment and achievement. • A willingness to adopt or try new approaches and ideas. • Good time management. • Professional standard of personal presentation and dress. • Excellent record of attendance and punctuality. 	<ul style="list-style-type: none"> • Evidence of continuous INSET and commitment to further professional development.
<p>Other Work Requirements</p>	<ul style="list-style-type: none"> • Participate in training and development activities. • To take part in the Appraisal Process in school, taking responsibility for your own professional development and undertaking training as appropriate. • A satisfactory enhanced DBS check. 	