

Role Profile: Head of Performing Arts (Music & Drama)

Purpose

The Head of Performing Arts will provide strategic and inspirational leadership for Music and Drama across the School, developing a vibrant, ambitious and inclusive Performing Arts provision.

The post holder will be responsible for the quality, development and delivery of Music from KS1 to KS4 and Drama from KS1 to KS3, ensuring that pupils experience a coherent and progressive curriculum which develops their creativity, confidence, technical skills and appreciation of the Performing Arts.

Alongside high-quality classroom teaching, the Head of Performing Arts will develop opportunities for pupils to participate in performances, productions, concerts, ensembles, clubs and other enrichment activities, ensuring that Performing Arts has a highly visible role within the life and culture of the School.

Key Accountabilities

Leadership and Development of Performing Arts:

- Provide strategic leadership for Music and Drama across the School.
- Develop and communicate a clear vision for Performing Arts which promotes excellence, participation and enjoyment.
- Lead the development and delivery of Music across KS1, KS2, KS3 and KS4.
- Lead the development and delivery of Drama across KS1, KS2 and KS3.
- Raise the profile of Performing Arts across the School and establish it as an important part of school life.

Teaching & Learning:

- Deliver consistently high-quality and engaging Music and Drama lessons.
- Plan and deliver learning which inspires pupils and develops creativity, independence and confidence.
- Ensure teaching is appropriately challenging and accessible to pupils across the full range of abilities.
- Demonstrate secure subject knowledge and a strong understanding of relevant curriculum expectations.
- Ensure lessons provide opportunities for practical performance, composition, creativity, evaluation and reflection.
- Develop pupils' musical, dramatic and performance skills progressively through each key stage.
- Create a positive classroom environment where pupils are confident to perform, experiment and take creative risks.
- Ensure appropriate provision and support for pupils with SEND, EAL and other individual learning needs.
- Use appropriate teaching strategies and interventions to enable pupils to make strong progress.
- Promote high standards of literacy, communication and presentation within Music and Drama.
- Regularly review and develop schemes of work and curriculum resources.

Make accurate and productive use of assessment:

- Use attainment data provided by the school to monitor the progress of pupils taught, ensuring that effective use is made of the data to set targets for achievement.
- Monitor the progress of pupils and identify underachievement ensuring programmes of support are in place to maximise the potential of all pupils
- Organise interventions to ensure that the targets of individuals and groups of learners are met.

- To ensuring that assessment is both regular and thorough and that full records of pupils are kept
- To analyse data regarding the performance of pupils within all key stages
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking within the agreed time and encourage pupils to respond to the feedback in line with the school's policies.
- Follow the School's assessments reporting policies.
- To ensure that yearly reporting of pupil progress is accurate and meaningful

Monitoring & Evaluation:

- To participate in the School's procedures for lesson observation, seek/implement modification and improvement where required.
- To produce reports on examination performance, including the use of value-added data.
- To support the Head of Department / Senior Leadership Team in meeting whole school priorities and in realising the school's vision.

Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes
- Analyse pupils' data and exam performance to inform planning and intervention
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Performances, Productions and Enrichment:

- A central responsibility of the role will be to develop a rich programme of Performing Arts opportunities beyond the classroom.
- Develop an annual programme of concerts, productions and performances involving pupils across the School.
- Lead or support major school productions and performances.
- Coordinate appropriate Music and Drama contributions to assemblies, celebrations, Open Days and other school events.
- Develop a range of extracurricular Music and Drama clubs and activities.
- Encourage pupils who may not traditionally participate in Performing Arts to become involved.
- Establish and develop vocal and instrumental ensembles according to the interests and needs of pupils.
- Provide opportunities for pupils to perform both individually and collaboratively.
- Identify opportunities for pupils to participate in external festivals, competitions, workshops and performances where appropriate.
- Develop links with professional performers, local organisations, theatres, music organisations and other educational institutions where beneficial.
- Celebrate pupil achievement in Performing Arts throughout the School.
- Work with colleagues responsible for marketing and admissions to showcase Performing Arts provision appropriately.

Communication:

- To communicate and consult effectively with the parents of all pupils.
- Liaise effectively with parents and offer opportunities for them to engage in their child's learning at home
- Develop and maintain positive professional relationships with colleagues, parents, the local community and the Director of Education
- Attend and contribute to appropriate phase meetings
- Develop an effective partnership with parents and help them to understand how they can support their child's learning and personal development.
- Promote the good name and reputation of the School

Performances, Productions and Enrichment:

- Promote opportunities for pupils to learn musical instruments and develop their vocal skills.
- Coordinate instrumental and vocal tuition where appropriate.
- Liaise effectively with visiting and peripatetic music teachers.
- Encourage pupils receiving individual tuition to participate in ensembles and school performances.
- Monitor participation in instrumental and vocal tuition and seek opportunities to broaden pupil engagement.
- Support pupils preparing for external music examinations and performances where appropriate.

Pastoral:

- To be a form tutor to an assigned group of pupils.
- To promote the general progress and well-being of individual pupils and of the form tutor group as a whole.
- To accurately register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To ensure the implementation of the school's Pastoral System.
- To communicate as appropriate, with parents regarding the pastoral and academic well-being of pupils.
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

Other Professional Requirements:

- Operate at all times within the policies and procedures of the School.
- Actively contribute to the School's co-curricular programme.
- Participate appropriately in duties and wider staff responsibilities.
- Attend staff meetings, INSET, Parents' Evenings, Open Days and other School events as required.
- Support School performances and events which may occasionally take place outside normal school hours.
- Participate in arrangements for professional development, appraisal and quality assurance.
- Maintain up-to-date professional knowledge through appropriate continuing professional development.
- Share effective practice with colleagues.
- Be a highly visible and positive presence within the School.

- Model high professional standards and expectations.
- Lead and participate in appropriate local, regional and national Performing Arts events, festivals, competitions and initiatives, including ISA opportunities where appropriate.
- Support the School's marketing and admissions activities when appropriate, particularly through showcasing Performing Arts.
- Undertake other reasonable duties appropriate to the level and responsibility of the role as directed by the Headteacher.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken is not identified and the post holder shall be required to carry out whatever the Headteacher shall instruct, commensurate with training and experience.

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

Person Specification

	Essential	Desirable
Qualifications	• Qualified Teacher Status • Graduate with good honours degree	• Further professional study
Skills	• Strong interpersonal skills. • Excellent communication skills (including written, oral and presentation skills). • Enthusiasm for the work of a department. • Well organised, creative and innovative. • Ability to work independently and also in a team. • The flexibility and proactivity of approach needed to contribute effectively to the running of a small school. • High expectations of self and others. • Capacity to work hard, under pressure, to meet deadlines. • The ability to relate to and build relationships with students, parents and other members of the school community • An understanding of how ICT and related emerging technologies can support and enhance teaching and learning.	
Experience	• Outstanding teaching and subject knowledge. • Proven track record of delivering GCSE specification with excellent outcomes. • Up to date knowledge current curriculum developments across. • Up to date knowledge of best practice in teaching and learning in Music and Drama • A full awareness of the current issues relating to the developments of teaching Music and Drama in schools • Proven teaching experience at secondary level	• Examination board assessor/marker. • Experience as a Form Tutor • An understanding of the independent education system • Experience of teaching in Prep School • Experience of the accelerated reader programme.
Other	• A willingness to contribute to the extracurricular life of the school. • An outstanding role model.	

	• Evidence of a commitment to own professional development • Reflective practitioner • Evidence of keeping up to date with educational thinking and knowledge • Demonstrate a personal commitment to quality and excellence in learning and teaching. • A positive, “can do” approach • Reliability, integrity and credibility • Enthusiasm and energy • Be warm in personality and approachable • Possess a sense of humour and be positive in outlook and attitude • Build trust and respect confidentiality	
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Key Stakeholders:

Internal – Headteacher /Head of Senior School

External – parents and other external agencies

Signed: **Name (print):**

Date: