



**Job Description and Person Specification**  
**Teacher of Dance (Maternity Cover)**



## JOB DESCRIPTION

### Teacher of Dance (Maternity Cover)

<b>Reporting to:</b>	Curriculum Leader for PE.
<b>Responsible for:</b>	The provision of a full learning experience and support for students.
<b>Liaising with:</b>	Headteacher, Leadership Team, teachers and support staff, LEA representatives, external agencies and parents.
<b>Working Time:</b>	Full time
<b>Salary/Grade:</b>	Main Pay Scale/ Upper Main Scale
<b>Disclosure level:</b>	Enhanced.
<b>Post Purpose:</b>	To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum and support a designated curriculum area as appropriate. Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential whilst also contributing to raising standards of student attainment at LHS

#### Teaching

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy, SMSC are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

#### Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, assessment policies and teaching strategies in the Curriculum Area and Department.
- To contribute to the Curriculum Area and department's development plan and its implementation.
- To plan and prepare courses and lessons whilst also contributing to the whole school's planning activities.



### **Curriculum Provision**

- To assist the Curriculum Leader and the Assistant Head responsible for Teaching & Learning, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

### **Curriculum Development**

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.

### **Staffing**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in all the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team or teams and to contribute positively to effective working relations within the school.

### **Quality Assurance**

- To adhere to school quality procedures.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

### **Management Information - data**

- To maintain appropriate records and to provide relevant accurate and up-to date information for SIMS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

### **Communications and Liaison**

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as Open Evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

### **Management of resources**

- To assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.



### **Pastoral system**

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to and in assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and citizenship and enterprise according to school policy.
- To apply the Discipline for Learning (D4L) systems so that effective learning can take place.

### **School ethos**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage students to follow this example.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.

### **Other**

- Under the reasonable discretion of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- To engage actively and appropriately in the review process.
- Employees 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.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**All teachers at Lutterworth High School will carry out their duties in line with those set out in the current School Teachers' Pay and Conditions Document.**



**SIGNATURES:**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified in this job description.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed: \_\_\_\_\_  
(Teacher)

Signed: \_\_\_\_\_  
(Headteacher)

Dated: \_\_\_\_\_  
(Teacher)

Dated: \_\_\_\_\_  
(Headteacher)

***Lutterworth High School Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of appointment will be conditional upon an enhanced CRB disclosure, satisfactory references and medical clearance.***



**Person Specification**  
**Teacher of Dance (Maternity Cover)**

**Education**

Essential	Desirable
<ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• Strong A-levels or equivalent in relevant subjects.</li> <li>• Relevant degree.</li> </ul>	<ul style="list-style-type: none"> <li>• Post graduate qualification.</li> <li>• Evidence of further and wider professional development.</li> <li>• Evidence of continuing development of subject expertise.</li> <li>• Professional experience of dance and/or drama productions</li> </ul>

**Experience**

Essential	Desirable
<ul style="list-style-type: none"> <li>• PGCE/previous teaching practice experience at KS3 and KS4</li> <li>• High levels of subject expertise and enthusiasm</li> <li>• Excellent understanding of both subject and general pedagogy</li> <li>• Effective and systematic behaviour management routines and approaches</li> <li>• High level of performance with personal teaching groups</li> <li>• Evidence of commitment to extend learning for students beyond the classroom</li> <li>• Active involvement in the promotion of equal opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continued engagement with thinking and research in education.</li> <li>• Experience of teaching at KS5</li> <li>• Experience of leading a whole school musical production.</li> <li>• Experience of teaching drama at KS3/KS4</li> <li>• Using a range of information and evidence to raise student achievement</li> <li>• Ensuring that the learning environment is safe and that risks are adequately assessed</li> <li>• Ability to evaluate and identify priorities for development and training needs within the subject area</li> </ul>

**Knowledge and skills**

Essential	Desirable
<ul style="list-style-type: none"> <li>• Grounding in teaching and learning strategies and the role of assessment</li> <li>• Excellent interpersonal and teamwork skills</li> <li>• Excellent communication – sensitive and effective</li> <li>• Excellent planning and organisational skills</li> <li>• An ability to establish good working relationships with a wide range of people including students, parents, Governors and colleagues</li> <li>• Knowledge and skills related to use of data to improve and monitor outcomes for students</li> <li>• A keen interest in how students learn and experience of putting this knowledge into practice, reading research and applying findings to department’s work</li> <li>• Up to date knowledge of relevant safeguarding practices and commitment to the protection and safeguarding of children</li> </ul>	<ul style="list-style-type: none"> <li>• Use of differentiated / personalised approaches to teaching</li> <li>• ICT skills to enhance teaching and learning in your subject area</li> <li>• Knowledge and understanding of current educational issues and relevant research</li> </ul>

**Personal Qualities**

Essential	Desirable
<ul style="list-style-type: none"> <li>• Genuine passion for education and belief in the potential of every student.</li> <li>• Reflective and proactive in seeking feedback to improve.</li> <li>• A commitment to sustaining and raising achievement, attainment and aspirations of all pupils.</li> <li>• Collaborative, professional style of working. Ability to work under pressure and remain positive, enthusiastic and resilient.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the importance of teaching for the individual</li> <li>• Potential and capacity to grow professionally and aspire further to take more responsibility and leadership opportunities</li> </ul>

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