

## Job Details

### Assistant Director of Sport & Performing Arts Faculty (Leadership scale 4-7 based on experience)



Thank you for your interest in this post and we look forward to receiving your application. This is an exciting opportunity for someone to join our school. We are looking for someone who:

- Is passionate about high quality teaching and learning
- Offers inspirational and caring guidance for young people
- Works collaboratively, asks questions, and is keen to learn

You will need to have the commitment and enthusiasm to be part of a lively, well managed and successful team. The staff in the Sport & Performing Arts Faculty enjoy their work and strive to deliver interesting and stimulating lessons. There is a supportive climate in which there is much cooperation, resulting in detailed schemes of work and excellent resources.

The successful candidate will be given full support and will be encouraged to engage in further professional development which we believe will benefit both the individual and the school. The successful applicant is likely to be a form tutor.

This document contains information about the faculty, the job description and the person specification.

Visit our website <http://www.raa-school.co.uk/> for more information about the school and <http://www.raa-school.co.uk/vacancies.asp> to apply for the role.

Candidates selected for interview will be informed by telephone and email. We do not generally contact candidates who are not shortlisted.

*Thank you for taking the time to complete your application.*



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# Current Information on the Sport & Performing Arts Faculty

## PE

### Accommodation

Sports hall	Fitness suite
Director of Faculty office	Staff workroom
Faculty office	Four netball courts
Two astro courts	Swimming Pool
Dance studio	5 rugby/football fields

### Results

PE is a very popular subject at both GCSE and post 16. We currently have three classes in Year 11, two in Year 10. At post 16 we have a BTEC Level 3 class in Year 12 and Year 13 and in September 2023 began teaching A Level PE. The outcomes at BTEC Level 3 Sport were 33% Distinction\*, 56% achieved a Distinction\*-Distinction and 100% pass. At GCSE PE 9-4 was in line with national average

### Teaching

#### Courses and grouping arrangements

Year	Course & materials	Lesson alloc.*	Grouping
3-6	KS2 course following schemes of work devised with the faculty	2	Taught in year groups.
7 - 9	KS3 course following schemes of work devised within the faculty.	1	Taught in Form groups. 3 sets in each half of the year



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10 - 11	<p>KS4 Core course following scheme of work devised within the faculty.</p> <p>KS4 GCSE-Edexcel exam board- following the PE curriculum sequencing</p> <p>Paper 1 taught throughout Year 10 and Paper 2 in Year 11</p> <p>Practical element is assessed throughout the course</p>	<p>1</p> <p>3 taught by subject specialist</p>	<p>Taught in Form groups 3 sets in each half of the year</p> <p>3 groups at GCSE</p>
Sixth form	<p>A level PE</p> <p>BTEC Sport</p>	<p>6 this is usually split across two specialist teachers where the timetable allows</p>	<p>A level PE</p> <p>BTEC Sport</p>

\* out of 33 x 50-minute lessons per week

ICT is used regularly to support pupils' learning. BTEC Sport lessons are all timetabled in ICT suits.

## Key Stage 2

All pupils have two 50-minute lessons per week in Key Stage 2 with a PE specialist teacher.

## Key Stage 3

All pupils currently have one 50-minute lesson of core PE per week. We track students regularly and set across half year groups, which are flexible and constantly under review.

## Key Stage 4

All pupils currently have one 50-minute lesson of core PE per week. We track students regularly and set across half year groups, which are flexible and constantly under review.

GCSE PE students have three 50-minute lessons per week. We follow the Edexcel specifications. Across Years 10 & 11, PE is taught in option blocks, by a subject specialist where the timetable allows.

## Key Stage 5

All pupils currently have six 50-minute lessons per week, this is usually split across two specialist teachers where the timetable allows. PE A level follows the OCR specifications. BTEC Sport follows the Pearson/Edexcel specifications.



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## Music

### Accommodation

Two Music Classrooms  
10 practice rooms  
8 Steinway pianos (2 Grand, 6 upright)

### Results

In Music we have exam groups in Year 10, 11 and at post 16. The outcomes at GCSE 9-4 were above national average and 9-7 were in line with national average.

### Teaching

#### Courses and grouping arrangements

Year	Course & materials	Lesson allocation	Grouping
3-6	KS2 Concentric curriculum based on performance, composition, listening and having access to two terms of peripatetic led brass, woodwind and string lessons.	1 lesson a week	Taught as a mixed ability class
7-9	KS3 curriculum to build up to skills needed in GCSE, A Level and beyond	1 lesson a week	Taught as a mixed ability class
10 & 11	Eduqas GCSE Music	3	1 class
12 & 13	Eduqas A Level Music	6	1 class

All classes are KAT assessed on a half-termly basis.



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## Drama

### Accommodation

3 Classrooms  
1 lighting and sound pod  
1 dance studio

### Results

Drama results at both GCSE and 'A' Level have been significantly higher than the national average in recent years. Both courses follow the Edexcel specification.

### Teaching

#### Courses and grouping arrangements

Year	Course & materials	Lesson alloc.*	Grouping
7	KS3 courses follow schemes of work devised within the department and are constructed specifically to balance the development of both drama and life skills.	1 lesson per week	6 classes of mixed ability students
8		1 lesson per week	6 classes of mixed ability students
9		1 lesson per week	6 classes of mixed ability students
10 & 11	<b>Exam Board: Edexcel</b>	3 lessons per week	Currently one class in both Y10 and Y11
Sixth form	<b>Exam Board: Edexcel</b>	6 lessons per week	1 class of Y12 students 1 class of Y13 students

ICT is used regularly to support pupils' learning at KS4 and KS5. All classes are KAT assessed on a half-termly basis.



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## Key Stage 3

In Key Stage 3, the students are taught one 50-minute lesson per week, throughout the academic year.

The Schemes of Work have been planned specifically in that students focus on one skill per half-term (for example, Mime, Parody, Status etc) whilst also developing personal skills and an understanding of the world in which they live.

## Key Stage 4 – GCSE Drama

Students study GCSE Drama through Y10 and Y11 following the Edexcel syllabus. The subject has proved extremely popular as an option. The students follow the examination criteria, developing skills and an understanding of devised and scripted practical work whilst processing information and evaluating on a written basis.

## Key Stage 5 – ‘A’ Level Drama

‘A’ Level Drama is delivered by two teachers, each having three lessons per week. Each teacher will be allocated one double lesson on a weekly basis. The Schemes of Work are focused specifically on Y12 students developing foundation skills in all required examination expectations (for example, devised and scripted performances) with the intention of perfecting in Y13.

## Staffing:

**Deputy Director of Sport & Performing Arts Faculty:** Paul Harris

**Assistant Director of Sport & Performing Arts Faculty :** Alex Leadbeater

**PE Teachers:** Sarah Wheeler, Phoebe Stewert, James Edmonson, Stuart Sales

**Music Teachers:** Faye Megdiche

**Drama Teachers:** Josie Parker, Alex Hunter, Sarah Abay



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## Job Description

### Assistant Director of Sport & Performing Arts Faculty (Leadership scale 4 - 7 based on experience) - Fixed Term



**Reporting to:** Director of Sport & Performing Arts Faculty

**Direct reports:** To be agreed with the Director of Faculty - relevant faculty post-holders including Subject Leaders and/or TLR holders.

**Liaising with:** Headteacher, Senior Leadership Team, Subject Leaders, Student Support Services and relevant staff with cross-School responsibilities, relevant support staff, parents, Governors and other stakeholders.

#### Purpose of the Post

To support the Director of Sport & Performing Arts Faculty in providing strategic as well as operational leadership for the Faculty. This will involve working with other faculty leadership post holders to ensure the smooth day-to-day running of the faculty and to design, implement and refine strategic improvements to the curriculum, teaching and learning and assessment in the subjects within the faculty. The Deputy and Assistant Directors of Faculty will be conversant with the whole-school SER and SIP as well as the School's vision, values and policies; these will inform faculty professional practice.

To support the Director of Faculty in the following:

- To be accountable for student progress and development in the faculty area across KS3, KS4 and post 16, including meeting performance targets for student and subject areas which are agreed with the Headteacher and the Governing Body.
- To ensure high standards of teaching and learning across the faculty area through continuously developing and enhancing the quality of teaching and learning.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students in the faculty area, in accordance with the school aims and policies, as determined by the Headteacher and Governing Body.
- To ensure that all school policies and procedures are implemented and applied consistently by all staff in the subject areas.
- To ensure effective behaviour for learning is evident throughout faculty
- To effectively and efficiently manage and deploy teaching/support staff, financial and physical resources across the faculty area.
- To work with senior leaders to manage the performance of faculty staff, including within the appraisal process.
- To lead the self-evaluation and improvement planning processes in the faculty.



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## Key responsibilities

Supporting the Director of Faculty in their main areas of responsibility:

- Operational and strategic planning (including rigorous self-evaluation and review of faculty area performance, formulating the subjects and faculty improvement plans, and leading the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies)
- Ensuring the delivery of an appropriate, comprehensive, high quality and cost effective curriculum and leading development of the subjects and their delivery
- Work with KS2 colleagues to ensuring sequencing across the years, providing continuity and consistency
- Providing opportunities for extending outside the curriculum to enhance and support student development.
- Staff development (including recruiting, building and managing an effective team of motivated staff).
- Student outcomes (including ensuring the effective operation of target setting, monitoring and evaluation systems and the input and maintenance of accurate student data).
- Teaching, including acting as an outstanding role model.
- Working with senior leaders and external bodies to ensure that professional practice is reviewed appropriately and periodically and that outcomes improve as a result.

## Teaching & Learning

Supporting the faculty in delivering PE, Music and Drama lessons with a reduction in timetabled lesson to reflect the role and planning and preparation time:

- To provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge
- To plan effectively to ensure that pupils have the opportunity to meet their potential, taking account of the needs from those who are underachieving to those who are very able, making use of relevant information and specialist help where available
- Use regular, measurable and significant assessments of teaching
- Complete all reporting on time
- Closely monitor progress and attainment of pupils and use it to inform teaching
- To set high expectations for pupil behaviour and establish a safe environment that supports learning and where pupils feel secure and confident
- Maintain regular and productive communication with parents about their child's progress, behaviour and development, including attending after school parent meetings as required

## Other

- Actively contribute to the co-curricular life of the School
- Undertake professional development as agreed with school leaders
- Perform additional duties and tasks required for the effective operation of the school as directed by the Headteacher
- Be aware of and comply with policies and procedures relating to child protection, health and safety regulations, security and confidentiality, reporting all concerns as appropriate
- Contribute to the overall ethos and aims of the School



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## Person Specification: Assistant Director of Sports and Performing Art Faculty

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>● Good Honours Degree in a relevant subject</li> <li>● Recognised Teaching Qualification</li> </ul>	<ul style="list-style-type: none"> <li>● Additional qualifications/training</li> </ul>
Experience	<ul style="list-style-type: none"> <li>● Experience of teaching PE, Music and Drama across the senior school</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of teaching Technology and/or Art in KS2</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>● Excellent classroom practitioner</li> <li>● Commitment to regular and on-going professional development</li> </ul>	
Personal	<ul style="list-style-type: none"> <li>● Good communication, planning and organisational skills</li> <li>● Hardworking</li> <li>● Enthusiastic</li> <li>● Resilient</li> <li>● A strong team player</li> <li>● Good sense of humour</li> </ul>	

The Royal Alexandra and Albert School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post if successful, including an Enhanced DBS check. Staff must be aware of and comply with policies and procedures relating to child protection, health and safety regulations, security and confidentiality, reporting all concerns as appropriate. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.



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