

Expressive Arts Teacher

School Mission: Children and young people at the heart of all we do.

School Ethos: Work Hard, Be Kind, Have Fun, Stay Safe.

Hours: Timetabled

Reporting to: Deputy Headteacher

Salary Range: Current Range plus SEN Allowance

Job Description

The post holder is expected to work within the rules and regulations laid down in the "School Teachers' Pay and Conditions Document" and to the Teachers' Professional Standards.

Job Purpose

- To teach Expressive Arts to classes in Tunbridge Wells using the Oakley Learning Journey for planning and assessment, capturing progress on Evidence for Learning.
- To attend Teacher Meetings after school on a Wednesday and participate in Phase 1 Collaborative Planning once a term.
- To work collaboratively with the other Expressive Arts Teachers in the school to develop the curriculum and Expressive Arts' offer.
- To liaise with class teachers to ensure they are kept up to date with the progress the children in their class are making and any issues that might arise.
- To be committed to safeguarding children and young people, and to ensuring that they participate in and enjoy their education.

Principal Accountabilities

- To embed the school ethos: work hard, be kind, stay safe and have fun.
- To implement all school procedures and policies consistently and contribute to their evaluation and further development supporting the school in achieving its aims, vision and priorities as set out in the School Development Plan.
- To develop and manage positive relationships with all pupils, staff, carers, parents, governors and the wider community, building optimism, self-esteem, self-confidence, team commitment and a problem-solving approach, enthusiasm and active participation.
- To consistently and effectively plan and deliver lessons and sequences of lessons to meet all pupils' individual learning needs, ensuring progression and continuity in their learning.
- To read and implement pupils' EHCPs, provision plans and all other key information to ensure pupils' needs are met and that you consistently provide the Universal Offer to support pupils to engage.

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- To work closely with the learning support assistants to support pupils to remain regulated and engaged in their learning.
 - To use a range of resources to enhance pupils' engagement and embed the use of IT.
 - To support pupils to develop a curiosity and enjoyment of expressive arts.
 - To regularly monitor, evaluate, record and report the progress of pupils in relation to their prior attainment, using agreed school systems and to use this to provide constructive on-going feedback to pupils to guide their learning and develop their individual capacity to know, understand, value and build on their own strengths and skills.
 - To evaluate, analyse and respond to pupil assessments through modification of planning and setting targets for further learning.
 - To participate in, and engage with, a range of school based and external INSET and professional development activities, including performance management feedback, and use this to share outcomes with colleagues and to continuously improve own teaching performance.

Subject Leadership

- To support, collaborate and provide strategic leadership, advice and guidance to colleagues in order to provide a high quality expressive arts offer.
- To observe and collaborate with other teachers who are teaching performing arts to ensure the offer is comprehensive and enables pupils to develop skills from Phase 1 to Phase 4.
- To use findings to inform the strategic development of the subject/s, identifying strengths and development needs, resolving issues, priorities, training and resource needs.
- To develop expressive arts planning using the Oakley Learning Journey and in line with the whole school curriculum.

Person Specification

Qualifications & Experience	
- Experience of working with children and young people with SEND in a variety of settings	Essential
- Experience of working with a variety of support staff and agencies within and beyond the school.	Essential
- Qualified teacher/NQT	Desirable
- Subject and phase specialism that is matched to the curriculum needs of the school	Essential
- Evidence of continuing professional development through recent and relevant INSET	Essential
- Knowledge and experience of teaching pupils with a range of special educational needs	Essential
(As a routine procedure, all staff must provide evidence of their qualifications claimed on application to the school.)	
Personal Qualities & Skills	
- A willingness to develop effective teaching and learning skills, and knowledge of curriculum and implementation	Essential
- The ability to plan, assess and record pupils learning using the Oakley Learning Journey and Evidence for Learning	Essential
- Awareness of successful strategies to support pupils' EHCP outcomes	
- The ability to build and manage relationships constructively with a wide range of pupils, adults and professionals	Essential
- The ability to work as a member of a team(s) in a variety of teamwork and collaboration roles	Essential
- A high level of commitment to school development, improvement and inclusion	Essential
- An understanding of current SEN issues	
- An understanding of the range of SEN needs and their impact on learning in their subject(s)	Essential Essential
- A clear understanding of what their subject(s) has to offer pupils with SEN	Essential
- Evidence of personal organisation and the ability to meet deadlines under pressure	
- The ability to use Information Technology in the classroom to aid teaching & learning	Essential
- Willingness to evaluate your own performance with accurate self-assessment and develop new skills	Essential Essential
- A well-developed sense of humour and optimism	Essential
- Self-confidence and resilience	
- Empathy	Essential
- Adaptability, flexibility and ability to use initiative	Essential
- Commitment to safeguarding, equality and diversity	Essential Essential

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. Appointment to posts exempt from the ROA will be subject to the successful candidate obtaining an enhanced disclosure from the Disclosure and Barring Service (DBS) to KCCs satisfaction. Oakley School is committed to the fair treatment of its staff, potential staff or users of its services regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background. Where applicants have declared a criminal record, the relevance and circumstances of the offences will be considered in relation to the post applied for. Having a criminal record will not necessarily bar that person from working with us.

Oakley School is committed to safeguarding children and young people, a commitment we expect all staff to share and uphold.

