

WOOTTON ACADEMY TRUST

10th May 2022

Dear Colleague

Head of Dance – for September 2022 TLR 2A

Thank you for your interest in applying for the above role at Wootton Academy Trust. Wootton Academy Trust [WAT] consists of Wootton Upper School, which has 900 pupils in Years 9 – 11 and Kimberley 16 – 19 College, which in September 2022 will have 700 students in Years 12 and 13 studying Level 3 courses.

WAT is a happy, successful Trust and we are seeking to appoint someone to join our team and make a positive impact on learners' lives. Staff here are supportive, caring and committed to a collaborative approach to teaching and learning. As a new member of staff, you can expect a warm welcome and a wide range of CPD opportunities to develop your practice and career.

Traditionally, Dance, Drama and Music all have enjoyed a high profile at the Trust with all three subjects being taught at A level and outstanding extracurricular provision. Covid-19 has severely limited our extracurricular work over the last two years.

Our Sixth Form College in Stewartby, Kimberley opened in 2013 in a state-of-the-art building that provides excellent resources for both staff and students. We retained the teaching of Dance, Drama, Music and Art at Wootton Upper School where our specialist arts provision is based.

Our Arts teachers work together in a local area to share best practice. In addition to Dance, the local area includes our Drama and Music staff as well as Art and Photography teachers. We want our Head of Dance to be an outstanding teacher able to teach GCSE and A Level Dance, and/or other specifications [e.g. BTEC].

We hope the attached Job Description, alongside the information on our website, inspires you to make an application and we look forward to welcoming successful applicants for interview.

The closing date is at 09:00 on 20th May 2022.

I look forward to hearing from you.

Yours sincerely



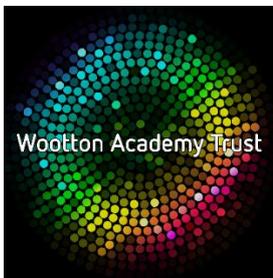
Michael Gleeson
Executive Principal
Wootton Academy Trust

When applying, please complete all sections of the application form and ensure that you do not leave any gaps in your qualification/work history and that you give details of any periods not accounted for by full time employment, education or training. Forms with missing sections and/or gaps may not be considered. Wootton Academy Trust is committed to safeguarding and promoting the welfare of young people. We expect all staff to share this commitment. The successful applicant will be required to undertake an Enhanced DBS check. Our Safeguarding and CP Policy is available on our website www.woottonupper.co.uk and www.kimberleycollege.co.uk

Wootton Academy Trust operates
Wootton Upper School & Arts College
Kimberley 16-19 STEM College

Registered in England and Wales
Company No. 7740758

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Our Motto is “The Pursuit of Excellence”

**Head of Dance
Job Description**

Wootton 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.

Job Description:

At the heart of subject leadership is the provision of professional leadership to secure high quality teaching and learning, effective use of resources, improving standards of achievement for all learners, and the promotion of learners’ personal development and well-being.

A Head of Department must provide strategic leadership and direction for the department and ensure that it is managed and organised to meet both Trust wide and local [i.e. departmental] aims and objectives.

A Head of Department plays a key role in supporting, guiding and motivating teachers of the department. Heads of Department evaluate the effectiveness of teaching and learning, the department curriculum and progress towards targets for learners and staff in order to inform future priorities for the department. The policy and practice of monitoring within a department provides the information for evaluation and action. A Head of Department identifies needs in their own department and recognises that these needs must be considered in relation to the overall needs of the Trust. It is also important that a Head of Department understands how their department contributes to Trust priorities and to the overall education and achievement of all learners. Throughout their work, a Head of Department ensures that practices improve the quality of education provided, meet the needs and aspirations of all learners and help to continue to raise standards of achievement in the Trust. The details outlined below represent the Trust’s supplement to the requirements for a Main Scale Teacher.

Job Purpose:

To lead, manage, develop, and be accountable for the department team and the curriculum at Key Stages 3, 4, & 5 in order to ensure the highest possible standards of learner achievement, personal development and well-being.

Job Title:

Head of Dance

Location:

Wootton Upper School and/or Kimberley 16-19 STEM College

Reporting Line:

The post holder will report to the specified member of the Senior Leadership Team.

Hours:

Full Time

Line management responsibility for:

The post holder will be responsible for the teaching and support staff allocated to the department.

<p>Working Time and Conditions:</p>	<p>These will be as specified in the latest School Teachers Pay and Conditions Document. The post holder will continue to meet, maintain, and build upon, as appropriate:</p> <ul style="list-style-type: none"> - the National Standards for QTS as laid down by the Training and Development Agency, relating to a) Professional values and practice b) Teaching c) Knowledge and understanding; - the Induction Standards; and - the Threshold Standards (Please see www.tda.gov.uk).
<p>Dimensions:</p>	<p>The post holder will be responsible for the following, with reference to the national framework for middle leaders:</p> <ul style="list-style-type: none"> - The strategic direction and development of the subject; - Teaching and learning; - Leading and managing staff; - Learner progress and standards of achievement; and <p>The efficient and effective deployment of staff and resources.</p>
<p>Principal Accountabilities/ Responsibilities</p>	<p>The strategic direction and development of the subject:</p> <ul style="list-style-type: none"> - To ensure that the departmental culture, policies and practices follow and contribute to those of Wootton Academy Trust. - To contribute to a Trust-wide culture and climate which enable staff and learners to develop and maintain positive attitudes towards the subject. - To create an annual subject review and development plan, which contributes to the achievement of the Trust Improvement Plan. - To set expectations and goals for colleagues and learners in relation to the Trust's standards of achievement, behaviour and engagement. - To contribute to Trust planning, review, monitoring and evaluation. - To monitor, evaluate, and review standards of leadership, teaching and learning, and learner achievement and progress against school/college, local, and national standards. - To represent the department in the wider community and liaise with the rest of the Trust, local governors, feeder schools, the Local Authority, further and higher education, industry, outside agencies, examination boards etc. - To advise on and assist with the development of spiritual and moral elements of the curriculum. - To keep up to date with national developments in the subject area and teaching practice and methodology. <p>Teaching and learning:</p> <ul style="list-style-type: none"> - To lead all subject staff in the creation, implementation, and development of accessible and challenging courses/schemes of work which meet Trust and national requirements. - To lead the development and implementation of effective teaching and learning strategies, including ICT-based developments and remote learning provision. - To lead the development and implementation of effective departmental assessment policies, within the framework of those for the whole Trust - To promote and support extra-curricular activities.

Leading and managing staff:

- To build a team in which good practice is shared, and meeting time is used effectively to raise achievement, and support learners' personal development and well-being.
- To monitor and review the performance of staff in the department and take responsibility for any necessary action arising, including ensuring that Appraisal is carried out according to Trust and national regulations and that staff receive regular feedback, which supports progress against their appraisal objectives.
- To support/challenge and professionally develop staff so that they are effective in their role(s) and provide high quality teaching and learning.
- To communicate effectively with staff so that they are properly informed of developments across the Trust and that their views are represented.
- To ensure that staff understand and effectively implement Trust policies.

Learner progress and standards of achievement:

- To set and monitor appropriately challenging subject targets for learners, which will make a measurable contribution to the fulfilment of those for the whole school; to manage interventions to maximise learner progress.
- To maximise achievement by ensuring that examination entries are at an appropriate tier and non-entries are minimised; to assist with the management and conduct of examinations.
- To promote, manage, and be responsible for high standards of learner behaviour.
- To implement creatively the Trust's systems for rewarding good learner performance and to ensure all staff use them effectively.
- To ensure effective communication with parents/carers, so they are kept up-to-date with curriculum developments and their children's progress.

The efficient and effective deployment of staff and resources:

- To manage efficiently the available resources of staff, space, finance, and equipment within the limits and guidelines laid down.
- To assist in the recruitment of staff.
- To be responsible for the effective deployment of staff and to make appropriate arrangements in their absence.
- To ensure that the department's accommodation/ area, resources and equipment are maintained in good order, including the management of a) health and safety, and b) security.
- To provide a stimulating environment, including maintaining displays that promote interest and learning.

Other Specific Duties:

- To undertake the above responsibilities in addition to those held by a standard scale teacher at the school.
- To undertake any other duty as specified by the STPCD not mentioned in the above.

The job description is current at the date shown, but, in consultation with you, may be changed by the Executive Principal to reflect or anticipate changes in the job commensurate with the grade and job title.



Our Motto is "The Pursuit of Excellence"

Head of Dance Person Specification		
	Essential Criteria	Desirable Criteria
Qualifications	<p>Qualified Teacher Status</p> <p>Graduate in Dance or a close related subject area.</p>	
Experience	<p>An outstanding subject teacher.</p> <p>Evidence of ongoing professional development. Recent successful experience within a secondary setting of teaching Dance up to GCSE level.</p> <p>A track record of learners achieving high levels of progress.</p> <p>A keen interest in developing your pedagogy to inspire learners.</p> <p>Working effectively with a form group.</p> <p>Effective use of Assessment for Learning to engage learners as partners in their learning.</p>	<p>Experience of teaching another Arts subject (e.g. Dance or Drama to at least GCSE level).</p> <p>Evidence of high achievement in teaching A Level Dance or Experience of participating in or leading a whole school initiative.</p> <p>Evidence of leading dance clubs in school and community to very high standards.</p> <p>Evidence of producing dance showcases for the wider community.</p>
Knowledge & Skills	<p>Current knowledge of the Dance curriculum and exam board specifications.</p> <p>Exceptional communication and presentation skills.</p> <p>Assessment recording and reporting of learners' achievements in the subject and the use of data to secure student progress.</p> <p>Sophisticated user of ICT including.</p> <p>Use of strategies to promote good learner relationships and high attainment in an inclusive environment.</p> <p>Ability to plan and resource effective interventions to meet curricular objectives.</p>	<p>Knowledge of Ofsted frameworks.</p> <p>Ability to use and promote a wide range of teaching methodologies.</p> <p>Ability to contribute to wider staff training to support individual staff.</p> <p>Knowledge of a wide range of different dance styles including contemporary, classical and others from around the world.</p>

	<p>Ability to contribute to the further development of Schemes of Learning.</p> <p>The ability to lead and manage people to work towards a common goal.</p> <p>Excellent interpersonal, communication and behavioural management skills.</p> <p>Excellent organizational skills, with the ability to remain calm under pressure and work to tight deadlines, managing competing priorities.</p> <p>Able to be highly evaluative of your own work and that of other colleagues and to identify effective strategies to secure improvements.</p>	
<p>Personal competencies and qualities</p>	<p>Possess personal warmth and be able to gain the confidence of learners and parents, demonstrating the ability to create a positive rapport with learners and a safe environment within which the learner can flourish.</p> <p>Possess a positive attitude and approach to change and development.</p> <p>Flexible to meet the needs of Wootton Academy Trust.</p> <p>Commitment to personal and team professional development.</p> <p>Commitment to the Trust's values.</p> <p>Commitment to safeguarding young people.</p>	<p>Willingness to contribute to extra-curricular activities.</p> <p>Confident to present ideas to a wide range of audiences including learners, parents and staff including large audiences.</p>

DANCE

COURSE OVERVIEW

The course content is delivered in a largely practical way.

Performance skills are taught through technique classes in a variety of different styles, both in contemporary and jazz dance.

Choreographic skills and responses to different types of stimuli are explored through practical workshop sessions, working collaboratively with other students.

The theoretical elements of the course are taught as practically as possible. Learning repertoire material and exploring choreographic approaches underpin theoretical study.

The two study areas are Rambert Dance Company and American Jazz Dance. Within these areas you will study two set works: Rooster (Bruce, 1991) and Singin' in the Rain (Donen & Kelly, 1952).

KNOWLEDGE & SKILLS DEVELOPED

- Development and application of the knowledge, understanding and skills to perform as a soloist and as a dancer in a group piece. You will develop your physical skills and technique as a dancer and build the confidence to perform with sensitivity and expression.
- You will develop skills as a choreographer, learning how to create original choreography in response to a range of different stimuli; such as art, music, literature and scientific concepts. The skills of creative thinking and problem solving are an important feature of your choreographic studies.
- You will develop critical thinking skills through dance analysis and learn about dance in historical, social and cultural contexts.
- You will learn about professional choreographers and their work through learning repertoire and engaging in practical tasks linked to style, content and different choreographic approaches.

Qualification: **A-Level**

Awarding Body: **AQA**

ASSESSMENT METHOD

Component 1: Performance and Choreography

How it's assessed:

Practical exam marked by an external assessor

- Solo performance linked to a specified practitioner
- Performance in a quartet
- Group choreography response to a set task 50% of A-level

Component 2: Critical Engagement

How it's assessed:

Written exam: 2 hours 30 minutes

50% of A-level

OPPORTUNITIES AND CAREERS

A key element of this course is participation in workshops with professional dance artists and attending visits to see professional works. A strong commitment to extra-curricular rehearsal is vital. A range of extra-curricular opportunities are available to dance students, including dance residencies, performances and musical theatre productions.

This course provides excellent preparation for higher education studies in dance, theatre and the arts. It also complements studies in physical education.

Career opportunities include performing, choreographing, teaching, arts management, arts administration, community dance and dance therapy.

In Dance students gain creative experience; enhance collaborative and leadership skills; and develop critical thinking and analytical skills. These are desirable transferable skills which link to a wide range of careers and future employment.



"My favourite thing about studying Dance at A Level was learning the different contemporary styles, such as Graham technique, and looking into the history of contemporary dance" –

"I was able to express myself through dance and learnt an array of different styles. I loved learning about dance in musical theatre, especially in Singin' in the Rain and Cabaret!" –



DANCE

COURSE OVERVIEW

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This course recognises the role of dance in young people's lives and students will study a range of dance styles.

The practical component of the course enables students to study dance by 'doing' and the anthology of six professional works provides a springboard for the development of creative practical tasks.

The study of the anthology develops students' skills in performance and choreography as well as broadening their knowledge and understanding of dance and their ability to critically appraise dances of different styles and cultural influences.

KNOWLEDGE & SKILLS DEVELOPED

What will I do?

- develop skills, knowledge and understanding of dance as a performer and choreographer
- apply and adapt your skills in performance and choreography
- create dances for a range of purposes and in response to different stimuli
- develop your ability to analyse, evaluate and appreciate dance
- learn to appreciate the contribution of dance to your personal and social health, fitness and wellbeing.

Qualification: **GCSE**

Awarding Body: **AQA**

ASSESSMENT METHOD

60% Practical, 40% Written Exam

Performance (30%)

- Set Phrases in a Solo Performance
- Duet/Trio Performance

Choreography (30%)

- Solo or Group Dance

Written Exam (40%)

Questions based on students' own experience as performer and choreographer, and on the GCSE Dance Anthology – a collection of professional dance works in a range of dance styles.

POST 16 OPPORTUNITIES AND CAREERS

A GCSE in Dance is excellent preparation for further education courses in dance and performing arts. These include A-level Dance, higher education dance, and professional training. However, studying dance also helps you to develop a range of transferable skills, that are relevant to most careers, such as:

confidence	problem solving
creativity	analysis
evaluation	decision making
presenting ideas	communication
critical thinking	planning
research	time management
leadership	teamwork

“It's my favourite lesson and I enjoy it because it's an hour of doing what I love. I think that people should take it if they enjoy dance or have an interest in it. I didn't expect how involved I'd be with choreography and practical activities and it's actually very interesting to learn about all of the behind the scenes and what goes into a dance piece.”