



Role Description & Person Specification

Teacher of Dance with Literacy (Qualified/Unqualified Graduate)

Castle Rushen High School

Department of Education, Sport and Culture

About the School

Castle Rushen High School offers a broad and balanced education to 11-18 year olds who live in the south of the Isle of Man. The school has a history of high academic achievement and a reputation for providing a wide range of learning experiences beyond the classroom.

The Castle Rushen High School curriculum offers all our students a broad education for broader horizons. The students' holistic curriculum journey is focused on fulfilment through academic progression, character enrichment and skill acquisition. This vision for the curriculum is underpinned by our inclusive ethos and the concept of 'head', 'heart' and 'hands'. We want our students to leave Castle Rushen High School as knowledgeable, compassionate and skilled young people ready to have a positive impact on society.

Castle Rushen High School's watchwords are 'Care, Quality, and Opportunity', principles we apply to all our endeavours.

We are seeking an inspiring Teacher of Dance to join our highly successful Performing Arts team at a time of exciting curriculum expansion. We are introducing Dance in KS3 and also at GCSE. This unique role also offers the opportunity to shape our vibrant and growing extracurricular programme across all Key Stages, while simultaneously playing a pivotal role in our whole-school literacy drive.

This role also involves delivering high-quality Literacy instruction across Key Stage 3—covering everything from early reading and advanced comprehension strategies to all aspects of writing—you will make a profound impact on our students' development both on the stage and in the classroom.

If you are passionate about creative expression and academic excellence, we invite you to help us drive this next chapter of our school's growth.

Reporting to

Reporting to the Subject Team Leader for Performing Arts and Literacy Lead.

Teaching Duties and Responsibilities

Duties, responsibilities and requirements of a teacher on the IOM are set out in the Teaching Standards at Appendix 1 and conducted in line with the IOM Working Time Agreement for Teachers.

In addition, teachers must:

- Make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct.
- Act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to- date and are self-critical
- Forge positive professional relationships; and work with parents in the best interests of their pupils.

Other Duties

- Undertake pastoral responsibilities, including form tutoring.
- Uphold school expectations regarding attendance, behaviour, uniform and attitudes to learning.
- Work closely with Heads of Year and pastoral colleagues to support student wellbeing and progress.
- Participate in relevant pastoral meetings with parents and external agencies.
- Monitor attendance and punctuality and take appropriate action where concerns arise.
- Carrying out the duties and responsibilities of the post, in accordance with the School's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.

Safeguarding

The Department of Education, Sport and Culture is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff are required to undertake training with regard to the safeguarding and welfare of children and young people, and the Department commits to providing this training e.g. via induction, online, briefings at staff meetings etc. as appropriate.

All staff have a responsibility for promoting and safeguarding the welfare of children and young people for whom they are responsible or with whom they come into contact and to adhere to and ensure compliance with the Safeguarding Board procedures. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children, they must report any concerns to the Designated Child Protection Officer.

APPENDIX 1

PART ONE: THE TEACHING STANDARDS

Teachers are required to meet the Teaching Standards as detailed below:

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- 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.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- 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, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- 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.

- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
 - showing tolerance of and respect for the rights of others.
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

What do you need to be successful in this role?

| | Essential or Desirable | Method of Assessment |
|---|------------------------|------------------------------|
| Credibility | | |
| Degree qualification in relevant subject | Essential | CV/Pre-employment checks |
| Qualified Teacher Status or willingness to undertake Teacher Training | Essential | CV |
| Thorough and up to date knowledge of initiatives in Dance education and Literacy | Essential | CV/Interview |
| Good knowledge and understanding of current educational thinking | Essential | CV/Interview |
| Capability | | |
| Excellent communicator who works effectively with all stakeholders | Essential | CV/Interview/ Observation |
| Be an innovative and reflective practitioner, able to work constructively as part of a team, and on your own | Essential | CV/Interview |
| Up to date knowledge and understanding, based on experience, of how to engage young people | Essential | CV/Interview |
| Sound and efficient administration skills, including the ability to work under pressure and meet deadlines | Essential | CV/Interview |
| Experience, either as a teacher or during training, of successfully using teaching and learning strategies that enable students to achieve in relation to their capabilities and earlier attainment | Essential | CV/Interview |
| Ability to use intervention strategies to raise attainment of learners | Essential | CV/Interview |
| Ability to inspire and motivate others | Essential | CV/Interview |
| Ability to use data to track and monitor student learning and achievement | Essential | CV/Interview |
| Able to use IT systems for teaching and learning | Essential | CV/Interview |
| Set high professional standards by personal example | Essential | Observation |
| Character | | |
| Has positive energy and drive | Essential | CV/Interview |

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| Inspires, motivates and empowers | Essential | CV/Interview |
| Confident, with personal impact and resilience | Essential | CV/Interview |
| Enthusiasm and optimism | Essential | CV/Interview |
| Warmth and approachability | Essential | CV/Interview/Observation |
| Other requirements | | |
| Satisfactory Police Check | Essential | Pre-employment checks |