



Teacher of Dance  
(maternity cover)  
at Bishop Luffa School







Thank you for your interest in the post of Teacher of Dance (0.6fte maternity cover) at Bishop Luffa School.

Required as soon as possible, we are seeking to appoint a dynamic and forward thinking Teacher of Dance at Key Stage 3-5. There may also be the opportunity to teach some PE and Drama lessons.

The successful applicant will be an excellent practitioner who can enthuse our young people with a love of Dance. They will be passionate and committed, and have a rigorous approach to supporting them to be creative, reflective and resilient learners. They will share our aspiration to help realise the school's vision, *Always our best because everyone matters.*

Bishop Luffa School is a very special place to work. Our students are proud of their school and take part in an incredible number of extra-curricular activities, such as House Drama, The Sixth Form Fashion Show and Charity Week. We have recently run trips to Tanzania and Russia and have visits to Rome and Beijing planned for this year.

Bishop Luffa School is a fully comprehensive 11-18 Church School. I hope that we live our Christian values of love and respect, which all of our staff and students support, regardless of their beliefs.

I would encourage you to come and view the school and looking forward to meeting you.

Best wishes,

Mr Austen Hindman  
Head Teacher







## Our Vision

**Always our best because everyone matters**

With the shared involvement of every individual, we aspire to be a confident outward looking Christian community in which every member

- enjoys creative, dynamic and reflective learning
- is supported, challenged and equipped for the future
- values and takes responsibility for themselves and others
- relies on and builds supportive and lasting relationships



# About Us

Bishop Luffa School is a busy and thriving mixed comprehensive, with 1499 students including 271 Sixth Formers, serving a wide area around Chichester. Founded in 1963, the School's Church academy status gives our Governors extra powers and responsibilities for the control of the School.

The School is regularly oversubscribed and enjoys a strong reputation for the quality of teaching and of our pastoral care. Our GCSE and A level results regularly place us within the top 200 mixed comprehensive schools in the country. Most of our Sixth Form students go on to Russell Group universities; a number gain places at Oxford and Cambridge each year. Students, parents and carers are strongly supportive of the school.



Our 97 teachers are organised academically into Faculties and pastorally into eight Houses and the Sixth Form. As an *Investor in People*, we are committed to the continuous professional development of all our staff. Faculty coaches support teachers to develop consistently outstanding practice, and lead CPD both in Faculties and across the school. The Ofsted Inspection of December 2022 judged the school to be "Outstanding", with an Outstanding grade in every category.

The Anglican Schools' Inspection (SIAMS) in February 2015 calls the school "an outstanding Church school" and judges every category as "outstanding". Not all members of staff are practising Christians, but all support the Christian ethos of the School.



As a school we pride ourselves on the opportunities we give our staff to develop and grow. The successful candidate will be encouraged to take part in CPD programmes to prepare them for the next stage of their career. All of our teachers are tutors. Bishop Luffa School is supported by a strong House system, with each House having a distinctive identity. The successful applicant will have the opportunity to contribute to the life of the House and join in the many traditions associated with this, such as Burrows three legged race or the Ridgeway Reindeer Run!

Bishop Luffa School was founded on the aim of providing local children with the opportunity to experience a rich and diverse education based on Christian values. Our aim is to show our students 'life in all its fullness' (John 10), which means that we are not narrowly focussed on academic goals. Our staff come from many backgrounds and have diverse beliefs, and for some, no belief at all, but all agree with this fundamental aim.

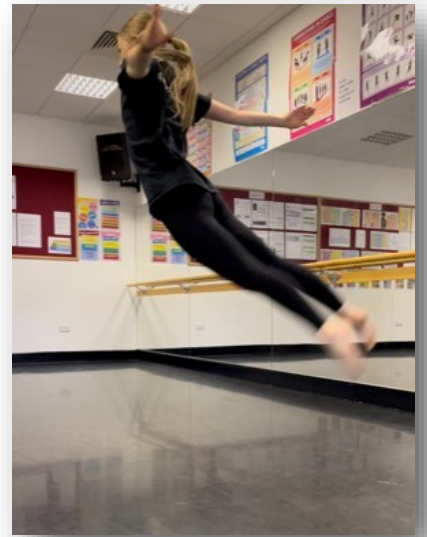




# The Arts Faculty

The Arts Faculty comprises Art, Drama, Media, Music and Dance. The Head of Faculty leads and manages the strategic development of the area, whilst a Faculty Coach provides support for the Faculty team in generic teaching and learning issues.

The Faculty was formed in September 2007 and a Creative Arts Centre to house the subjects in one area of the school was built in 2010. The centre comprises a drama studio, dance studio, recording studio, three specialist Art rooms, two Media classrooms (one with adjacent edit suite) and two dedicated Music rooms.



The Arts Faculty was awarded *Artsmark Gold* in June 2014 by the *Arts Council* in recognition of its high level of Arts provision, teaching and learning.

Faculty staff enjoy working together on Exploration Days which have included such activities as a Year 8 multi-media performance of *The Tempest* (incorporating video animation), Year 10 Urban Arts (involving activities such as DJ-ing workshops and Street Dance), a Year 7 excursion to the *British Music Experience* at the O2 and a Year 9 visit to the *Warner Bros Studio Tour*, London.

Each summer a collaborative showcase of the Faculty's work entitled *Fruition* is held in the Creative Arts Centre. Visitors are invited to see and experience the fruits of pupils' labours encompassing the annual Art exhibition, a screening of Media student films, and a range of Dance, Drama and Music performances.



# Dance at Bishop Luffa School

Dance is taught as part of the PE curriculum in Years 7, 8 and 9 with students having four periods of PE per fortnight. We offer students the opportunity to study BTEC Dance in Years 10 and 11, and A'Level Dance in Years 12 and 13.



Dance as a subject is unique, in that it blends artistic practice with physical activity. In Dance at Bishop Luffa School students experience high quality teaching through the delivery of an exciting and inclusive curriculum. We aim to enable students to gain artistic skills and discipline, as well as developing their ability in physical interaction, teamwork, problem solving, observing, evaluating, verbal and non-verbal communication.

Through dance students have the opportunity to collaborate with other art forms, and make connections with design in space, musicality and creativity. In the classroom they examine how dance practitioners use their art form to communicate with audiences and offer different perspectives on the world.

In turn students are encouraged to express ideas and explore their own creative voice through creating original dance works. There are also a variety of extended opportunities beyond the classroom to inspire students further such as the Interhouse Dance competition, theatre visits, workshops with professional dance companies and performances. Dance can promote positive changes in students' well-being and improve self-esteem and confidence.

Taking part in Dance supports students own personal and spiritual development through dance performance, making dances and examining the work of others. They are able to enjoy learning about others and the world around them through exploring dances from different cultures and eras. When creating dances students use their imagination and creativity to explore different dance ideas and starting points.

Through examining the work of others students are reflective, offer different perspectives and share their feelings about what they are seeing and learning about. Students are able to share their love, interest and enjoyment of dance with each other and different audiences to reflect their experiences in this subject.



# Job Description

## Teacher

Following the School maxim, 'Only the best and Everyone Matters', we all work together to provide the highest quality education for all our pupils.

### Role

To be an effective teacher who can teach and assess effectively, demonstrate thorough curriculum knowledge, take responsibility for professional development and enable pupils to achieve well.

Responsible to:

- Team Leader (as subject teacher)
- Head of House (as tutor)

### Strategic

Teach allocated pupils by planning your teaching to achieve progression of learning through:

- understanding and applying effective classroom management
- understanding and applying a range of effective teaching strategies
- positively targeting and supporting individual learning needs
- maintaining high levels of behaviour and discipline
- effectively using homework and other extra curricular learning opportunities
- demonstrating appropriate consistent progress
  - for all pupils
  - across all teaching areas
  - across all spectrums of background, ability and behaviour
  - that compares favourably with pupils in similar settings
  - effectively, managing other adults in the classroom

### Operational

Monitoring, Assessment, Recording, Reporting

- use performance data to evaluate pupils' progress and set appropriate targets for improvement
- use assessment to inform planning and teaching
- report on progress to all stakeholders at the appropriate times

Pastoral Duties

- be a form tutor to an assigned group of pupils
- promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole
- liaise with the Head of House to ensure the implementation of the school's pastoral system
- register pupils, accompany them to assemblies and Eucharists, encourage their full attendance at all lessons and their participation in other aspects of school life
- contribute to the preparation of Action Plans and progress files and other reports
- alert appropriate staff to problems experienced by pupils and make recommendations as to how these may be resolved
- communicate, as appropriate, with parents of pupils and persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with appropriate staff
- contribute to PSHE, citizenship and enterprise according to school policy

## Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- maintain an up to date knowledge of good practice in teaching techniques
- know subject(s) or specialism(s) to enable effective teaching
- take account of wider curriculum developments
- incorporate national strategies in all teaching
- communicate learning objectives
- undertake professional development to enhance teaching and pupils' learning, and
  - apply outcomes and identify impact
  - share outcomes with colleagues
  - take responsibility for professional learning (for example, using the "Transforming Learning" tool)

## For teachers on the Upper Pay Spine

Senior Teachers who have met and continue to meet the performance threshold/senior teacher standards demonstrate a high degree of sustained competence in their own subject areas and, through their general experience and expertise, make significant contribution to the ethos and success of the workplace. Teachers on the Upper Pay Spine are expected to contribute more fully to the development of our priorities than those on the Main Scale. They should:

- demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with all the learners they teach.
- actively contribute to the development of the policies and practices of their workplace and share in the collective responsibility for their implementation.
  - draw actively on their own professional experience and expertise, and that of their colleagues and other professionals, to make informed choices about strategies designed to raise the level of learners' attainment and secure their well-being
  - communicate effectively with all children, young people, parents and carers.
- have an accurate understanding of their strengths and areas for professional development, both within the teaching of their own subjects/subject areas and in the wider school context and take effective actions to improve their performance through CPD.
- take the initiative in identifying and using opportunities to work with and manage colleagues in order to share and implement effective practice in the classroom, and in the wider school context.
- improve their practice through a discriminating approach to innovation, identifying those practices most likely to raise the level of learners' attainment both within their own subjects/subject areas and in the wider school context.



## **How to fulfil the role**

In order to fulfil this role effectively, the teacher will want to develop the following qualities and characteristics, and a CPD programme is an important element of performance management.

### **Professionalism**

- *Challenge & support: a commitment to do everything possible for each pupil and enable all pupils to be successful*
- *Confidence: the belief in one's own ability to be effective and to take on challenges*
- *Creating trust: being consistent and fair; keeping one's word*
- *Respect for others: the underlying belief that individuals matter and deserve respect*

### **Thinking**

- *Analytical thinking: the ability to think logically, break down problems, recognising cause & effect*
- *Conceptual thinking: the ability to see patterns and links even when there is a lot of detail*

### **Leading**

- *Flexibility: the ability and willingness to adapt to the needs of a situation and change tactics*
- *Managing pupils: the drive and the ability to provide clear direction to pupils, and to enthuse and motivate them*
- *Passion for learning: the drive and ability to support pupils in their learning, and to help them become confident and independent learners*

### **Planning and setting expectations**

- *Drive for improvement: relentless energy for meeting challenging targets, for pupils and the subject*
- *Information seeking: a drive to find out more and get to the heart of things*
- *Initiative: the drive to act now to anticipate and pre-empt events, thinking and acting ahead*

### **Relating to others**

- *Impact and influence: the ability to produce positive outcomes by influencing others*
- *Team working: the ability to work with others to achieve shared goals, sharing and gathering information*
- *Understanding others: the drive and ability to understand others, and why they behave as they do*

From Hay McBer – professional characteristics of effective teachers

### **Developing people**

- *Act as role model to demonstrate leadership in line with the school's Christian ethos and values*
- *Encourage staff to work together and share expertise within the team*
- *Offer information, advice and guidance to help staff plan their professional development*
- *Use coaching skills to help staff achieve their potential*

### **Reflecting**

- *Reflect on personal and professional development*
- *Use feedback from all levels of the school to help improve the way you lead, manage and develop staff*
- *Be aware of your own skills of self-management as regards time, prioritising workload and achieving a work/life balance*

### **Inspiring**

- *Be able to inspire staff and pupils with the highest standards and expectations*
- *Be able to take the initiative and lead from the front*
- *Support and endorse the school's Christian ethos*

From Indicator 5 of the Investors in People Standard