

## APPLICATION PACK

**Position:** Lecturer - Performing Arts (Acting Specialism)

**Salary:** £22,000 to £24,500 pa pro rata

**Contract Type:** fixed term, 10 months (Aug 2019 – April 2020), part-time (0.6), with possibility of extension

**Hours/Location:** 24 hours per week (teaching 600 hours annually)

The postholder will be required to work across Tuesdays, Thursday, Fridays and Sundays (*Sundays are term time only*). The post may include occasional additional evening and weekend work for which Time Off in Lieu will be given. The position is based at The Garage but may involve some travel across the region and working at partner sites

**Leave:** 4 weeks per year (pro rata) + Bank Holidays - to be taken in line with public and centre holiday periods

**Reporting to:** Learning and Inclusion Director

### Description of Role:

The Garage is a thriving Performing Arts venue in the centre of Norwich. To complement our long-standing programme of skills and performance classes, in 2016 we launched a suite of accredited courses for students aged 13+. Spearheading this initiative are the Performing Arts Foundation Course (18+) with Acting, Dance & Musical Theatre Pathways and GCSE Drama and Dance courses (13+).

We are looking to appoint a lecturer with specialist skills in Acting to support the delivery of the Foundation Course and to lead the delivery of our level 2 provision. The successful applicant will have a real commitment to vocational education with the ability to truly motivate and inspire learners, together with a commitment to meet our high expectations of academic standards and achievement.

You will be a superb team player, with a proven track record of organisational skills and expertise in teaching and learning. You will have an expert knowledge of identifying individual progression routes for learners in this field, ideally with a proven track record of learners successfully moving on to higher education and performing arts colleges.

You will provide outstanding support for students throughout their training, coursework and assessment, as well as recording their progress, completing relevant paper work, providing effective feedback and contributing to the Internal Verification process. Your ability to deliver outstanding lessons will be recognised, as well as a proven ability to develop and engage learners in reaching their full potential.

**To express interest:** In order to be considered for this position, please email your completed application form and a cover letter (no longer than one side of A4) detailing your interest in the position and how you feel you meet the specification to **Toni Bentley** ([toni.bentley@thegarage.org.uk](mailto:toni.bentley@thegarage.org.uk)) by **22<sup>nd</sup> April 2019**. CVs will not be accepted without a completed application form. **Interviews will be held week on Saturday 4<sup>th</sup> May 2019.**

**Please note, this post will be subject to Enhanced Disclosure and Barring Service check**



**THE GARAGE**  
NORWICH

## LECTURER JOB DESCRIPTION

### Indicative Duties:

#### *Planning and Design of Learning Programmes and Sessions*

- support the HNC Foundation Programme Lead Lecturer to identify appropriate outcomes of learning programmes, ensuring effective content coverage and integration
- lead the level 2 team in devising and delivering the curriculum and timetable in such a way that it maximizes pupil achievement
- design, develop and implement administrative systems and procedures and lead the level 2 team in adhering to these
- establish realistic learning objectives which meet individual and group needs
- prepare session/lesson plans utilising a variety of teaching/training methods, accommodating different learning styles
- select and develop learning materials
- incorporate integration of on-and off-college learning activities into programme and session planning
- agree learning plans and contracts with individual learners
- keep abreast of practical and theoretical developments and update material and lesson plans accordingly
- demonstrate an understanding of learning theory

#### *Delivery of Teaching and Learning*

- teach on GCSE Drama and HNC Foundation Programmes, managing the learning process effectively, guiding and supporting learners
- create an effective learning environment and establish an open and trusting relationship with learners
- conduct tutorial activities
- recognise individual learning styles and adjust teaching/training accordingly
- use a variety of teaching/training methods to engage learners, to convey information, and to encourage creativity and motivation
- use effective materials and appropriate resources, at a pace and level which meet learners' needs
- provide effective learning support, giving learners opportunities to develop and practice their skills
- encourage learners to take responsibility for their own learning
- work with colleagues and with outside contacts to deliver learning programmes
- deal promptly and effectively with inappropriate behaviour
- be a point of contact for the level 2 teaching team and ensure that these courses are delivered in accordance with the specification and The Garage ethos and values

#### *Assessment of Learning and Learner' Achievements*

- give feedback to learners to support and inform the learning process
- use a variety of methods to assess formatively and summatively, ensuring that learners understand the purpose of assessments, and that methods are appropriate
- encourage learners to reflect on their own learning experiences and to monitor their own progress
- use assessments to identify additional support requirements

- check regularly that teaching/training is meeting learners' needs and that effective learning is taking place; modify session/lesson plans and teaching/training delivery accordingly
- record, store and process assessment results
- support the level 2 team in the effective assessment, recording and processing of student's work

### *Quality Assurance*

- review and monitor own performance, using a variety of means and indicators; identify own professional development needs and agree how these should be met
- engage in continuous professional development; take actions to improve; monitor and evaluate the effectiveness of these actions to improve
- work with others to monitor, evaluate and improve the effectiveness of learning sessions, including the use of lesson observations
- participate in the organisation's self-assessment procedures; external inspection and audit requirements; external and internal verification activities
- lead a cycle of peer-observation across the level 2 teaching team
- ensure compliance with standardisation activities across the level 2 team

### *Monitoring, Reporting and Evaluation*

- contribute to the evaluation strategy for The Garage programmes
- provide verbal and written monitoring and evaluation reports to funding bodies.

### *General Duties*

- attract and retain learners, and help them achieve learner competence, test and examination results
- understand the place of FE and HE within the wider learning and skills context
- identify progression routes suited to individual learners and support them in their application and audition process
- meet professional requirements by working within a professional value base and conforming to agreed codes of professional practice
- carry out administrative duties associated with the role in support of the Learning & Inclusion Director / Examinations Officer
- take part in enrolment, induction, marketing, etc. activities, as required\*
- make sure that learners have access to impartial, comprehensive and current advice which meets learners' personal development as well as educational and vocational needs
- support training and CPD within the wider Garage team, leading on aspects of training from time to time within the annual training cycle
- support other members of The Garage team in the effective and safe delivery of projects, events and performances
- work in accordance with all The Garage's policies including: Health & Safety; Data Protection; Child Protection and Equal Opportunities.

*\*Staff will be required to accompany students to perform at The Edinburgh Festival from 17<sup>th</sup> – 25<sup>th</sup> August 2019 inclusive. Travel and accommodation will be provided and time off in lieu awarded for any hours worked above the contractual agreement.*

## PERSON SPECIFICATION: LECTURER – PERFORMING ARTS

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>EVIDENCE FROM? Application = A Interview = I Reference = R</b>
<b>Qualifications and Training</b>	<p>Teaching qualification i.e. Bachelor of Education, Certificate of Education or DTTLs, PGCE (post 16)</p> <p>Level 2 (GCSE) Literacy and Numeracy Qualification or equivalent</p>	<p>Additional relevant qualifications</p> <p>A good honours degree in Musical Theatre, Dance, Acting or Performing Arts</p>	A
<b>Experience</b>	<p>Teaching experience within a vocational learning environment</p> <p>GCSE teaching experience</p>	<p>Experience as Performing Arts industry practitioner</p> <p>Level 4 Performing Arts teaching</p> <p>Experience of being a Personal Tutor</p> <p>Experience of supporting students with learning difficulties and additional needs</p> <p>Experience of working with / leading teams of other teaching staff</p>	AI
<b>Practical and Intellectual Skills</b>	<p>An expert in the subject area and its assessment</p> <p>Creative, imaginative and entrepreneurial; able to create enjoyable vocational and theoretical learning opportunities</p> <p>Solutions provider, focused on student progress and progression including having consistently high expectations of all learners</p> <p>A strong knowledge of progression opportunities, training schools and HE opportunities for signposting students</p> <p>Able to work under pressure and to strict deadlines</p>	<p>Ability to embed Basic and Key skills in vocational areas</p> <p>Able to produce and present reports appropriate to a variety of audiences</p>	AI

	<p>Able to use initiative, organise and prioritise</p> <p>Able to communicate effectively at all levels</p> <p>High level of computer literacy, including the use of Word, Excel, Outlook</p>		
<b>Disposition/Attitude</b>	<p>Able to establish good working relations with colleagues and students</p> <p>Commitment to the provision of a quality service and the implementation of quality improvements</p> <p>Commitment to the creation of student centred culture</p> <p>Aspirational in the development of own career and inspirational role model</p> <p>Commitment to and promotion of safeguarding the welfare of children, young people and vulnerable adults and an understanding of the safeguarding practices applicable to working with young people</p>		IR
<b>Circumstances</b>	<p>Able to work flexibly throughout the week/over the year by prior agreement</p>		AI