



Person Specification: Part-time Music and Art Teacher with TLR for expressive arts

The Person Specification is a picture of the skills, knowledge and experiences needed to carry out the job. It will be used in the shortlisting and interview process for this post.

| Requirements | Essential | Desirable |
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| <i>Qualifications and Career Development</i> | <ul style="list-style-type: none"> • Qualified teacher status • Evidence of continuous professional development • Sound knowledge of the development of children's learning in the expressive arts, particularly music and art | <ul style="list-style-type: none"> • An understanding of theories of education related to health improvement for children in hospital • Multi instrumentalist |
| <i>Experience</i> | <ul style="list-style-type: none"> • Knowledge of commonly used resources to support and motivate pupils with a range of needs • A track record of high impact music and art based progress • Experience of working across all phases • Ability to plan, teach and adapt lessons at short notice where there may be little or no pupil information | <ul style="list-style-type: none"> • Taught in more than one key stage (EYFS, KS1-5) • Experience of teaching additional subjects |
| <i>Personal Qualities</i> | <ul style="list-style-type: none"> • Aims for excellence • Able to motivate others • Excellent time management and organisational skills • Confidence and sensitivity interacting and working alongside parents, carers & children • Commitment to equity • Able to cope with the stress of working with very sick and dying children | <ul style="list-style-type: none"> • Lived experience that enhances practice |
| <i>Curriculum</i> | <ul style="list-style-type: none"> • Proven experience in the implementation, modification and development of the curriculum for all pupils including those with additional needs • Knowledge of statutory curriculum requirements • Effective observation, assessment and record keeping of each child's progress and the ability to use the information as the basis for curriculum planning | <ul style="list-style-type: none"> • Experience of delivering cross curricular projects • Experience of exam preparation |

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| <p>Leadership and management</p> | <ul style="list-style-type: none"> ● High expectations of pupil achievement and attainment ● A clear vision for your subject area and the use of new technologies within the expressive arts ● Effective communication skills both in writing and speech ● Can motivate and encourage participation ● Ability to contribute to the wider life and ethos of the school ● Ability to deliver high quality CPD | <ul style="list-style-type: none"> ● Experience of mentoring/line managing other staff ● Experience of leading parent/carer workshops ● Experience of working closely with the NHS |
| <p>Safeguarding</p> | <ul style="list-style-type: none"> ● Has a sound understanding of current safeguarding legislation and guidance (e.g. <i>Keeping Children Safe in Education</i>) and how it applies within a hospital education setting. ● ● Demonstrates a strong commitment to safeguarding and promoting the welfare of children and young people, particularly those with complex medical and emotional needs ● ● Able to recognise signs of abuse, neglect, or emotional distress, and respond appropriately in line with safeguarding procedures. ● ● Maintains professional boundaries while building trusting, supportive relationships with vulnerable learners and their families. ● ● Works effectively as part of a multi-disciplinary team, sharing relevant information appropriately to ensure the safety and wellbeing of all pupils. ● Willing to undertake regular safeguarding training and apply learning in practice. | <p>.</p> |