



Acting Tutor	
Department:	School of Acting
Reports to:	Head of Acting
Responsible for:	N/A
Working Pattern:	Mon-Fri (flexibility required)
Hours:	40 hours per week (flexibility required)
Salary:	£36000
<i>ArtsEd is committed to safeguarding and promoting the welfare of children and young people and expects all staff (permanent and visiting) and volunteers to share this commitment; all staff are required to undergo background checks in line with Keeping Children Safe in Education 2021 regulations and to hold an enhanced DBS.</i>	
Background to ArtsEd	ArtsEd originated from two schools, one founded in 1919 by Grace Cone and one founded in 1922 by Olive Ripman. These two educational pioneers believed passionately in the value of combining a general academic education with specialised training in dance, drama, music and art. They were committed to preparing young people for professional careers in or related to the theatre. In 1939, Grace and Olive joined forces to create the Cone Ripman School, subsequently named the Arts Educational Schools. Dame Alicia Markova and Sir Anton Dolin drew almost exclusively on ArtsEd students to help them create their revolutionary company London Festival Ballet, which eventually became the English National Ballet. Ballerina Dame Beryl Grey became Director of the Schools in the 1960s. ArtsEd continued to innovate, introducing both professional acting and musical theatre courses and in 1986 moved to its present home in Chiswick. In 2007, Lord Andrew Lloyd Webber became President, heralding an auspicious new era for ArtsEd. The School of Musical Theatre and School of Acting offer full-time BA and MA courses. Our Musical Theatre course is recognised as the best in the UK, while the Acting course is praised for its innovative 50:50 split between stage and screen acting. Our outstanding record of graduate success sees nearly every one of our Musical Theatre graduates and over three-quarters of our Acting graduates make their professional debuts within six months of graduating.
Summary of the role:	The acting tutor will work across the Foundation, BA and MA programmes to deliver fundamental acting classes for stage and/or screen. The tutor will undertake verbal and written assessments where necessary, 1-2-1 pastoral care and any training in order to fulfil the requirements of the role.
Key Responsibilities:	
	Foundation Course Teaching: • Teaching a range of Foundation Course classes as timetabled. • Co-directing Foundation Course end of year project. • Liaising with Foundation Course leader as an additional point of contact for all Foundation students with regards to course and/or pastoral issues.

	• Holding weekly Foundation company meetings. This will include monitoring student's wellbeing, 1-2-1 tutorials and group tutorials. • In conjunction with the Foundation Course Leader, formulating and reviewing plans for the delivery of the Foundation curriculum in advance of the academic year. • Implementing and overseeing relevant Acting Foundation Course student assessments. • Undertaking written feedback, maintaining and updating assessment details. • Managing, appraising and recording the progress of students. • Facilitating Foundation induction and student handbook sessions. • Introducing Foundation students to initial industry links • Organising theatre trips, arranging end of year workshops with visiting directors, and facilitating student/actor link up. • Implementing strategies to maintain discipline amongst the student body. • Monitoring student attendance, keeping daily registers and ensuring follow up procedures are implemented. • Ensuring the curriculum taught and course structure matches the requirements of the HE Cert qualification. • Supporting the course leader with student application references. BA Acting Teaching: • Teaching first year acting classes for stage and screen. • Developing improvisation curriculum, ensuring it remains contemporary, inclusive and practical. • Participating in auditions days whenever available/required to do so. • Undertaking internal and external professional development activity commensurate with the expectations of the post. • Ensuring the curriculum taught and course structure matches the requirements of the Degree, the National Qualification and the professional accrediting bodies. MA Course Teaching: • Teaching on the MA programme as required by the Director of the School of Acting and in consultation with MA course leader Secondary Duties • Running Outreach workshops with feeder schools and colleges whenever available/required to do so. • Facilitating auditions whenever available/required to do so. • Being flexible in covering classes and helping whenever available/required to do so. • Contributing to the delivery and enhancement of the BA in Acting
All Staff	• All staff must promote and safeguard the welfare of children and young persons for who you are responsible and with whom you come into contact. • All staff must carry out their responsibilities with due regard to all ArtsEd policies and procedures, ensuring inclusivity, equality of opportunity, and compliance with Health and Safety in the workplace. • All staff must respect the confidentiality of data stored electronically and by other means in line with the Data Protection Act. • All staff must adhere to the staff Code of Conduct. • All staff are required to regularly undertake Safeguarding, Keeping Children Safe in Education, Prevent, and GDPR training and to maintain their own professionalism and job-related knowledge through ongoing CPD. • All members of staff are required to be professional, co-operative, and flexible in line with the needs of the post and the school. • All Job Descriptions are reviewed annually and will change to reflect the needs of the School and the post.

	- ArtsEd is committed to the safety, wellbeing and safeguarding of all pupils and students and expects all staff to share this commitment. Staff in all posts are required to hold a clear, enhanced DBS. - You may also be required to undertake such other comparable duties as your line manager requires from time to time.	
Person Specification	Essential /Desirable	Assessment Method Application/ Interview/ Interview Task
Qualifications		
- Qualified at Master level or equivalent industry experience. - Commitment to continuous professional development. - Safeguarding in Education	Essential Essential Desirable	Application / Interview
Knowledge / Understanding		
- Understanding of and commitment to equality, diversity and inclusion, and its practical application in a contemporary curriculum and artistic educational environment. - Knowledge and experience of teaching a range of acting techniques at Higher Education Level. - A deep understanding of the cycle of actor training - An awareness and understanding of technical issues, the workings of a theatre and the process of performance and acting - A commitment to supporting the safety and wellbeing of all students	Essential	Application / Interview
Experience		
- Teaching acting at higher educational level - Working in a professional capacity and using professional connections to develop students and provide opportunities - Experience of leading projects, directing productions, assessment, and feedback mechanisms at Higher Education level	Essential	
Skills and Abilities		
- Able to show initiative and have an entrepreneurial spirit - Creativity and the ability to express yourself both orally and in writing - Persuasiveness and a willingness to take artistic risks - Excellent negotiation and interpersonal skills - Self-motivation and the ability to motivate and inspire others - The ability to work as part of a team - Excellent time management - The ability to develop innovative ideas and to solve problems creatively and practically - Organisational and research skills	Essential	
Personal Competencies		
- Talented, versatile, and professionally experienced - Extensive networks in the industry - Ability to work as part of a team	Essential	

• Motivation to work with young people and to support their needs both in and out of the classroom environment. • Ability to form and maintain appropriate relationships and personal boundaries with young people • Emotional resilience • Positive attitude to use of authority and maintaining discipline • Commitment to continued professional development of both self and others commitment to the highest standards of behaviour in adherence with the staff code of conduct, and able to champion this amongst team members		
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