



Who are these notes for?

These notes are for primary or secondary schools seeking to recruit a specialist dance teacher. They can be used to support the application and interview process, relating specifically to the pedagogy of teaching dance as a subject. It is assumed that Safer Recruitment and ID checks are already operational, and this guidance is in addition to those checks. **For full Safer Recruitment resources please see: <https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment>**

Summary

- Access to dance in schools can be transformational for children
- Former professional dancers often want to teach dance
- It is not true to say that because you can dance, you can teach dance
- The quality of extra-curricular dance teaching is not regulated by governments
- Dance teachers should have received training and they should be able to articulate and evidence it
- Dance teachers will be able to show they have undertaken regular CPD
- Dance teachers should not be seeking professional dance work which could leave you without a teacher at short notice

Don't be dazzled by an impressive list of performances on a CV

Dance Context

The power of dance to improve a student's experience of school, learning and life cannot be underestimated. It can be transformational when the environment is safe and the teacher skilled.

Many dancers seek to teach when they are between jobs or on retirement from a performing career. They have trained to dance to a very high standard but beyond coaching other trained dancers, unless they have re-trained as teachers, they are unlikely to have the skills or understanding that a small child or leisure learner will require from a weekly teacher – such as the ability to articulate a variety of teaching strategies, giving age and skill appropriate feedback or delivering age-appropriate choreography and training methods. ***It is not true to say that because you can dance, you can teach dance.***

Many professional dancers have trained in a variety of dance styles, and it is normal in dance that skilled teachers are able to teach many different dance styles too. However, there will be dance styles that people are not able to deliver competently, and this is something that they should be clear about, so that you know what your students will gain and what you can expect in your school.

For more support and resources related to safeguarding in dance, go to www.dsswg.org.uk



Regulatory Context

Dance teaching is not regulated by governments or educational institutions, and in some dance genres, teachers train without gaining a diploma, degree or other certification. Some dance is wholly community led and based (e.g. some cultural or street dance styles). However, good teachers prioritise their students' needs; they will have ensured that they learned from good mentors and continue that training in supporting areas outside the dance studio – for example through attendance at teacher training days or conferences. ***They will be able to articulate and evidence this learning.***

The Specifics of what to look for

A good dance teacher who will enhance your students' learning experience and add value to your school will:

1. **Have trained as a dancer in a vocational school for a minimum of 3 years, prior to becoming a professional dancer or training as a teacher**
2. ***Either***, have a teaching qualification that they can evidence with a certificate, ***Or***, have a period during which they trained as a teacher, evidenced by certificate or confirmed by reference. **The teacher training period will be not less than 6 months long** and they should be able to articulate the training involved. Do consider applicants whose development and skills are less traditionally certificated due to economic or other barriers. These teachers will have valuable experience that they can evidence through reference conversations. ***Please note: Some practitioners may hold a 'Level 3 Coaching Qualification'. These are common amongst sports coaches, but not so much amongst dance teachers, so if this Qualification is listed on an individual's resume, please confirm that this course had a dance-specific focus.***
3. Will be registered with a membership or governing body that has a published set of professional standards and conduct. This membership would be renewable annually.
4. Will undertake regular CPD annually (usually 18hrs/year), which they can evidence
5. Have attended first aid training (or be willing to attend)
6. Have public liability insurance and/or professional indemnity in place if they are currently self-employed
7. Will have a CV/resume which shows clear teaching qualifications and experience – please help your applicants to provide you with their CV/resume written in such a way that they give you the information you need – e.g. offer a pre-interview chat or use an application form with the relevant sections for completion
8. Not apply for a regular scheduled (i.e. weekly) teaching post when they are still seeking professional dance work that could take them off at two weeks' notice. You should ask this question directly if you think they may still be seeking dance work.

They may also have a thrilling performance career shown in their resume – but this will be shown in brief, because they have moved on from that now.