

Subject Leader Drama

Full Time/Permanent

Required for January 2024

Salary Scale: Inner London MPS/UPS TLR2b

Not suitable for ECT's

Are you a passionate educator who inspires through example and wants to make a real difference to young people's lives? We are looking for a dynamic, ambitious, innovative and proactive teaching practitioner to join our forward-thinking school. To succeed you'll be an enthusiastic and motivated Subject Leader of Drama required to teach at KS3, KS4 and KS5, with a potential opportunity for oversight of the school's performing arts.

St. Augustine's C.E. High School is a medium sized mixed comprehensive school situated on the doorstep of central London, in Kilburn. The School's moral purpose is to ensure that every student is 'the best that they can be' and our ethos and values are upheld throughout the entire school community. Students are actively encouraged to develop the attitudes and vision of the School ethos through their learning and sense of belonging to the School. We are fully inclusive and our dedicated staff are focused on quality and achievement whilst ensuring the happiness and well-being of our community.

In March 2023 the school was graded as a 'Good' school with 'Outstanding' for Personal Development by OFSTED.

"The vision of faith, hope and love is central to this school. The core values of kindness and inclusion are guiding principles."

The report highlights many positive aspects of our school, including our strong leadership and management, our ambitious curriculum and our inclusive nature. We are particularly proud that the report recognises our commitment to providing a safe and nurturing environment for our students and that our students feel happy and well-supported.

"Leaders have high expectations, including for pupils' behaviour. They provide pupils with support and guidance. Pupils are safe, happy and well cared for by staff. Pupils appreciate staff's approach to managing behaviour in a fair and reflective way."

In November 2022 the School was proud to be awarded Excellent in all categories of its Statutory Inspectorate of Anglican and Methodist Schools inspection (SIAMS). The School's distinctive Christian vision is firmly established and promoted by the school community at all levels, enabling pupils and adults to flourish. The inspector commented:

'The lives of pupils at St Augustine's are transformed because they are nurtured and cherished by skilled, caring and insightful adults in the school. School leaders and staff, motivated by the school's vision, go to exceptional lengths to ensure that pupils, particularly the most vulnerable have hopeful futures.'

'The visionary work-related curriculum, driven by the school's Christian vision, is instrumental in sowing aspiration and self-belief in pupils in this inner-city school, which serves a very deprived area. Pupils achieve far beyond their expectations.'

We are a Gold awarded Trauma Informed school which means our approach to every child is with curiosity. We teach our students to regulate themselves and pride ourselves on our positive relationships with our students, connecting with them before we correct. Being a trauma informed practitioner is fundamental at St Augustine's, as it underpins our ethos and values to ensure that every child can be the best they can be.

At St Augustine's we believe there should be no barriers to a child's future and society should and can, be a level playing field. Aspiring for this to be reality we promise to:

- Emphasise high quality subject teaching, reinforced by excellent support for learning and intervention
- Deliver inclusion services that assist personal development
- Provide excellent pastoral care so no student goes unsupported
- Continually develop strong leadership and have high levels of expertise in education.

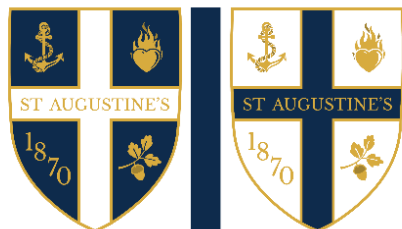
We are passionate about the importance of academic, technical and vocational learning and our students have opportunities to participate in programmes with an impressive array of employer partners including PricewaterhouseCoopers, The Old Vic, Cleveland Clinic, City University of London, Zoological Society of London, and Construction Youth Trust.

St Augustine's CE High School has a strong ethos of collaboration and innovation. If you would relish the opportunity to work within a diverse and exciting teaching environment, with highly motivated students and a supportive leadership team, then St. Augustine's would welcome your application.

Applications will be reviewed on receipt. Candidates may be interviewed before the closing date, and St Augustine's CE High School reserves the right to close any job adverts early if a suitable appointment is made. Applications will only be accepted if submitted on our application form.

For further information and to download an application pack, please visit our school website <https://www.stahigh.org/our-school/vacancies/> and/or contact Sara Hunt, School Business Manager shunt@stahigh.org for further information.

St. Augustine's C.E. High School is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. The successful applicant will be subject to appropriate child protection screening including checks with previous employers and the Disclosure and Barring Service.



Subject Leader Drama

Job Description & Person Specification

Job Description

Job Title	Subject Leader Drama
Line Manager:	Designated Line Manager/SLT

Main purposes of the job

To lead and manage all aspects of the Drama department and provide an effective and efficient teaching service.

To ensure high standards of teaching and learning of drama across Key Stages 3, 4 and 5 as set out in the curriculum in accordance to departmental and school policy.

To line manage the Drama department providing high quality leadership and to ensure it is well managed and organised in a way that meets the aims and objectives of the school.

General Responsibilities

TEACHING, LEARNING AND ASSESSMENT

- To oversee the planning and preparation of all teachers within the Department, providing support and guidance where necessary
- To ensure that all lessons have good pace and a level of challenge that enables all students to make good progress
- To continually improve the standard of Teaching and Learning in the Department
- Develop good practice in assessment within the department
- To manage the resources of the Department efficiently to maximise the potential for making lessons stimulating and varied
- To have overall responsibility for the learning and progress of every child's learning in the department
- To use prior attainment and predictive data to set targets for student progress in KS3, 4 and 5
- To work with SLT in the setting of targets for department results at KS3, 4 and 5
- To identify individuals and groups who are making insufficient progress, and organise interventions which will help put their learning back on track
- To monitor the progress of particular groups of children (e.g. pupil premium, ethnicity, LAC, SEND)
- To take overall responsibility for public examination entry, coursework or equivalent practical assessments and preparation
- To use data and information from Primary colleagues to prepare for the smooth transition of students from KS2 to KS3.
- To be responsible for fostering an ethos of aspiration and challenge within the Department
- To take a lead role in Quality Assurance within the Department, including lesson observation, work scrutiny and learning walks
- To recruit students from KS3 to take up courses offered by the Department at KS4.
- To recruit students from KS4 to take up courses offered by the Department at KS5, including promoting the offer externally.

CURRICULUM

- Select appropriate programmes of study and exam board syllabi for the courses within the department
- Ensure that curriculum plans are differentiated to meet the needs of all students
- Use sound assessment practice to track progress throughout KS3, 4 and 5.

LEADERSHIP AND MANAGEMENT

- Review progress towards targets and outcomes laid out in the Department Improvement Plan and to amend the plan accordingly
- To be responsible for department's performance management in accordance with school policy
- To have overview of each staff members CPD needs and to take responsibility for helping each colleague to fulfil these
- To promote strong working relationships between all colleagues, and to facilitate positive relationships between students and staff in the Department.

MONITORING, ASSESSMENT, AND REPORTING

- Mark and monitor students' work and set targets for progress in accordance with schools marking policy
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving
- Undertake assessment of students as requested by examination bodies, departmental and school procedures
- Prepare and present informative reports to parents and attend ARD and parents evenings.

PASTORAL DUTIES

- Be a Form Tutor to an assigned group of students
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
- Liaise with the Pastoral Year Co-ordinator to ensure the implementation of the school's pastoral system
- Register students, accompany them to collective worship, encourage their full attendance at all lessons and their participation in other aspects of school life
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- Contribute to PSHE and citizenship and enterprise according to school policy
- Contribute to the broader life of the school by supporting and leading curricular and extra-curricular events.

OTHER PROFESSIONAL REQUIREMENTS

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and procedures of the school
- Know subject(s) or specialism(s) to enable effective teaching
- Take account of wider curriculum developments
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet high expectations
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students
- Support the school's distinctive Church of England vision and ethos
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school

- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings and Academic Review days
- Take responsibility for own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors.

GENERAL

- To work according to the School's policies and procedures.

EQUALITIES

- Ensure implementation and promotion in employment and service delivery of the School's equal opportunities policies and statutory responsibilities.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from their Line Manager, SLT or Headteacher to undertake work of a similar level that is not specified in this job description. It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

Person Specification

Qualifications and Professional Development	<ul style="list-style-type: none"> • Degree in relevant subject • QTS • Record of excellent classroom practice • Evidence of continuing professional development relating to leadership and management • Evidence of further professional/educational study 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Desirable
Experience	<ul style="list-style-type: none"> • Experience of delivering outstanding outcomes through own teaching and working with others • At least 3 years successful experience of teaching, including teaching students from diverse backgrounds and across a broad range of abilities • Experience of teaching widely across the age and ability range at Key Stages 3, 4 and 5 • Involvement in school self-evaluation and development planning • Evidence of the successful impact of working with students with special educational needs • Evidence of leadership and management qualities that demonstrate the ability to be both a successful leader and member of a team • Record of participation in activities beyond own classroom designed to have an impact on students' progress either at subject or year level, such as organising extra-curricular activities or working for an exam board. 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Desirable • Essential • Essential

	<ul style="list-style-type: none"> • Adaptability to changing circumstances and new ideas • Committed to the ethos and values of the school • Willingness to be flexible and take on additional duties as and when require. 	<ul style="list-style-type: none"> • Essential • Essential • Essential
Equal Opportunities	<ul style="list-style-type: none"> • A commitment to equal opportunities, awareness of diversity issues and working in a positive and non-discriminatory way • A commitment to working in a multi-cultural environment and with students from diverse backgrounds and abilities • A commitment to working in a flexible and collaborative manner with all members of the school community. 	<ul style="list-style-type: none"> • Essential • Essential • Essential