



Twyford Church Of England Academies Trust

"I have come that you might have life
and have it to the full" John 10 v10



Twyford CE High School: Head of Drama + Trust Lead

Job Description

Job Title:	Twyford HoD Drama (0.8) / Trust Drama Lead (0.2)
Grade:	Main Professional Grade + TLR2c + £2,000
Line Manager:	Associate Headteacher
Supervisory Responsibility:	Drama Dept Team
Professional Support	Drama HoDs at Ada Lovelace, Ealing Fields & William Perkin

Main purpose of Post

- To re-establish Drama as a curriculum pathway at the Twyford Trust and a specialism within the TWL ITT offer.
 - To achieve outstanding outcomes in Key Stage 3, GCSE & A-level Drama across the Trust
 - To provide an outstanding wider learning & extra-curricular offer within the Drama department
 - To teach Drama at Key stage 3, GCSE and A-Level
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Trust Lead Responsibilities

As Trust Lead the post holder will be accountable for the following outcomes:

Quality of Education

Curriculum & Teaching

- Curriculum intent is standard between the Trust schools
- Best practice is modelled in curriculum planning across KS3, 4 and 5

Achievement

- Assessments are standardised between Trust schools to ensure parity of impact
- Best Practice is modelled in all aspects of formative assessment

Behaviour

Pastoral

- Well supported self-review ensures students make good curriculum options choices in Yrs 10/11 and 12/13

Personal Development & Wellbeing

Wider Learning

- Intervention programmes are effective
- Wider learning programmes provide stretch

Leadership

Staffing

- Quality of curriculum implementation is of a uniformly high standard between the Trust schools
- Outstanding training supports teacher and middle leadership development across the trust training for TCEAT and TWL

Resources

- Ensure teaching and learning resources are available to all TCEAT staff and students as required
- Undertake effective quality assurance and ensure risk relating to standards within the specialist area are mitigated

Head of Department Responsibilities

Outcomes:

Curriculum & Teaching

- Curriculum and assessment frameworks are clear and support outstanding progression
- All staff are confident and consistent in the delivery of good and outstanding lessons
- Learning behaviour within the department is outstanding

Achievement

- Achievement at all key stages and in all courses is effectively monitored and areas of weakness are identified and addressed
- Achievement is outstanding at all key stages

Behaviour

- Student conduct within the department is uniformly good

Leadership

- There is a clear vision for the enjoyment of Drama
- Post-holders within the department are well supported to carry out their roles

Other

- The Drama Wider Learning Programme is a model of outstanding practice
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Specific responsibilities and tasks

Trust Lead (0.2)

Curriculum & Teaching

Curriculum intent is standard between the Trust schools

- Quality assure unit overviews at KS4 & 5 to ensure that exam specifications are met in all schools
- Quality assure unit overviews at KS3 – 5 to ensure there is appropriate continuity and development of subject specific skills and broader subject understanding

Best practice is modelled in curriculum planning across KS3 4 and 5

- Curriculum is aligned to National Curriculum / Exam board specification
- Content is intelligently sequenced to build on prior learning
- Skills are developed incrementally with ample opportunity for consolidation/ practice
- Effective use is made of prep

Achievement

Assessments are standardised between Trust schools to ensure parity of impact

- Ensure standard assessment practices are used across the Trust schools
- Quality assure all assessments to ensure there is parity of judgement on curriculum impact across the 4 schools
- Refresh quarterly assessments as required to avoid plagiarism
- Co-ordinate inter-school moderation and standardisation exercises between schools to ensure there is a common understanding of judgements on curriculum impact across the 4 schools
- Lead interschool feedback on lessons learnt from external exams and exam board training.
- Share best practice in the support of students of all abilities towards success in external exams
- Ensure revision materials and assessment information is clear on Copia
- Co-ordinate discussions on changes of syllabus where appropriate to achieve consensus.

Best Practice is modelled in all aspects of formative assessment

- Consistent use of assessment objectives provide continuity within the curriculum /assessment framework for any one unit.
- Effective use is made of lesson level AfL for immediate checks on understanding
- Class based tasks are designed to maximise benefits of immediate peer/ self-review and modelling
- Standardised homeworks and formal quarterly assessments are well designed and based on Trust assessment principles (criteria / content and weighting clear)
- Mark schemes and grade boundaries of formal quarterly assessments are clear to teachers at the outset of the unit.
- Students are enabled to undertake focussed self-review in order to identify areas requiring further learning
- Teachers / post holders are able to use assessment outcomes to accurately diagnose areas requiring further teaching

Behaviour

Pastoral

Well supported self-review ensures students make good curriculum options choices in Yrs 10/11 and 12/13

- *Teachers are able to use assessment outcomes, student self-review processes and subject based CIAG to support students to make informed choices about onward progression (eg to KS5 or HE)*
- *Staff /Students are supported to be aware of critical grade boundaries in order to mitigate the risk of falling the wrong side*
- *Students are aware of and motivated by opportunities to push towards higher level content / material if aspiring to most challenging /competitive courses (eg specialist course / Oxbridge entrance)*

Personal Development & Wellbeing

Wider Learning

Intervention programmes are effective

- Staff are confident of routine adaptive teaching strategies where content/skills have not been securing mastered.
- Intensive additional support programmes are provided where required
- Nurture / catch-up programmes are in place according to need.

Wider learning programmes provide stretch

- Additional challenge classes and material are provided for students aspiring to most competitive university courses
- External Lectures, competitions and challenges or Trust level master classes are made available to stretch the most able.

Leadership

Staffing

Quality of curriculum implementation is of a uniformly high standard between the Trust schools

- Co-ordinate and where appropriate, lead training to ensure that curriculum intent and implementation (unit organisation) and impact (formative and summative outcomes) is clear to all post holders within the subject specialism
- Ensure all Post-holders are able to lead training in re-fined lesson planning using the Trust resources and T&L techniques (Curriculum & Assessment Mastery) and subject specific pedagogy
- Quality Assure Copia to ensure a consistent standard is achieved across all schools
- Co-ordinate and where appropriate, lead training to ensure best practice in curriculum implementation (including standards of classroom delivery / curriculum modification for the least able / challenge opportunities for the most able and subject specific literacy) and is clear to all post holders within the subject specialism, making maximum use of the 3 annual Trust conferences

Outstanding training supports teacher and middle leadership development across the trust training for TCEAT and TWL

- Liaise with Director of the Teaching School Hub over the placement and training of BTs, ECTs and RQTs / ECT+1s to ensure Trust standards are met
- Ensure subject specific training allows coaches and mentors to support internal staff development in subject specific pedagogy and the application of Trust T & L practices to specialist contexts.
- Provide subject specific training for trainees within ITT programmes run / co-ordinated by TWL
- Provide subject specific training as part of the TWL offer in response to needs / demand as appropriate

Resources

- Ensure teaching and learning resources are available to all TCEAT staff and students as required
- Curriculum Intent overviews make clear the curriculum assessment framework (eg matrix of sequenced content and developing skills)
- Unit plans are available indicating how lessons contribute to the assessment objectives
- Lesson level resources / revision materials and knowledge organisers are available on Copia for staff and students as appropriate.

Quality assurance undertaken and ensure risks relating to standards within the specialist area are mitigated

- Meet with HoDs ahead of LM meetings in order to sign-off analysis and proposed outcomes
- Complete summary report and Trust support plan for the term ahead to inform LM meetings
- Undertake additional consultancy work within schools by agreement.

Head of Department Drama: Twyford

Achievement

Achievement at all Key Stages and in all courses is effectively monitored and areas of weakness are identified and addressed

- Responsibility for department tracking systems across all key stages
- Responsibility for internal system of progress reporting to faculty meetings by post holders /teachers
- Responsibility for system for identification of student cause for concern
- Responsibility for system for identification of more general concerns
- Responsibility for evaluating prior attainment of students on entry (with additional 'setting' test if required)
- Responsibility for ensuring students setting arrangements are effectively set up and sustained

Achievement is outstanding at all key stages

- Identify areas of underperformance and ensure improvement plans drawn up and delivered
- Agree and monitor intervention strategies for individuals / cohorts where appropriate
- Lead / Manage interventions as required (at individual or group level)

Curriculum & Teaching

Curriculum and assessment frameworks are clear and support outstanding progression

- Review and maintain the curriculum framework for the department at all key stages and for all Drama pathways
- Teaching of KS3, GCSE Drama & A-level Drama. Drama is taught to all students in Y7 & 8, as an elective to Y9 students and then at GCSE & A-Level, exam board is Pearson Edexcel. There may possibly be a small number of English teaching hours (for example one year 7 class) but this can be negotiated and is not essential.
- Liaise with Associate Headteacher over proposed course changes
- Provide training and support for staff teams in the context of curriculum change or development
- Provide training and support for staff teams in lesson and curriculum planning
- Ensure all unit overviews are clear and use the consistent Copia (Virtual Learning Environment) formats to provide an appropriate framework for the design of outstanding lessons
- Ensure that there are schemes of work for each of the three differentiated pathways within the curriculum
- Agree the strategy for the development of resources (including use of Copia, additional online resources and text books as appropriate)
- Ensure that the lesson power points and other teaching and learning resources are available on Copia in the consistent format (including differentiated learning outcomes, lesson prep, consistent visual clues for AFL etc.)
- Ensure Copia for the department is well utilised to support students of all abilities to make progress and develop effective independent learning behaviour

All staff are confident and consistent in the delivery of good and outstanding lessons

- Ensure curriculum and teaching and learning policies for the department are in place and well understood by staff teams
- Ensure good practice guidance / exemplars in relation to teaching and learning are shared
- Develop a culture of sharing best practice in teaching and learning
- Lead the programme of lesson observations (including department lesson looks /paired observations and performance management observations)
- Audit the quality of delivery via work scrutiny, formal and informal reviews
- Contribute to the training programmes for staff as appropriate (department level and Whole School)

Learning behaviour within the department is outstanding

- Undertake routine monitoring of learning via formal measures (e.g. work scrutiny / book looks) and casual monitoring (checks on student planners etc.)
- Ensure Whole School policy on Lesson Prep and Homework is consistently and effectively used
- Ensure department team is confident and consistent in their use of formative and summative assessment
- Ensure self-assessment and review is fully integrated into schemes of work
- Students make highly effective use of self-assessment and manage their own learning to the highest standard

Behaviour

Student conduct and learning behaviour within the department is uniformly good

- Agree department behaviour policy (in line with whole school policy) and ensure it is consistently used
- Support department post-holders in enforcing behaviour rules
- Monitor students' learning conduct and behaviour as a measure of their engagement with Drama
- Address issues in behaviour through modification to department systems and approaches (including to teaching and learning) and staff training

Leadership

There is a clear vision for the enjoyment and application of Drama

- Overall responsibility for department development planning (including post holders development plans)
- Responsibility for 3 year strategic planning overview
- Responsibility for budget planning
- Development and management of the department wider learning offer (for example whole school production, KS3 production, clubs, workshops, theatre trips)
- Support and encourage students to progress to further and higher education or training in Drama related courses (including organisation of wider learning programmes support of students preparing for additional university tests)
- Liaise with SLT and Music post holders to agree the annual School Production and KS3 Christmas production
- Make full use of Enrichment week as an opportunity to provide opportunities in performing arts for students across the Trust
- Lead school Production/enrichment week activities as required

Post-holders within the department are well supported to carry out their roles

- Overall responsibility for performance management of staff
- Undertake regular coaching and mentoring of post holders
- Ensure all post holders are confident and consistent in their use of department-wide systems
- Effective management of support staff (Teaching Assistants / Technicians)
- Responsibility for all Health and Safety procedures

Other

All staff are expected to make a contribution to the wider life of the school (enrichment activities, clubs, trips and visits or support activities).

Mainscale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2012); these also apply to all management post holders.

**It is expected that quarterly assessments are the same between the schools and that assessed homeworks are standard (eg clearly aligned as markers en route to quarterly assessments). In class AfL uses standard practices – such as hands down questioning, mini whiteboards and use of differentiated learning outcomes)*

Key measures of success: Trust Lead

- Outstanding outcomes within quarterly assessments (Yr 9 – 13)
- Lessons observations and Learning Looks indicate high levels of teacher in specialist curriculum understanding and teaching and learning
- Subject specific CPD receives strongly positive feedback and uptake of CPD and ITT is good.
- Subject staff confident of their understanding of the curriculum in the light of the new Ofsted 2025 and 2025 Curriculum framework

Key Measures of success: Twyford Head of Department

- Public Examination results - Headline target figures (KS3, 4 and 5)
- % of students on target in internal /external assessments
- External Evaluation Systems (Alps and Alis at KS5 and Raise-online at KS4)
- Internal VA measures
- Uptake of Drama at KS4 and retention from Year 12 to 13
- Progression of students to Drama related courses in Training, FE or HE

Person specification

	Essential	Desirable
Knowledge and Skills	<ul style="list-style-type: none"> • University Graduate with a good degree in Drama or a Second Subject with Drama • Qualified Teacher Status • 3 years successful experience of teaching GCSE & A-level Drama • Successful experience as a Drama teacher within a high achieving secondary school • A proven record of success in raising standards • Experience of curriculum development and monitoring delivery at Middle Leadership and whole school level • Experience of the use of student results analysis outcomes to inform practice and target improvement • Experience of curriculum design • Successful experience of managing change • Successful experience of team leadership and management of staff • Knowledge of the requirements of the National Curriculum and KS3/4/5 courses • An understanding of recent curriculum and teaching/learning developments • An ability to develop effective curriculum resources in Drama to meet the needs of the full ability range • An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress in Drama as part of a whole school approach to raising achievement • An understanding of the processes and techniques required to assess record and report students' learning effectively. • A commitment to the principles and practices of Assessment for Learning • A commitment to developing Literacy and ICT in Drama • An ability to use ICT programmes and packages to promote learning • An understanding of the role of your subject within the wider curriculum. 	<ul style="list-style-type: none"> • Evidence of further professional development • An understanding of the importance of, and a willingness to participate in, extra-curricular activities.
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to and ability to articulate and model the values of the Twyford Trust • A firm approach to discipline, and good classroom management skills • An ability to work within, lead and motivate a team • An ability to generate enthusiasm for Drama • Committed to the highest standards in all areas of school life (behaviour, academic, enrichment). 	<ul style="list-style-type: none"> • A practising Christian

	<ul style="list-style-type: none"> • Strong grasp of contemporary educational issues • A proven team worker with a very strong commitment to collaboration • Has outstanding communication and interpersonal skills • Able to set challenging and achievable targets and ensure their delivery • Good time management/ able to multi task • Willing to contribute to the rich life of the school, including its extra-curricular offer • Clarity of vision/strategic thinker 	
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The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful applicant will be required to apply for an enhanced disclosure from the DBS (Disclosure and Barring Service), previously the CRB.

For more information visit <https://www.gov.uk/crb-criminal-records-bureau-check>

You will also be expected to sign and adhere to the school's SAFEGUARDING CHILDREN & YOUNG PEOPLE and SAFE WORKING PRACTICE AGREEMENT which is available as a download on the school website Vacancies page.