



Twyford Church Of England Academies Trust

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



Ada Lovelace CE High School

Job Description

Job Title:	Head of Drama
Grade:	Main Professional Grade (MPS/UPS) plus TLR 2b (£5,030pa)
Line Manager:	Associate Headteacher
Supervisory Responsibility:	Department post-holders

Main purpose of Post

To achieve outstanding outcomes in the curriculum and wider curricular offer within Drama

Outcomes

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

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

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

Specific responsibilities and tasks

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)

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
- Liaise with Associate Head 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 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
- 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)

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.

Key measures of success

- Public Examination results - Headline target figures (KS3 and 4)
- % 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 KS5 and retention from AS to A2
- 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 your subject • Qualified Teacher Status • 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 whole school 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 your subject 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 (subject) 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 (subject) • 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 (subject) • Committed to the highest standards in all areas of school life (behaviour, academic, enrichment). • Strong grasp of contemporary educational issues 	<ul style="list-style-type: none"> • A practising Christian

	<ul style="list-style-type: none"> • 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 Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>.

The post-holder will also be expected to read and adhere to the Trust's Child Protection Policy, and any other Safeguarding documents stated within this.