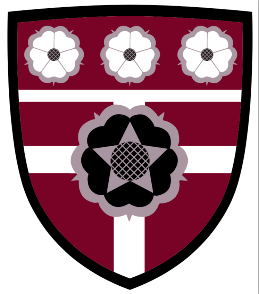
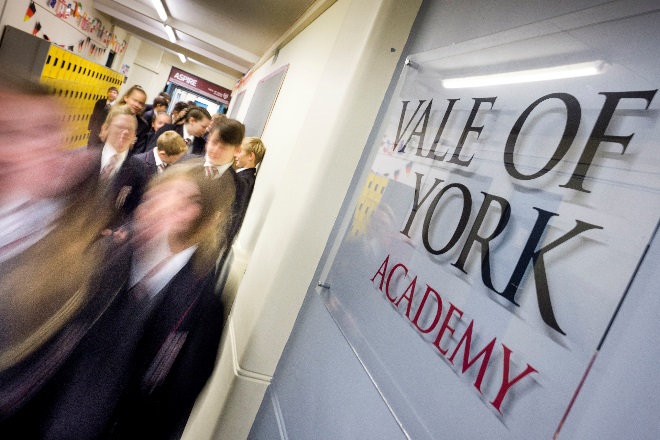
**Curriculum Leader for Drama, TLR2(a) , January 2019**



Vale of York Academy is one of three secondary schools in the **Hope Learning Trust Family**, York. This is an exciting time for the academy and, in light of recent academisation in 2017, will be an exciting opportunity for an ambitious educational professional to join the team. This is a great career opportunity, a chance to work in a small close knit community but with extensive opportunities for professional development across the Trust as a whole.

Vale of York is an 11-16 comprehensive school which serves a mixed catchment extending from the City Centre of York to the satellite village of Skelton on the northern edge of the City. The school has a population of around 500 students who enter the school with attainment at around national averages, but with an increasing number of high attainers and gifted and talented pupils. Our commitment to every child is absolute and we strive to meet the needs of all our pupils whether they are capable of achieving 10 Grade 9’s at GCSE or require the support of a full time teaching assistant or individual package of learning in order to reach their full potential. We believe that Vale of York should be the first choice school for every student in our immediate catchment and that we have an important role in transforming the lives of all our young people and their community.







Vale of York is a community school which expects each individual to be their very best by accepting personal responsibility and always striving to do better. These expectations extend far beyond learning. We expect the highest standards of behaviour, creating an environment where students feel safe, sanctions are applied fairly and positive contributions are recognised and rewarded. We have a strong commitment to the personal development of your young people, which we believe enables them to responsible citizens who go on to play their part in improving their community.

# Job details

All posts at Vale of York Academy involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All teaching posts are subject to the general duties and responsibilities set out in the Teaching Standards which all staff have a copy of and which underpin the schools Teacher Appraisal policy. This sets out in detail the duties that it is the professional responsibility of teaching staff to carry out as circumstances require and forms the main source for the role specification for the Subject Teacher. All roles also involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation. All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Principal as occasion requires.



The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances. Good luck with your application!

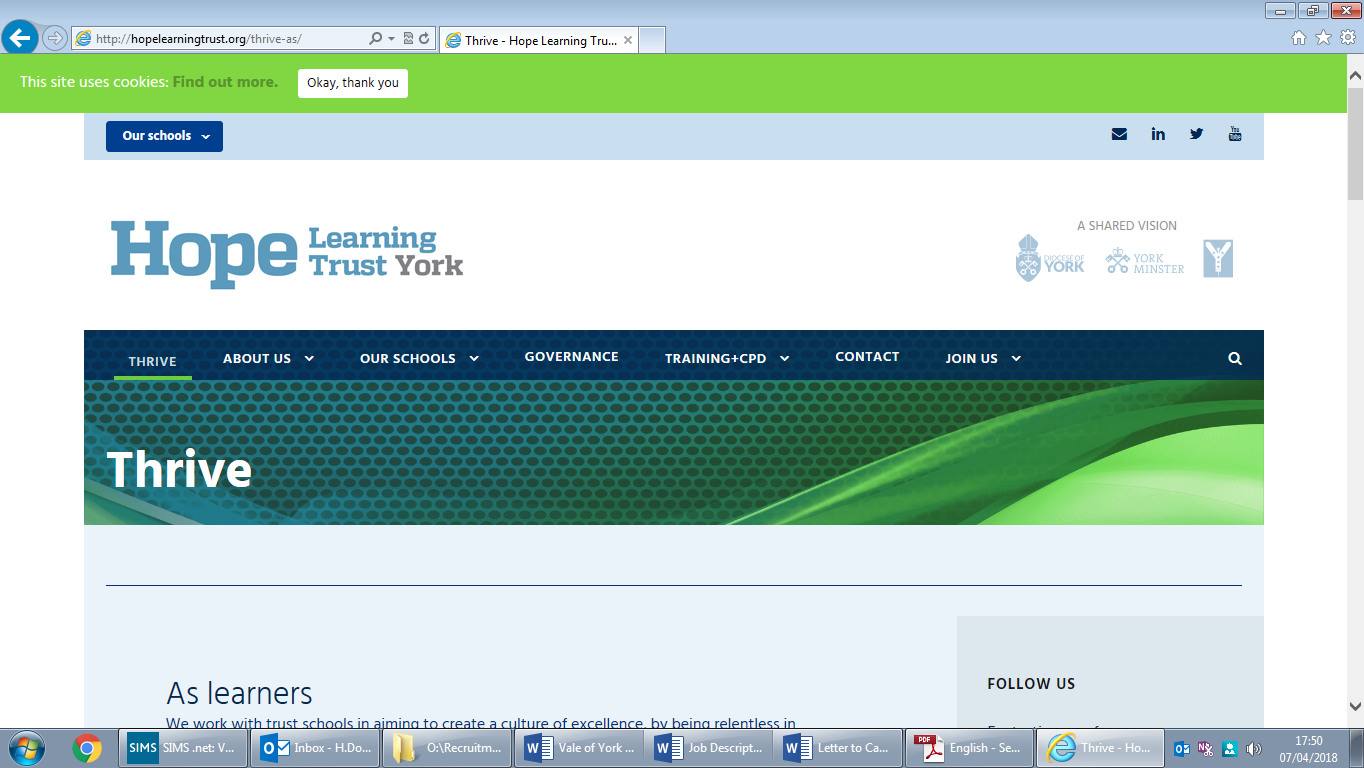
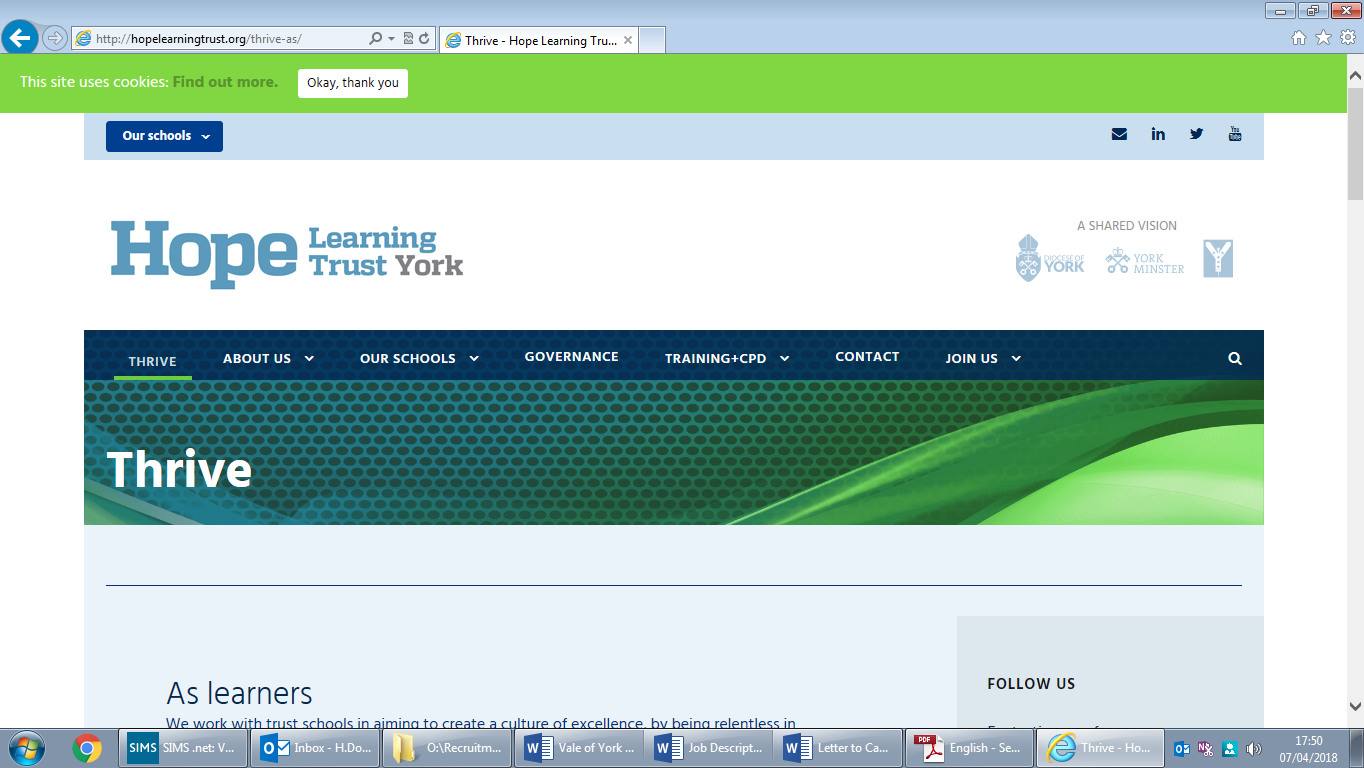
*Mrs H Dowds, Principal*

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| Job Title: | Curriculum Leader For Drama | Job Category: | Teaching Staff |
| Location: | Vale of York | Travel Required: | None |
| Level/Salary Range: | TLR2(a) | Position Type: | Fixed Term (Maternity cover) |
| HR Contact: | Ms E Lawer | Date Posted: | September 2018 |
| Likely time commitment | 0.8FTE – 1.0 FTE (to be negotiated) | Posting Expires: | 15th October 2018 |
| Will Train Applicant(s): | Full training will be provided – Induction programme is led by the Vice Principal Matt Halifax | Line Manager | Matt Halifax - Vice Principal |

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| Application Process |  |
| **Please request an application pack from:**  Mrs S Wood (PA to the Principal) at [s.wood@valeofyorkacademy.org](mailto:s.wood@valeofyorkacademy.org), Phone number: 01904 560000 or download from either the Vale of York Academy Website or alternatively the HOPE Learning trust website. | |
| Applications Accepted By: |  |
| Email: Email applications accepted to  [s.wood@valeofyorkacademy.org](mailto:s.wood@valeofyorkacademy.org)  **Please Include:**   * Fully completed application form * Letter of application addressed to Mrs Helen Dowds, Principal, covering no more than 2 sides of A4. | Mail: Mrs S Wood  PA to the Principal  Vale of York Academy  Rawclifffe Drive  York  YO30 6ZS |

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| Job Description |
| **Department Detail:**  All children study Drama as a discrete subject in Year 7 and 8. In Year 9 onwards Drama is an option subject which is popular and often results in two mixed ability groups. This is a department of one, so the successful applicant needs to be self-managing and feel confident working independently. There are 2 English staff who offer 1 period of Drama each, each week to ensure a full curriculum. The Curriculum Leader for Drama is Line Managed by the Assistant Principal and meetings follow a cyclical programme that ensures full support is in place. Curriculum Leaders meet half-termly as a forum of further support. As one of three secondary schools in the Trust, colleagues delivering Drama are in regular communication and meet at least once a term to discuss best practice. As a Trust we fully support the future pathways of all colleagues and offer tailored CPD to all staff that wish to progress in as aspect of their work. Role and Responsibility **The role of Curriculum Leader**  Curriculum leaders include Curriculum Leader and Co-ordinators. Curriculum leaders are responsible for all aspects of the work of the curriculum area or areas which form their designated areas of responsibility. The core focus of the curriculum leader’s role is raising pupil achievement. Central to this is leading and guiding staff working within the designated curriculum area, and, in so doing, fostering an environment within which teaching and learning is the key priority with a desire for it to be of the highest possible quality and each member of the team is able to develop to the full the pupils in our care.  The roles of Curriculum Leader and Co-ordinator include responsibilities as set out in the appropriate national standards and in the academy's role specifications and documentation. The specific responsibilities of curriculum leaders include:  **Leadership**  promoting the well-being and development of the academy through furthering whole-academy policies and procedures, promoting within the designated curriculum area the agreed aims, ethos, attitudes and values of the academy, and, within the agreed structure of academy policy, exercising leadership both within the curriculum area and where appropriate outside it;  maintaining up-to-date subject information in the academy prospectus and website by reviewing this material regularly or as instructed by SLT;  ensuring the meeting of all reporting deadlines, for all members of the department or curriculum area;  overall responsibility for the oversight and maintenance of engaging schemes of work, in line with the academy and exam board guidelines;  oversight of and responsibly for accurate exam entries in KS4, working in conjunction with the exams officer;  evaluating the work of the curriculum area through regular and robust including results analyses, department reviews, work and book trawls and quality of teaching reports, and contributing as required to self-review for the Hope Learning trust or other external agencies; planning for development in the light of the needs of curriculum area, department and whole-academy priorities, identifying targets, and contributing to the academy development planning;  writing each year, the ‘big three’ reports of exams analysis, SEF and department development plan and attending review meetings of these reports with the Principal and Vice Principals;  ensuring that the curriculum area works with common purpose and shared aims, within whole-academy policy, while fostering the strengths and enthusiasms of individual staff;  ensuring that whole-academy policies and guidance documents including safeguarding, citizenship, equal opportunities, British Values, health and safety, ICT, AfL, literacy, numeracy and charging and remissions, are implemented within the curriculum area;  representing the curriculum area as required at Curriculum Leadership Meeting, and reporting back, ensuring that communication remains strong with all members of the department;  maintaining up-to-date and accurate subject summaries for reports for each year group;  advising senior staff on all matters relating to work and development of the curriculum area;  Attendance at and preparation for regular timetabled curriculum line management meetings based upon the weekly processing of the content of the Friday email.  **Pupils;**  monitoring the achievements of pupils, ensuring that the expectations that staff working within the curriculum area have of the pupils in their care are realistic but high, and leading the curriculum area in developing the full potential of pupils in both academic progress and personal development;  supporting pupils through contact home or department support plans where necessary;  supporting subject teachers in the curriculum team in ensuring a calm, ordered, focused working atmosphere in lessons with pupils on task in line with the academy policy and guidelines, through guiding and supporting subject staff in classroom management, intervening as required, and accepting disciplinary referrals as appropriate;  allocating and resetting of pupils to teaching groups within the curriculum area, in conjunction with the Vice Principal performance, pastoral staff and data manager as appropriate, and providing up-to-date lists;  liaising with pastoral staff as appropriate over concerns with individual pupils;  ensuring that parents are aware of significant concerns over progress, effort, attainment, behaviour or homework, including concerns that might lead to an impoverished external examination grade, and seeking to work with parents in finding a solution;  **Staff;**  leading a team of colleagues and taking active responsibility for its work and for that of pupils;  supporting colleagues within the curriculum area in creating an ordered working environment, including advising on classroom management, and accepting overall responsibility for the behaviour and conduct of pupils within the curriculum area;  furthering the professional development of staff contributing to the curriculum area, including planning effective use of CPD training and staff development time, observing lessons supported through a range of Quality Assurance actions and offering professional feedback, monitoring classroom management, advising on procedure, and acting as performance management team leader as required;  holding regular, minuted team meetings and training and development sessions that are a focus for professional review and refreshment;  sharing all agendas and minutes with members of the department and SLT link;  playing a key part in the appointment of new staff, and inducting and guiding staff new to the curriculum area in accordance with the Staff Handbook;  liaising with the Principal in devising a suitable responsibility structure within the curriculum area, allocating responsibilities as appropriate, and advising the Principal on role specifications;  ensuring that appropriate work is set for absent colleagues, that cover and supply staff are briefed and supported, that reports and progress summaries are completed, and that appropriate arrangements are made when staff are prevented from attending meetings;  liaising with and advising the Vice Principal Performance on curriculum implications and timetable allocations, and liaising with staff within the curriculum area as appropriate;  briefing the Principal on staff achievements and providing information for references;  ensuring that teaching assistants and others within the learning environment are effectively inducted, guided, deployed and monitored;  **Curriculum;**  ensuring that the work of the curriculum area furthers the aims of the academy's mission, strategic aims, curriculum statement and other academy policies and guidelines;  maintaining and updating key curriculum documentation in accordance with whole-academy guidelines, and making copies available as required;  preparing and maintaining schemes of work and ensuring that teaching across KS3 provides the solid foundation for examination work within KS4 and ultimately prepare pupils effectively for internal and external examinations;  keeping abreast of subject developments, and evaluating and revising schemes of work and approaches to teaching as part of a continuous cycle of curriculum review and development;  ensuring that the curriculum area develops appropriate resources and teaching strategies to meet the needs of the full range of age, aptitude and ability including pupils with special educational needs, implementing the academy's Special Educational Needs and Disabilities policy and liaising as appropriate with Aspire Centre;  ensuring that the curriculum area assesses and records pupil achievement in line with whole-academy policy, and that appropriate records and evidence of pupils' work are maintained;  ensuring that the curriculum area fulfils its cross-curricular obligations as required in accordance with whole-academy policy, including Citizenship, Information and Communication Technology, Literacy, Numeracy, Assessment for Learning, Academy Values, British Values, thinking skills, skills for life and other cross-curricular dimensions and themes.  **Learning and Progress;**  ensuring that lesson preparation is thorough with appropriate work, homework across the whole department is set in accordance with the academy homework policy and timetable, and work is marked promptly;  ensuring that teaching leads to good learning and progress, supported by crisp pace, high challenge, pro-active classroom management, consistent use of the academy behaviour policy, good organisation and resources, embedded assessment for learning, and positive relationships;  monitoring and reviewing the quality and effectiveness of teaching and learning within the curriculum area, including, as appropriate, lesson preparation, classroom management, relationships, written work, assessments, pupil progress, added value and homework;  monitoring the learning and progress of individuals, groups and the subject as a whole, with a view to ensuring that pupil progress and added value are in line with, or better than, the academy targets and expectations;  ensuring that reporting commitments such as interim assessments, estimated grades and other profiles and references as required within the curriculum area are completed on time in accordance with academy policy;  ensuring the delivery of successful and timely moderation for all externally assessed coursework, in accordance with the academy and exam board guidelines  presenting pupils for examinations in accordance with the academy policy, liaising as necessary with the academy's examinations officer, pastoral staff and the appropriate members of SLT;  seeking to ensure that pupils' passion, enjoyment and experience of the curriculum area is enriched through activities within and beyond the formal curriculum.  **Resources;**  ensuring that resources are well looked after, inventories are kept up-to-date, teaching materials are checked for relevance, bids for resources are realistic, and funds are spent wisely;  ensuring that rooms, boards and facilities linked to the curriculum area are cared for, feature attractive displays that include pupils' work, and offer a working environment that is ordered, positive and welcoming.  **Links;**  organising displays and activities for Open Evening and other public occasions in accordance with whole-academy guidelines, and dealing with external enquiries on matters linked to the curriculum area;  where appropriate, liaising with the ITT Professional Tutor, writing reports, and ensuring that any ITT work furthers the work of the curriculum area as well as the development of the ITT pupils;  working with colleagues in the academy, across the Hope learning trust as well as advisers and other academy improvement partners in the continuous development of the curriculum area;  maintaining and developing links with other curriculum areas in the academy, pastoral staff, 14-19 partners  develop functional transitional links with pre-11 and post 16 partners and institutions as appropriate in order to provide clear pathways for pupils and individuals within the community;  representation of the academy at external recruitment events when require Additional Information: |

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| Reviewed By: | Helen Dowds | Date: | 11/9/18 |
| Last Updated: | Helen Dowds | Date: | 11/9/18 |



As learners

We work with trust schools in aiming to create a culture of excellence, by being relentless in providing the very best for our children and students. We believe that given the right support, in the right environment, all young people can thrive and make excellent progress. For us, what matters most is the distance travelled, not where the children end up.

As creative individuals

First and foremost, our schools are places of learning, but we strongly believe that we succeed together by treating each young person as a creative individual, nurturing their interests and rejoicing in their passion. We understand that no two young people are the same, so we provide opportunities to allow our students to explore all aspects of being unique.

By encouraging creativity and expression in all its forms, our young people develop not just academically, but as a whole.

As caring and engaged citizens

As Church of England and community schools we are particularly committed to motivating our young people from an early age, to become active, caring and engaged members of the community.

The Trust works with the Archbishop of York’s Youth Trust to deliver the Young Leaders Award programme at Key Stages 2,3 & 4. We are advocates for this scheme which empowers young people to make a difference in their local community whilst growing in key leadership skills.

As spiritual beings

Our history dates back to 1812 when church schools were founded across England. Being a Church of England multi-academy trust today embodies this 200-year legacy of the first church schools. This distinctiveness is central to everything we do and the values of those early church schools, based around inclusion, community and service are visible across the Trust today.

As professionals

We want every young person to experience great teaching and get the support they need throughout their time at school. We value our staff immensely and are committed to initial teacher training, professional development and leadership development. As a Trust we are there to challenge but most importantly support each other. No one should feel isolated and on their own.

**Benefits of working at HOPE**

**Continuing Professional Development (CPD)**

HOPE Multi Academy Trust is committed to the Professional Development of all staff and we have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues. From NQT through to CEO the trust links with its sister Teaching School – EBOR HOPE, to provide high quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the HOPE team to succeed, develop and aspire to the next challenge.

**Pension Scheme**

As an employee of HOPE MAT you are offered membership of either the Teachers’ Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee’s paying contributions into the scheme (banded, based on earnings level) HOPE MAT also pays into the scheme on your behalf at the following rates (regardless of earnings):

**Teachers’ Pension Scheme** HOPE MAT contributes an additional 16.48% of your salary.

**Support Staff Pension Scheme** LGPS – HOPE MAT contributes an additional 19.9% of your salary.

For more information please visit: www.teacherspensions.co.uk www.nypf.org.uk

**Cycle to Work Scheme**

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjA1MjCzKjaAhVBVhQKHaqEDSkQjRx6BAgAEAU&url=https://urbanebikes.com/pages/cycle-to-work-scheme&psig=AOvVaw12-fHseCMnU292FHTS1irw&ust=1523205390304108)

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via Cyclescheme. You purchase the bike you want via the scheme and HOPE MAT pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the cyclescheme are taken from your gross pay each month so your taxable pay is lower than it otherwise would be.

For more information visit www.cyclescheme.co.uk

**Childcare Vouchers**

HOPE MAT use Fideliti as the childcare voucher provider. Once you have registered with them they will send invoices to the MAT on a monthly basis for the value of the vouchers you want. The MAT will then deduct the same value from your gross pay each month so that your taxable pay is lower that it otherwise would be. Fideliti deal with all of the administration of childcare vouchers with you and your childcare provider directly.

For more information about the scheme please visit: [www.fideliti.co.uk/default.aspx](http://www.fideliti.co.uk/default.aspx)