



GREENWICH FREE SCHOOL

Head of Drama Candidate information and role profile

Dear Applicant,

Thank you for taking the time to find out more about Greenwich Free School (GFS). This pack is intended to give you information about the role of Head of Drama, together with details of the school's vision and ethos, and our aspirations.

GFS is a new, ambitious school model based on what we know excellent schools do. Joining the school team is a superb opportunity for an ambitious and motivated teacher who wants to make a lasting difference to the communities they serve.

The Drama Department is a new department at GFS which was only introduced this academic year. Currently Key Stage 3 have one drama lesson a week, with plans to offer GCSE as an option for the first time next academic year. We currently have a lot of students in Year 9 who have expressed an interest in taking GCSE Drama and who are excited about the introduction of it at KS3. Many students across the school participate in the Drama enrichment on a Wednesday afternoon which features a range of master classes, workshops and rehearsals for the school play.

This role is an exciting opportunity for either an aspiring or experienced Head of Drama to further develop the curriculum and enrichment provision to ensure Drama is a thriving part of the academic and co-curricular life of the school. We are looking for an enthusiastic and highly motivated Head of Department who has a passion for delivering an outstanding drama education for all students. You will have high levels of emotional intelligence and understand that teaching and learning is the core business of any school. The Middle Leaders are the engine room of an Outstanding school and here at GFS are well supported by a strong Senior Leadership Team.

GFS is at a key point in its development as we launched KS4 in September 2015 and prepare for the opening of our KS5. Alongside working in a school that values the importance of Drama and understands how subject disciplines work, you will also receive high-quality weekly training, and have access to world-class development opportunities, through our partnerships with a wide range of Schools and Universities.

At Greenwich Free School we are immensely proud of our first ever set of GCSE results. The academic achievement of our students was, and is, fantastic. Our GCSE English results were very strong: 79% of our students attained grade 4 and above in English Language and 87% of our students attained this headline figure in English Literature.

What makes us unique:

- We put high-quality teaching at the heart of what we do
- We provide 60 minutes of carefully planned and differentiated staff professional development training every week.
- We have a very clear staff progression model, ensuring you receive the support and experiences you need to achieve your ambitions
- We have highly structured intervention processes ensuring no child is left behind yet ensuring they receive a broad and balanced curriculum offer
- We have relationships with some of the best schools in the country, ensuring staff can develop strong external links with expert practitioners
- We have a very strong behaviour code ensuring no lesson time is wasted.
- We have a no excuses highly disciplined school culture which enables teachers to focus on planning and teaching brilliant lessons.
- We have a whole school approach to literacy, including a highly successful morning reading and 'read now' programme. This allows students better access to curriculum content, and enables rapid progress across subjects.
- We run an enrichment model which is embedded into our school timetable, and this allows us to provide a wide range of extra-curricular experiences for our students, without losing any curriculum time. All staff contribute towards this offer.

This role represents a unique opportunity to join a relatively new school with the highest expectations for pupils and staff, and to help shape the school's continued growth as we move towards our third set of GCSE results in 2019. All initiatives are supported by the most recent educational research. The successful candidate will be an excellent practitioner, with drive and determination to become the very best professional they can.

If you have any queries please contact Victoria Hemmings on 020 8319 3692. Visits to the school are welcome.

I look forward to receiving your application.

Rhys Spiers
Headteacher



Head of Drama - Job description.

Job Title: Head of Drama
Reports to: The Headteacher
Responsible for: Providing outstanding leadership and management of the Drama Department and extracurricular drama provision
Line management of: Teaching and support staff in the Drama Department
Start date: September 2019 (negotiable)
Salary: Main Scale + TLR (Inner London)
Disclosure level: Enhanced
Roles included: Classroom teacher, Form Tutor, Head of Department.

Job purpose:

To take a lead role in building the Greenwich Free School into an Outstanding school by developing a rigorous and challenging Drama curriculum, teaching high-quality lessons, leading a high-performing team of subject teachers, and promoting exceptional levels of academic and personal development, attainment and wellbeing for GFS pupils. To facilitate an outstanding extra-curricular drama programme and direct and lead the annual school play.

Objectives:

- To take a lead role in the maintenance of a transformational school community by developing and leading a rigorous and evidence-based curriculum which enables the highest level of pupil progress and attainment at all levels.
- Develop an extensive extracurricular drama programme including leading, directing and producing an annual school play.
- To introduce LAMDA exams at GFS and support the teachers in delivering this programme ensuring success in examinations.
- Lead and organise a variety of theatre trips throughout the year which support the drama curriculum and the co-curricular provision.
- To work on projects with other departments such as Music and Art.
- To ensure the Drama curriculum is 'future-proof' and remain abreast of the significant changes in the National Curriculum and GCSE and A-Level Examinations and aligning Drama at GFS with these new curriculum requirements, developing a coherent KS3-5 curriculum pathway that is an example of best practice for others.
- To grow your department year on year, recruiting, inducting and developing your team to ensure consistently high standards of teaching.

- To model what it takes to be an outstanding teacher and subject leader and thus act as an example to all middle leaders.
- To put in place the systems and structures at a department level that ensure every teacher develops as an expert practitioner.
- Monitoring and accountability for the progress and attainment of pupils in Drama.
- To establish procedures for inducting and mentoring NQTs, Teach Firsts, GTPs etc into the department.
- To calendar an annual cycle of Drama events including performance platforms and trips to plan for opportunities in Drama for our students beyond the classroom.
- Actively promote interest in the subject outside the immediate physical and timetabled confines of the department.
- Deliver high quality training on teaching and learning to other staff, focusing on your areas of particular expertise.
- To act as a coach or mentor for other teachers as required.
- Modelling for all staff exemplary practice in terms of managing difficult and challenging behaviour from pupils, and establishing a culture of high expectations within your department.

Outcomes and activities

Leadership of Drama

- Design a broad, engaging and challenging curriculum that enables all pupils to enjoy and achieve at the highest level, supported by detailed schemes of work, to ensure consistency and coherence across all Drama teaching.
- Establish a clear department development plan and monitor and evaluate its delivery and effectiveness.
- Teach and model the delivery of engaging and effective lessons that motivate, inspire and improve pupil attainment.
- Monitor the effectiveness of teaching and learning and planning processes within your department.
- Support the professional development of teachers and their training where appropriate.
- Follow the school structure for mentoring, coaching and monitoring staff (including supervision of NQT's and beginner teachers).
- Manage the deployment of the Drama department resources effectively and efficiently.
- Monitor the progress of all pupils and sub-groups of pupils with staff and plan appropriate support / interventions to remedy slow progress.
- Produce, in line with the school self-evaluation cycle, Department Improvement Plans and Data Analyses to the highest possible standard, and ensure all members of your department engage with these.
- Liaise with all appropriate personnel regarding support for student progress.

Curriculum and assessment design

As a teacher:

- Implement the school approach to marking and feedback to inform planning, develop learning and evaluate pupils' progress.
- Provide developmental oral and written feedback to help pupils reflect upon and improve their work.
- Make effective and regular use of the school's assessment criteria and reporting procedures to inform learning.
- Set targets for raising pupil attainment in the context of whole school targets and work towards their achievement.
- Maintain regular records of pupils' attainment and progress.
- Prepare and present informative written and verbal reports on pupils' progress to parents in line with GFS policies.
- Attend parents' evenings and Open Evenings as required.
- Assess how well learning objectives have been achieved and use this assessment and school provided data on a regular basis for future teaching and target-setting, as well as implementing strategies to address pupil underachievement.
- Liaise with external agencies about individual pupils as required.

As a Head of Department:

- Review and develop the curriculum on an on-going basis, taking into account the findings from monitoring and self-evaluation, and ensure all staff have short and medium term plans to deliver highly effective lessons.
- Set regular, measurable and significant assessments for pupils.
- Ensure all pupil data is understood and interpreted by staff and pupils and used to modify lesson planning.
- Analyse and interpret data on pupils' achievement in your subject, ensure pupil performance data is used effectively and is in line with departmental targets.
- Review with teachers their assessments of progress for classes and quality-assure such assessments through moderation, sampling and review.
- Oversee the setting of pupils into appropriate ability groups and review half-termly.
- Ensure procedures for both internal and external exams are carried out according to the School's procedures and the Boards' regulations as appropriate.
- Ensure the maintenance of accurate and up-to-date information on the management information system.
- Disseminate and make use of analysis and evaluate performance data provided.
- Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- Oversee the production of reports on pupil progress in line with GFS policies.
- Produce reports on examination performance, including the use of value-added data.
- Oversee your subject's collection of data.
- Provide the Senior Leadership Team with relevant information relating to the subject areas' performance and development as requested.

PROFESSIONAL DEVELOPMENT

As a teacher:

- Take responsibility for your own professional development and demonstrate a commitment to continuous professional development by undertaking, and seeking out, opportunities to build your capabilities as a teacher.
- Maintain an up-to-date expert knowledge of your subject area, related teaching pedagogy and relevant aspects of the National Curriculum, exam board requirements and other statutory provisions, including developments and reforms in broader education policy.
- Ensure you understand your professional responsibilities in relation to school policies and practices.
- Evaluate your own teaching critically and use this to improve your effectiveness.
- Engage, positively, with the GFS performance-management system.
- Support colleagues when working in your teacher learning communities.

As a Head of Department:

- Actively monitor, and respond to, curriculum developments and initiatives in your subject at national, regional and local level.

NON-SUBJECT RESPONSIBILITIES

- Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional well-being. Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
- Develop strong and positive relationships with pupils.
- Implement all school policies, including the school's behaviour policy.
- Contribute to the design and delivery of the school's enrichment curriculum in line with your timetable and the GFS enrichment policy.
- Model the ethos and vision of the school at all times.
- Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
- Contribute to the school's liaison, marketing and pupil recruitment activities, e.g. the collection of material for press releases.
- Lead the development of effective subject links with partner schools and the community, including attendance where necessary at liaison events in partner schools and the effective promotion of subject at Open Days/Evenings and other events.
- Establish and maintain effective working relationships with colleagues including support staff.
- Be familiar with and comply with the School's Health and Safety policies
- Be responsible for the health & safety of pupils when they are authorised to be on school premises and when engaged in authorised activities elsewhere
- To be accountable, along with *every* other member of staff, for ensuring that your actions contribute to pupils being:
 - **Excited** by – and happy at – school
 - **Committed** to doing the best they can
 - **Skilled** enough to make a valuable contribution to society and the economy
 - **Knowledgeable** about key subjects
 - **Reflective** about their learning by understanding how they learn
 - **Aware** of their community and willing to play a constructive role in it
- Adhere, at all times, to the expectations of teachers at Greenwich Free School, outlined on the final page of this document.
- Any other duties as required by the Headteacher commensurate with the post.

FORM TUTOR RESPONSIBILITIES

- Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, academic attainment and progress.
- Develop strong, trusted, relationships with each tutee to act as his or her mentor.
- Implement the school reading approach every morning in your reading group.
- Deliver the school Wellbeing and Philosophy for Children programmes in Tutor time.
- Implement GFS's attendance, rewards, sanctions, behaviour and monitoring policies, including being the primary behavioural point of contact for tutees and maintaining a weekly check of tutees' planners.
- Identify the need for, and support the design of, interventions to support pupils who are not meeting expectations.
- Monitor the safeguarding and welfare of tutees.
- Engage tutees' teaching staff to facilitate the sharing of relevant pupil specific strategies, information and best practice.
- Make specialist staff (SEND/CO, SDO) and senior staff (Heads of Year and SLT) aware of any issues with tutees as required.
- Proactively engage parents of tutees and endeavour to build positive home-school relationships. Act as the primary point of contact for parents of your tutees.
- Model the ethos and vision of the school.
- Keep the form register and monitor patterns of pupil attendance/ absence.
- Ensure extension activities and creative ways of supporting higher-attaining pupils are available as part of enrichment e.g. setting up a chess club, computing club.
- Support the detailed learning needs of pupils not reaching national standards within the enrichment programme if not met through curriculum time.
- Undertake any other various responsibilities as directed by the Headteacher or Senior Manager.
- Undertake the other main professional duties of a teacher as set out in the GFS pay and conditions of service document.

NOTES

- All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which he or she has been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, and also in terms of their commitment to safeguarding and relationships with pupils.

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher/ Deputy Headteacher.

Person Specification

Qualification criteria

- Qualified Teacher Status
- Permitted to work in the UK
- Evidence of relevant and substantial CPD

General - experience of:

- Working at a middle leadership level.
- Having significantly contributed to the work of a senior or middle leadership team which has resulted in the success of the wider school.
- Having led a team in the development and implementation of a curriculum initiative that had a sustained and demonstrable impact on pupil progress.
- Delivering staff training and undertaking professional development of other teachers, in particular with regard to outstanding teaching, assessment, marking and feedback, questioning, lesson planning and scheme of work writing, and other elements of outstanding subject leadership.
- Effective engagement with external partners (e.g. subject associations, exam boards).
- Using QA systems to evaluate the standards within your department and to modify plans accordingly.
- Leading intervention programmes at a department/year group/whole school level that have had a proven and sustained impact on attitude and attainment.
- Tracking and monitoring identified groups and designing intervention programme which have shown a positive impact on behaviour and progress.

Teacher development (all senior and middle leaders are expected to be able to model great teaching and to develop others) - experience of:

- Understanding what outstanding teaching practice looks like, how to diagnose weaknesses in teaching and deliver coaching and mentoring to improve it.
- Conducting lesson observations as a tool for improvement.
- Designing and delivering outstanding staff training.

Leadership and management – The ability to demonstrate:

- An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile.
 - Versatility and flexibility in terms of one's own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach.
 - Strong interpersonal, written and oral communication skills.
 - Strong organisational skills:
 - the ability to delegate
 - the use of effective time management
 - the ability to prioritise
 - Resilience and motivation to lead the school through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities.
 - Genuine passion and belief in the potential of every student.
 - Strategic thinking
 - An educational vision aligned with the school's high aspirations and high expectations of themselves and others.
 - A clear understanding of the strategies required to establish consistently high standards of results and behaviour in a complex urban school and a commitment to relentlessly instilling these strategies.
 - An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the school in the community.
 - Confident and effective presentational skills during public speaking.
 - Deliver excellent assemblies and open evenings.
 - Skilful management and maintenance of working relationships with parents and other stakeholders.
 - Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.
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- **This post is subject to an enhanced DBS disclosure.**
 - **The post holder must be committed to safeguarding the welfare of children.**