

# Post: Teacher of Drama

## Job Description:

Responsible to:	Head of Department/Faculty and Senior Leadership Team
Responsible for:	Delivery of Drama
Nature of post:	Full time and permanent.
<b>Core Responsibility</b>	<ul style="list-style-type: none"> <li>To raise standards of student attainment and achievement within the subject(s) and to monitor and support student progress</li> <li>To be an effective professional who demonstrates a thorough knowledge of the curriculum and will respond to national developments in the subject area, teaching practice and methodology.</li> <li>To act as a positive role model for students within the academy and support the culture of high expectations and high aspirations for all</li> </ul>
<b>Pupil Performance Standards</b>	<p>To be focussed and driven to ensure students are given the opportunity to perform to the best of their ability.</p> <ul style="list-style-type: none"> <li>To ensure that all lessons are of an effective standard and are well planned, prepared and delivered</li> <li>To ensure lessons demonstrate pace, motivation and challenge</li> <li>To ensure that provision is made for students who have individual learning needs</li> <li>To establish effective classroom management in accordance with academy policy</li> <li>To set homework in accordance with academy policy</li> <li>To ensure consistent student progress is maintained for all groups of students</li> <li>To participate in reviewing and writing schemes of work and teaching materials</li> <li>To ensure students are given every opportunity to be successful</li> </ul>
<b>Pastoral System:</b>	<ul style="list-style-type: none"> <li>To be familiar with the academy's Safeguarding Policy and to report concerns to the Designated Safeguarding Officer</li> <li>To ensure the Behaviour for Learning system is implemented consistently and fairly</li> <li>To monitor and support the overall progress and development of students within the subject(s)</li> <li>To monitor student attendance together with students' progress and performance, in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary</li> <li>To act as a Form Tutor and to carry out the duties associated with that role</li> <li>To contribute to PSHE, SMSC, Citizenship, careers and other cross-curricular activities</li> <li>To be an active member of the duty rota to support the monitoring of student behaviour</li> </ul>
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>To follow the academy quality assurance calendar for lesson drop-ins, observations, work scrutiny and learning walks</li> <li>To follow the academy marking policy and mark all student work on a regular basis giving appropriate feedback to steer improved outcomes</li> <li>To assess students on a regular basis and record students' progress systematically. This information is to be used to adapt teaching and support students</li> <li>To meet with department/faculty areas on a regular basis and share best practice</li> <li>To be fully involved in the academy appraisal or NQT programme as applicable.</li> </ul>

## Other responsibilities

- To play a full part in the life of the academy, to support its vision, ethos and policies and to encourage and ensure students follow this example
- To continue personal professional development
- To engage actively in the appraisal review process
- To undertake any other duty as requested by the Principal

## Personal Responsibilities

- Work to a high professional standard and observe confidentiality as appropriate.
- Comply and assist with academy policies and procedures and report all concerns to an appropriate person.
- Set an example to students acting as a positive role model in all aspects including professional dress, presentation, attendance and punctuality.
- Be prepared to work flexibly, both in and out of the academy day.
- Participate in training and development appropriate to this post, and participate in the academy's appraisal and CPD programmes.

*This academy is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment. This position is subject to a criminal records check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application for.*

## Person Specification

Post: Teacher

In your application, please demonstrate how you meet these criteria.

Attributes	Essential	Desirable	How Identified
Qualifications	<ol style="list-style-type: none"> <li>1. Degree, teaching qualification in the specified curriculum area.</li> <li>2. Recent record of appropriate in-service training</li> </ol>	<ul style="list-style-type: none"> <li>• Higher level degree, further educational qualifications</li> </ul>	A
Work Related Experience and Associated Skills	<ol style="list-style-type: none"> <li>3. Successful classroom experience across the 11 – 16 range, with supporting data demonstrating good student progress against targets at all levels.</li> <li>4. Effective approach to behaviour management.</li> <li>5. Strengthen and support existing pastoral system.</li> <li>6. Experience of being a team player, with good people skills and evidence of the impact of these on raising student performance.</li> <li>7. Experience of delivering teaching and learning, with impact, demonstrating strategic planning and task completion.</li> <li>8. Experience in the use of ICT and data to monitor and track achievement.</li> <li>9. Promotion of academy ethos, including participation and or coordination of extra-curricular and whole academy activities.</li> </ol>	<ul style="list-style-type: none"> <li>• Successful classroom experience across the 11 – 18 range, demonstrating excellent student progress against targets at all levels.</li> <li>• Behaviour management experience.</li> <li>• Background of teaching within more than one subject.</li> <li>• Leading a teaching and learning initiative that has demonstrable impact.</li> </ul>	A/LO/I/R
Personal Skills/Specialist Knowledge	<p><b>Learning &amp; Teaching:</b></p> <ol style="list-style-type: none"> <li>10. Strategies to improve student attainment and achievement.</li> <li>11. Ability to relate effectively to students, colleagues and parents.</li> <li>12. Demonstrate highly effective classroom practice.</li> <li>13. Obvious passion for your subject.</li> <li>14. Confident and competent in the use of ICT, literacy and numeracy to enhance learning, monitor progress and communicate.</li> </ol>	<ul style="list-style-type: none"> <li>• Interest of developing collaborative ways of working.</li> <li>• Ability to lead and motivate students</li> <li>• ICT literate</li> <li>• Understanding more complex performance data and application of a range of effective intervention strategies.</li> </ul>	A/LO/I/R

	<p><b>Self-Management:</b></p> <p>15. Self-critical, awareness of own strengths and development targets, and professional development requirements.</p> <p>16. Ability to work independently, using initiative, sticking to deadlines, completing tasks accountably.</p> <p><b>Learning Relationships:</b></p> <p>17. Have the ability to set and maintain high standards, and respond positively to feedback.</p> <p>18. Excellent subject knowledge, planning and delivery, classroom management and assessment practice.</p> <p>19. Understand the principles of highly effective learning, independent learning and intervention.</p> <p>20. Be a role model, promoting the academy's values.</p> <p>21. Ability to articulate, form and maintain appropriate relationships and boundaries with children and young people.</p>		
Personal Qualities	<p>22. Professional, enterprising, personal impact.</p> <p>23. Outgoing, warm personality, approachable, inclusive.</p> <p>24. Positive, adaptable.</p> <p>25. Energetic and enthusiastic.</p> <p>26. Self-motivated, self-confident, reliable.</p> <p>27. Calm under pressure, emotionally intelligent.</p> <p>28. Sensitivity, fairness, tact and discretion.</p> <p>29. Commitment, generosity of spirit.</p>	<ul style="list-style-type: none"> <li>• Commitment to contribute to academy life</li> </ul>	I/R
A = Application I = Interview LO = Lesson Observation R = Reference			

**Staffordshire University Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

**An enhanced DBS check is required for all successful applicants.**