

Carshalton High School for Girls



Curriculum Leader of Drama Application Pack

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CARSHALTON HIGH SCHOOL FOR GIRLS

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Letter from the Headteacher

June 2018

Dear Candidate

Thank you for your interest in the position of Curriculum Leader of Drama at Carshalton High School for Girls (CHSG). Since 1st April 2018, our school, together with Nonsuch High School for Girls and Wallington High School for Girls has been part of the Girls Learning Trust. Although part of a Multi-Academy Trust, each school retains its own identity. Further information is contained within the pack.

At CHSG our vision is to be 'a centre of excellence where staff and students learn and thrive together'. Our ethos is based on our core values of Community, Harmony, Success and Growth. Securing high achievement and the well being of students is at the heart of everything we do. First quality teaching, our strong pastoral system, excellent support and guidance where staff go the extra distance for students, and an extensive range of additional learning opportunities, ensure that the needs of every student are personalised and met and each student maximises their success.

Developing our staff and their wellbeing is a high priority so we provide a well-resourced environment where staff are supportive of each other and work collaboratively.

I hope after reading this pack you are interested in joining our dynamic school and staff team. If so, please complete the school application form and return it to Mrs Sam Willard (PA to the Headteacher) at the school.

I very much look forward to hearing from you.

Yours faithfully,

Vivien Jones
Headteacher

Girls' Learning Trust (GLT)

Message from Jane Burton, CEO

I am delighted that you are interested in a position in one of the NWET schools.

The Trust was formed in September 2015 and initially consisted of two schools: Nonsuch High School for Girls and Wallington High School for Girls. In April 2018, Carshalton High School for Girls joined and further strengthened our Trust. All three schools are located within the London Borough of Sutton and are within easy reach of each other.

The aims of the Girls' Learning Trust are to deliver a first class education for girls ensuring that they realise their full potential and leave the Trust well prepared for their future. With around 4000 students and a highly effective operating model, GLT gives member schools the financial strength to drive school improvement and provides increased opportunities for students and staff across the trust. We aim to be a 5 school Trust by the end of 2020, retaining the all-girls identity and operating within the London and South East region.

The aims of GLT are achieved through:

- Delivering excellent standards of teaching and learning consistently across the Trust based on the setting of high expectations for all and an evaluative approach to improving performance that secures strong outcomes for all our students.
- Developing strong collaboration across the Trust ensuring each school is a giver and receiver of support where needed.
- Ensuring effective professional development and career progression opportunities across the Trust in order to recruit and retain excellent staff.
- Delivering effective pastoral provision to all our students ensuring they are supported, developed and well cared for during their time in the Trust.
- Developing a strong understanding of how best girls learn, develop and thrive and using this to underpin our approach to education across the Trust.
- Promoting and developing high aspirations for our young women allowing them to become the successful female leaders of the future.
- Creating an exciting, challenging and creative curriculum across the Trust, both inside and outside of the classroom, to allow all students to realise their full potential.
- Securing a financially viable Trust through strategic financial management and by working collaboratively to secure financial efficiencies.
- Communicating effectively with and valuing all of our stakeholders realising the important role they play in the Trust.

For more information on the Trust please follow the link below:

www.nonsuchschool.org/321/welcome-from-the-ceo

The Trust model brings many advantages to staff at all levels in the schools. Free from some of the strategic, financial and operational responsibilities of a standalone role, the primary focus of the school Headteacher role within the GLT structure is to provide highly effective leadership and support of the teaching and learning within their school alongside day to day management. The school Headteacher is accountable for securing strong student outcomes and the delivery of an excellent standard of education for all students in their school. Each Headteacher reports to, and is supported by me in my role as CEO.

Staff are able to benefit from many different opportunities for development across the Trust. These include the opportunity to participate in the cross -trust Outstanding Teacher Programme (OTP) learning with and from colleagues in all the schools, an annual GLT conference that brings all staff in the Trust together and the chance to participate in trust training and development across a number of

areas. In addition, when you are at the stage when you want to consider moving to the next level in your career, a larger Trust brings more opportunities that a stand alone school may do.

Although the Trust plays an important role in each school, the GLT model ensures and values the fact that each school retains its own unique identity within the Trust which can be seen when visiting each school or looking at the website.

Joining a GLT school at any stage in your career is a way to combine the benefits of working for a larger Trust with the ability to feel part of a successful and vibrant school. I hope that after reading this information pack you decide to submit an application.

Jane Burton, CEO

Information about Carshalton High School for Girls

Carshalton High School for Girls is a highly successful, popular 11 to 18 comprehensive school. There are 1265 students on roll, over 80 teaching staff and a number of support staff who make a major contribution to the daily smooth running of the school in a variety of ways. Staff work as a cohesive team setting the highest professional standards as an example to the students.

Ofsted Inspected the school in November 2017 and judged the school as good in all categories and good overall. We were delighted with the judgements and many of the positive aspects highlighted:

- *"The school is a happy and safe community where pupils do well and staff are proud to work."*
- *"The headteacher and leadership team have high aspirations for the school. They are strongly supported by governors and staff."*
- *"Pupils make good progress overall and in 2017 the progress of disadvantaged pupils was particularly good."*
- *"The quality of teaching is good overall, with aspects that are outstanding. This helps pupils to make good progress."*
- *"An excellent range of enrichment opportunities contribute strongly to pupils' all-round development."*
- *"The school's care and support for pupils is outstanding. Staff understand pupils' needs extremely well and work closely with other agencies to provide extra help, should this be needed."*
- *"Pupils enjoy school and have good attitudes to learning. They behave well in lessons and around school."*
- *Pupils are welcoming and polite to visitors. They show pride in their school."*
- *"Pupils show respect for the beliefs of others and understand the importance of democracy and the rule of law."*
- *"Parents are positive about the school and the quality of education their children receive."*
- *"The sixth form provides students with good opportunities for academic and personal development. They are well prepared for the next stage of education or employment."*
- *"Students' progress on BTEC courses is outstanding, and progress on A-level courses is good."*
- *"The school is a genuine inclusive and caring community where pupils from different backgrounds are respected."*

The school is a designated Humanities/Arts College, has been awarded Artsmark Gold 4 times and holds Investor in Careers Status.

The school is a member of the PiXL (Partnership in Excellence) Club.

Why work at CHSG?

We are totally committed to providing the best possible working environment for all staff.

Carshalton High School for Girls is a good place to work and we believe we have a great deal to offer staff who join our team.

In our recent inspection (November 2017), Ofsted commented on the school being a happy community and fed back how proud staff are to work at the school.

Our vision clearly states that we are a community where 'staff and students learn and thrive together' and we are totally committed to ensuring staff are given the opportunities and encouragement to develop both personally and professionally. There is a culture of distributed leadership and numerous examples across the school where staff have gained promotion.

Growth Mindset is a key part of our ethos, as is relevant Continuous Professional Development. The ethos of constant improvement and positivity underpins our work and staff are encouraged to 'grow' and 'develop' through programmes offered and the daily support and guidance given.

We are totally committed to providing the best possible working environment for all staff.

The school has a warm, friendly, calm atmosphere, something visitors comment on frequently. Behaviour is very good and the school often receives positive feedback from external organisations.

There are high expectations of staff, but everyone is extremely well supported. There is a culture of working collaboratively and of working with and helping each other. Supply teachers are happy to return and Student Teachers, NQT's and new staff praise the support and guidance given.

Staff wellbeing is a high priority; our commitment demonstrated by having an in-house wellbeing team.

A number of staff social events are organised throughout the year.

We constantly seek ideas and comments on how we can further improve our workplace and practice and are open to trying new ideas and initiatives that bring benefits to our community.

We have recently completed a £6.4 million build including new specialist facilities for Maths, Drama, Dance and Music and a brand new canteen and sports hall.

We are a school that seeks to constantly do better and whilst outstanding in many ways, we are ambitious and determined to secure further improvement.

Vivien Jones, Headteacher

Curriculum Leader Job Description

The role of the Curriculum Leader is crucial in developing the ethos of achievement within the Curriculum Area, in harmony with the aims and ethos of the whole school. Curriculum Leaders are key to the success and development of the school, and the raising of student achievement.

Curriculum Leaders must ensure that targets for improvement in the Curriculum Area are set and met, through positive approaches to Curriculum development, the planning and preparation of schemes of work, the monitoring of learning and teaching across the Curriculum Area and the support and development of staff.

Curriculum Leaders form a vital part of the middle leadership team. Curriculum Leaders need to have a good knowledge of educational issues and are expected to keep up to date with, lead on and work in conjunction with the Faculty Leader on improving pedagogy and practice where it is relevant to the Curriculum Area.

Aims

The aims of the post of Curriculum Leader are to:

- Promote the development of the Curriculum Area
- Ensure that learning is the core purpose of the Curriculum Area
- Foster high achievement and excellence within the Curriculum Area ensuring that students are encouraged and supported to aspire beyond their personal best
- Support the professional and personal development of staff

Staff

Responsibilities in relation to staff are to:

- Monitor the effectiveness of, and have oversight for, the work of members of the Curriculum Area (where relevant)
- Ensure opportunities are provided for the professional development of staff, ensuring that they are up-to-date with developments in the subject Area in order to improve the quality of learning and teaching
- Support the performance management of staff
- Be responsible for the support and supervision of staff
- Define, with the Senior Leadership Team Mentor, the role of staff with Teaching and Learning Responsibility Payments within the Curriculum Area (where appropriate)
- Supervise the work of Newly Qualified Teachers and Beginning Teachers within the Curriculum Area, in co-operation with Senior Leadership Team member(s) and other staff such as the Leading Learning Co-ordinator, subject professional tutors and the Professional Co-ordinating Tutor
- Establish clear procedures for consultation with staff in the Curriculum Area, in line with the consultative procedures of the faculty and school
- Advise the Headteacher in matters concerning staff replacements, including the drafting of advertisements and selection criteria
- Ensure when a colleague is absent that work is set for classes needing cover
- Liaise with relevant visitors to the school and ensure they have adequate documentation, briefings and programmes for their visits
- Ensure that staff support and uphold the school's aims and policies
- Plan and prepare a working staff handbook for the Curriculum Area or contribute to a faculty handbook as appropriate, advising on procedures, policies and practices

Students

Responsibilities in relation to students are to:

- Have oversight of the learning of all students within the Curriculum Area working with the Faculty Leader as appropriate
- Ensure that staff within the Curriculum Area create an ethos in which students feel safe and learn effectively
- Ensure that rewards policies are applied in line with Faculty and whole school policy, so that students are praised and rewarded for good work
- Ensure that proper assessment procedures are set up in line with faculty and whole school policy and monitor the quality of those assessment procedures, school reports and other such communications across the Curriculum Area
- Ensure that structures are developed to deal with underachievement, poor behaviour and attendance where this affects learning, in line with Faculty and whole school procedures
- Make contact with parents as appropriate in line with Faculty or whole school procedures
- Liaise with Year Leaders on the needs of individual students and produce coursework deadline planners
- Liaise with the Faculty Leader Learning Support and have oversight of the identification of school action learners in line with the SEN Code of Practice, and disseminate relevant student information, including the use of IEPs
- Liaise and guide support staff as appropriate to ensure the needs of students are met
- Oversee the allocation of staff to teaching groups and liaise with the Senior Leadership Team and Faculty Leader to ensure the effective delivery of the Curriculum within whole school constraints
- Oversee the organisation of suitable student groupings, particularly where there is setting within the Curriculum Area, and ensure that proper group lists are compiled for input onto the administrative computer systems
- Liaise with the Exam Officers and Teachers' Assistants to ensure all aspects of internal and external exams are managed effectively
- Provide opportunities within the Curriculum Area for the development of student responsibility
- Ensure the provision of extended learning opportunities within the Curriculum Area, ensuring that any subject visits are organised in line with faculty and school journey policy

Curriculum

Responsibilities in relation to the Curriculum are to:

- Ensure that suitable schemes of work are planned and prepared and take account of internal and external developments and requirements as well as school policies and aims so that the Curriculum is effectively delivered to students of all abilities
- Monitor and evaluate schemes of work and update as appropriate
- Initiate Curriculum discussion and ensure that there is constant review of teaching approaches and subject content, in line with the National Curriculum, exam syllabi and other external requirements, so that students can progress within school and when they leave
- Oversee the use of baseline data within the Curriculum Area, in conjunction with the Senior Leadership Team member responsible for Assessment, Reporting and Recording
- Oversee the analysis and dissemination of relevant student data, and use this to set realistic but challenging targets for staff and students
- Provide information, as necessary, to the Headteacher, parents, teachers and governors about the work of the Curriculum Area, student progress, and exam results

Resources

Responsibilities in relation to resources are to:

- Plan and administer Capitation income and expenditure in conjunction with the School Business Manager, ensure its effective use and ensure that the school gets good value for money in all its purchases
- Be responsible for monitoring the use of all Curriculum Area classrooms, negotiating with premises staff on relevant issues

- Monitor the quality and effective use of classroom displays and liaise with the Teachers' Assistants as appropriate
- Ensure that all staff have the equipment and resources needed for students to learn effectively and ensure that equipment and resources issued are properly used and returned
- Be responsible for good Health and Safety practice within the Area

Role Specific

- Undertake self evaluation and review as appropriate in line with whole school self evaluation and review processes, including annual review of the subject Area SEF
- Manage and monitor systematic forward planning for the Curriculum Area in line with the School Improvement Plan including developing a Curriculum Area Improvement Plan
- Ensure there is a commitment to equality of opportunity for staff and students within the Curriculum Area in line with whole school principles
- Promote the work of the Curriculum Area through parents' evenings, assemblies, cross curricular opportunities and links with the community
- Contribute to the organisation and delivery of whole school faculty assemblies
- Undertake any other duties that can reasonably be expected by the Headteacher to ensure the effective running of the Curriculum Area and whole school middle leadership functions

Curriculum Leader Selection Criteria

Qualifications

- Qualified Teacher Status
- Degree or equivalent academic qualification

Experience

- Successful teaching at secondary level, with excellent subject knowledge
- Experience of successful team leadership (preferable but not essential) and team membership
- Evidence of a good record of raising achievement and improving exam results
- Evidence of appropriate professional development
- Evidence of the ability and experience to develop and maintain a sense of vision for the curriculum area

Skills and Abilities

- Ability to build a staff team and undertake the support and supervision of staff
- Ability to plan, manage and focus meetings
- A good understanding of what constitutes outstanding learning and teaching and the ability to ensure this is the norm across the subject area
- Knowledge and understanding of current educational issues
- Knowledge and understanding of the use and development of ICT to enhance learning
- Ability to use data and information to support self evaluation and review and set targets to raise standards
- Good organisational and administrative ability
- Ability to plan and implement faculty area policies
- Ability to manage students firmly, fairly and effectively
- Ability to be adaptable and flexible in order to meet the diverse nature of the Curriculum Leader role

In addition, the successful candidate will need:

- A commitment to equal opportunities
- Good ICT skills
- Good written and oral communication skills
- Good personal presentation – the school expects a professional standard of dress
- Energy and a sense of humour
- Excellent attendance and punctuality
- A willingness to go the extra distance for students
- Good time management skills and the ability to prioritise

Notes to Applicants

In line with our recruitment policy and for the protection of our students, the successful candidate will be subject to an enhanced DBS disclosure. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Applicants must be eligible to work in the UK.

We welcome applications from all suitably qualified people and aim to employ a culturally diverse workforce which reflects the nature of our school community.

Your written application:

We hope that after reading the information pack you will want to apply for the post advertised.

An application form can be downloaded from the School's website: www.chsg.org.uk. Please also complete and return the disclosure and equal opportunities monitoring forms which are attached to the application form.

Applications should be emailed to swillard1@suttonmail.org

Closing date: noon Friday 15th June 2018

Interviews: Wednesday 20th June 2018

If you are shortlisted, we will take up references prior to your interview.