

Aylesford School

and Sixth Form College



wonder aspiration respect discipline

Job Description - Head of Drama

Post: Head of Drama

Grade/Scale: TMS/UPS + TLR 2b

Start date: 20th April 2020

This job description may be amended at any time, following consultation between the post holder and the Head teacher and will be reviewed annually.

Specific Post Holder responsibilities:

- Lead, manage and organise the department, setting high expectations and a clear climate for learning. Set the tone, ethos and atmosphere necessary for learning and monitor the behaviour of children whilst in the department.
- Provide strategic direction, set challenging targets and appraise the performance of team members against the teaching standards.
- Monitor the good progress of children in the department and ensure all team members use data to assess, track, record and report accurately.
- Analyse and evaluate the progress and attainment of students when required.
- Uphold dress standards in all matters related to school uniform.
- Regularly monitor the performance of teachers and model high standards of learning in the classroom.
- Develop team members through sharing regular evaluations of pedagogy and leading the delivery of in-house training opportunities.
- Participate in the selection and recruitment process of staff.
- Support, guide and motivate the team. Coach and mentor members of the team as appropriate.
- Advise the head teacher on matters of threshold applications, movement up the upper pay spine, references and suitability for promotion for those teachers in your team.
- Plan the curriculum delivery and deploy human and physical resources effectively to provide the best learning whilst ensuring best value principles. Conduct risk assessments and liaise on health and safety matters when needed.
- Contribute to the development of school policy, liaise with governors and engage positively with parents.
- Participate as required in meetings with professional colleagues in respect of the duties and responsibilities of the post.

All teachers, regardless of their position in the school must consistently meet the following professional standards:

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect.

- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes.
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- guide pupils to reflect on the progress they have made and their emerging needs.
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity.
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- reflect systematically on the effectiveness of lessons and approaches to teaching.
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of formative and summative assessment to secure pupils' progress.
- use relevant data to monitor progress, set targets, and plan subsequent lessons.
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.

- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

All teachers should also fulfil wider professional responsibilities in relation to the following and should comment during annual review on how these are demonstrated:

- make a positive contribution to the wider life and ethos of the school.
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support (examples of this can vary from teacher to teacher).
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues (professional development is a personal responsibility and its relevance should relate to the post held).

Other wider professional responsibilities:

- communicate effectively with parents with regard to pupils' achievements and well-being
- deploy support staff effectively

Signed:

Teacher: _____

Date: _____

Headteacher: _____

Date: _____