



**Wren
Finchley**

Head of Drama Wren Academy Finchley

Closing Date: 9.00am, Friday 3 February 2023

Start Date: September 2023



Do justice, love kindness, walk humbly with your God: Micah 6v8

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Wren Academy Finchley

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Secondary Principal: John Keohane

Primary Headteacher: Louisa Taylor

January 2023

Dear Colleague

Wren Academy – Head of Drama Department

Thank you for your interest in this post at Wren Academy.

The information given in the documentation here and more general information elsewhere on our website should give you a clear understanding of the Academy. However, if you wish to find out more, or would like to organise a visit – please contact Maria Bigg on 020 8492 6000 to arrange a suitable time.

If you decide to apply, please follow this guidance carefully. Your completed application form, together with a supporting statement of not more than two sides of A4 using 12 point must be submitted. Applications will be considered as they are received. You may send your application in hard copy to the address above or by e-mail to wrenhr@wrenacademy.org.

Finally, thank you for taking on the demanding and time consuming task of preparing your application for this role. I look forward to meeting you if you are selected for interview.

Yours sincerely

John Keohane
Secondary Principal

The Wren Academies Trust is committed to the highest standards of safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts which will be subject to enhanced checks.

The Trust embraces diversity and promotes equality of opportunity. We wish to further develop a diverse community and encourage applications from all sections of society.

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**Wren
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Head of Drama Department

TLR £6,148 plus Wren Allowance

Required for September 2023

An opportunity has arisen, to lead a talented, highly motivated and supportive group of teachers who have contributed to securing the Academy's outstanding OFSTED status, exceptional examination success and a successful Sixth Form.

Located in the London Borough of Barnet, Wren Academy is sponsored by the Church of England and Berkhamsted School. The academy has developed a strong reputation for outstanding teaching and learning, as demonstrated by our Progress 8 figure, which places us in the top 100 schools nationally. We are an all-through school with an established Sixth Form and a primary phase which opened in 2015. The engaging curriculum, and state of the art buildings have contributed to the Academy's notable success.

The academy is a forward-thinking establishment and welcomes colleagues who are enthusiastic and ready to help create powerful and effective learning experiences for all students. Performing Arts is a thriving community of students, parents and staff from across the academy and one that plays an important role in the academy's identity. The Drama department works closely with the Music department and the academy has developed a strong tradition for whole academy productions to a very high standard. Drama is taught as a compulsory subject at Key Stage 3 with Year 9 students given the opportunity to choose to study Drama for an additional hour each week. The department offers GCSE, BTEC and A Level Drama as well as an extensive programme of extracurricular performances and trips. The curriculum is innovative and explores a wide range of dramatic genre, styles and techniques. Drama is a high profile subject and one that achieves excellent examination results.

Wren is a MAT and plans are well advanced to build new schools which will provide exciting professional development opportunities for the successful candidate.

We wish to appoint a colleague to this post who has:

- Outstanding teaching and interpersonal skills
- The drive and creativity to lead on an extensive extracurricular Drama programme
- A strong Drama background with the ability to teach GCSE, BTEC and A Level Drama
- The experience and capacity to teach A Level Drama
- Evidence of ambition and a commitment to continuing professional development
- The desire to maximise the performance of all students and ensure the very best progress for all

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For an application pack please see our website: [Recruitment - Welcome to Wren Academy Finchley](#)

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Academy Information 2022-2023

Wren Academy Finchley opened in September 2008 as a new school sponsored by the London Diocese of the Church of England and Berkhamsted School. We have come a long way since the school opened to its first Year 7 in 2008 and are now an all through school with over 1500 students aged between 4 and 18. The school has continued to grow as we opened our Sixth form in 2013 and have taken on new primary cohorts since 2015. The Academy is proud of its successes; we have been given three 'Outstanding' Ofsted judgements and achieved exceptional GCSE and A Level results. We have also established a national reputation for excellence in teaching and learning, developing an approach that focuses consistently on enabling young people to be effective learners.

Our Sixth Form has grown in popularity since opening to our first Year 12 students in 2013. It has rapidly established a reputation for academic excellence, great study support and a rich and varied extra-curricular programme. Furthermore, we have proved our ability to help students achieve their ambitions by gaining access to the best university courses and employment opportunities.

In September 2020, Wren Academies Trust opened Wren Academy Enfield with the first cohort of Year 7 students. The Wren Academy Enfield will then grow each year to become a six form entry 11-18 school. The development of a second Academy will lead to further collaboration and innovation. It is also expected that the further growth of the Trust will result in opportunities for continued Professional Development and career progression.

The Trust has established a national reputation for excellence in teaching and learning at Wren Academy Finchley, developing an approach that focuses on enabling young people to be effective learners. It is planned that Wren Academy Enfield will take the same approach resulting in similar success and achievements. The learning framework of the Academy is based on the 6 Rs which encourages students to be:

- Resilient
- Relational
- Redemptive
- Reflective
- Resourceful
- Reverent

All learning is supported using digital tablet which are an expected item of equipment for each student. The use of this technology enhances learning within the classroom and at home.

The Academy has high academic standards coupled with a strong emphasis on developing students' social, cultural and learning skills. Our learning culture embraces all aspects of life at Wren, not just the lessons. Students are happy and make exceptional progress at the Academy as evidenced by the following:

- Three outstanding Ofsted outcomes (the last being outstanding in every category in 2018)
- Two Outstanding SIAMs judgements
- A national reputation for the innovative teaching and learning
- Excellent Progress at GCSE (P8 Scores: 2022: +0.87, 2019: +0.91)
- Amongst the highest non-selective schools in Barnet for Attainment 8: (2022: 65.28, 2019: 61.85)
- GCSE 5+ in English and Maths- 2022: 82%, 2019: 80%.
- Over-subscribed Sixth Form with excellent destinations for all students – in 2022, 4 students have progressed to Cambridge University and 1 to Oxford University)
- A Level grades: 41% A*-A, 86% A*-C (2022)

We were also delighted with the university and employment destinations our students are achieving. Most Wren Finchley sixth form students move on to the university of their choice with increasingly high numbers going to Russell Group institutions, with Oxford, Cambridge, Durham, Imperial and the UCL amongst our destinations. Wren students regularly win places on the most competitive courses, including Medicine, Dentistry and Law. Students also gained places at highly sought-after creative arts institutions such as Central St Martins as well as prestigious apprenticeships with companies such as Deloitte and Jaguar.

Wren is a comprehensive school, which welcomes students of all academic abilities and maximises their potential. We are also a vibrant and culturally diverse community.

Our curriculum is innovative, challenging and engaging. There is an extended school day, single sex teaching in core subjects and an extensive timetable of enrichment activities. Each half term we have a focus day on which the usual timetable gives way to in depth study of a range of issues. To further support learning and social development, we have a house system and there are vertical tutor groups for students Years 7-10.

Inspired by Sir Christopher's Wren our specialism is Design and the Built Environment. Key skills associated with our specialism, like planning and creativity, impact across all subjects. We work closely with a range of public and private sector partners in delivering the specialism and in ensuring it enhances but never dominates our curriculum.

We have developed students' learning skills and attitudes through our immersion in the philosophy of character education. Year on year we have recruited a talented and committed staff who share the ambition of creating a uniquely successful school. Colleagues are encouraged to innovate and to develop new ways of teaching and embedding the habits of successful learners to supplement the teaching of subject knowledge and skills. We now have over 96 teaching staff and 65 student services colleagues.

We have a campus, which is architecturally innovative and visually impressive with a high emphasis being placed on environmental sustainability. The buildings provide for a wide range of teaching and learning approaches with larger, flexible learning areas and smaller group rooms alongside more traditional classrooms. The working environment for all staff is of a high quality.

All teachers joining Wren receive a high quality professional development experience. We hope that simply by working at the Academy, teachers will become better practitioners and that much of the best professional development will be found in working with Wren colleagues. However, we explicitly prioritise CPD with an innovative CPD programme which provides three hours of CPD per week. Within this structure is an increasing focus on engaging with the latest educational research, with many colleagues undertaking small scale research projects related to their practice. Therefore, we are looking to recruit teachers who are currently good or outstanding and who have the desire to develop further. We want to appoint colleagues who possess real curiosity about the ways in which children learn most effectively and who are always seeking to extend their practice into new areas and learning activities. It is important that Wren teachers are ambitious both for themselves and for their students. Many of our teachers have achieved career advancement within the Academy whilst others have moved on to promotion elsewhere.

At Wren you will be given time to plan and evaluate your lessons. You will be part of a learning dialogue with colleagues for which time is set aside. Most importantly of all, you will be working with young people who are talented and enthusiastic about their learning. We believe that observing other teachers at work and having them observe you is a professional entitlement. It is an expectation that all Wren teachers will be confident and open in seeing lesson observation as a key element of how we learn as professionals.

Other benefits of teaching at Wren:

- Children of colleagues working at Wren for over two years are given priority for a place in Reception or Year 7
- An exceptionally talented and mutually supportive staff team
- Talented, courteous and ambitious students
- Excellent professional development opportunities including support for programmes of further study and planned career development
- A pleasant and attractive working environment
- Free refreshments and lunchtime allowance
- A lower student contact ratio than the norm
- Timetabled professional development time during the school day
- Planning and evaluation time during the school day
- Financial allowance for leading enrichment activities

Further details on the curriculum, structure and ethos of the Academy are available on our website, www.wrenacademy.org.

John Keohane
Secondary Principal

Drama Department Information

At Wren we aim to teach students the value of drama as an art form with intellectual discipline. It is equally important to promote the social skills drama fosters in students which are transferable to all areas of life and throughout their educational careers. Drama is also a powerful vehicle for the understanding of spiritual, moral, social and cultural responsibility.

The Drama environment is a place to learn without fear of failure. Students are encouraged to take risks knowing that experimentation will be recognised. We aim to develop students' self-confidence and refine their collaborative skills. In order to enhance a student's creativity, they must feel valued as an individual and encouraged to develop area of strengths and interest within the art form. We are lucky enough to benefit from a purpose built black box drama studio with mirrored wall, digital lighting and sound systems mainly used for Key Stage 4 and 5 lessons. The hall also provides two teaching spaces a studio and hall. Both spaces are equipped with audio visual equipment and lighting rigs. The space can also be used as a 333 seated professional theatre with full working lights, audio and microphone system. The Drama department has an extensive range of costumes and props for use and additionally we have class sets of Trestle and Greek theatre masks for use in lessons.

We want to inspire students to enjoy all aspects of performance and theatre as well as encouraging them to articulate opinions and develop analytical skills through discussion and exploration. Process is as valuable as product in the drama classroom, although it is vital students are encouraged to appreciate and understand a wide variety of dramatic conventions. These range from performing melodrama to understanding the technicalities of lighting and sound in performance.

The department comprises of three Drama teachers who work closely with the Music department.

Key Stage 3

Drama is taught in house groups in Years 7 - 8; these are mixed gender and ability. Key Stage 3 learning will be structured around the concepts of making, performing and responding. These are based on the GCSE specification requirements. The Drama curriculum in Year 7 and 8 also considers many aspects of SMSC using drama as a vehicle to explore key themes. Students can then opt to study Drama in Year 9 for two hours a week; study will become more focused on learning the written analytical skills, performance ability and terminology needed for GCSE success. Learning will cover both skills and issue based topics additionally aiming to encompass a variety of different drama styles and forms. Learning will also prepare students for Key Stage 4 Drama, in particular the Edexcel GCSE and BTEC Tech Award in Performing Arts.

Key Stage 4

Drama is a popular option at Key Stage 4 with two classes each year. On the GCSE strand students follow the Edexcel specification. Students develop and refine the skills they have learnt at Key Stage 3. The course allows students to work imaginatively and creatively in collaborative contexts; generating, developing and communicating ideas. Students consider and explore the impact of social, historical and cultural influences on drama texts and activities. They develop and demonstrate competence in a range of practical, creative and performance skills. The students study the set text *The Government Inspector* for their written examination. GCSE Drama aims to actively engage students in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

In addition to GCSE Drama we also offer the Edexcel BTEC Tech Award Level 1/2 in Performing Arts. This primarily follows an acting strand and gives the students the opportunity to study and create professional works through a vocational method. This is assessed through continual project based work rather than a terminal exam and offers an exciting alternative to the GCSE Drama course.

Key Stage 5

Students can continue their studies of drama into the Sixth Form with many going on to study Drama in further education. The A Level students follow the Edexcel Drama and Theatre studies syllabus and study *Lysistrata* and *Accidental Death of an Anarchist* for their examination. The course builds on the growth and development of skills from GCSE and exposes students to a deeper experience of drama and theatre as an art form. In addition to being dedicated to their studies the A Level Drama students play an important role in the performing arts community at Wren. They are at the centre of many projects and opportunities we offer and they are excellent, supportive role models for their younger peers.

Enrichment and extra-curricular opportunities

Performing Arts is a thriving community of students, parents and staff from across the academy and one that plays an important role in the academy's identity. The Drama department runs a wide variety of activities as part of the enrichment programme and after school. Drama enrichments are run for students across the year groups and explore characterisation, text work and improvisation; musical theatre is also offered as an enrichment. We also use enrichment to rehearse with production casts and for gifted and talented projects.

Each year we put on a whole academy musical; a much anticipated event in the calendar which has a reputation for excellence in the local community. These events involve a large number of students from across the year groups who form a cast of performers, musicians, technicians and set designers. This year we staged *Little Shop of Horrors* with more than 100 students involved with many more auditioning. Previous productions have included *Joseph, Guys and Dolls*, *Beauty and the Beast* and *Oliver*. This event is the highlight of the academic year for many involved.

Drama also gives students the opportunity to perform at the Christmas and Summer concerts as well as showcasing both GCSE, BTEC and A Level performances for audiences throughout the year. Additionally, we run gifted and talented programmes, for example we have worked with the V and A Museum and The National Archives to create performance in line with their current exhibitions. Last year our Sixth Form Drama Enrichment were chosen as finalists for the National Theatre Digital Connections Festival. We also have taken a group of students to ArtsFest at Ardingly College and use outside practitioners such as Paper Birds to run workshops with our students.

Theatre trips are a frequent occurrence in the Drama department. Our A Level students have the opportunity to see variety of theatre from West End to fringe. Year 9 and GCSE students attend the theatre at least once in each year of their studies. Trips have included; *The Memory of Water*, *Ocean at the End of the Lane*, *Curious Incident of the Dog in the Night-Time* *The Play that Goes Wrong*, *the National's Small Island*, *Curious Incident*, *Frantic Assembly's The Unreturning* and *Young Vic's The Jungle*. We also run a bi-annual Sixth Form performing arts trips to New York, which is very popular.

Please contact Katie Lindsay, Head of Drama, to find out more about the department and the post. katie.lindsay@wrenacademy.org

WREN ACADEMIES TRUST

Wren Academy Finchley

Job Description – Head of Department

Heads of Department are key leaders within the Academy and their role carries significant leadership and management responsibilities. It is essential that they give active support to the vision and ethos of Wren Academy. Their areas of responsibility include teaching and learning, vision for the department, strategic planning, monitoring and evaluation, behaviour for learning, resources, the learning environment, Performance Management, addressing underachievement, quality of reports and contribution to whole school assemblies.

This job description is in addition to the national standards expected of all who have attained Qualified Teacher Status.

Job Purpose

The primary purpose of the Head of Department is to ensure that the standard of teaching and learning in all subject areas within their department is of the highest quality for all students so that they are able to achieve to the best of their ability.

Key Tasks

To create a curriculum that inspires students to become effective lifelong learners by:

1. Ensuring high standards of teaching and learning for all students throughout the department.
2. Developing a curriculum vision and plan.
3. Creating Schemes of Learning which enable all students to become effective learners.
4. To lead on a programme of extracurricular activities for Drama to include performance opportunities and theatre visits.
5. To collaborate with the Head of Music to lead and oversee the annual academy production.
6. Producing a strategic three year plan to deliver the faculty vision which is supported by an annual action plan.
7. Completing an annual self review of the department carried out in support of the SEF, including an analysis and commentary of student academic performance. The conclusions of the report should then be used to modify the strategic plan.
8. Contributing to discussions on course selection and implementation where necessary.
9. Playing a full role in the delivery of the Academy's enrichment curriculum and Focus Days.
10. Collaborating effectively with partner primary schools to ensure a smooth transition for new students.
11. Monitoring and evaluating the quality of learning including planning, lesson delivery, teacher feedback, assessment, differentiation and classroom management.
12. Being an advocate and enthusiastic user of the Academy's information technology systems.

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To ensure that all members of staff within the department are motivated and supported to perform at their best by:

1. Communicating a clear department vision which encourages ownership, team spirit and commitment from the faculty members.
2. Line managing and professionally developing staff in such a way that they perform at their best.
3. Meeting regularly with their line manager and keeping her/him informed of developments within the department.
4. Ensuring that all members of staff in the department go through the Performance Management cycle in the manner specified in the Academy policy.

To provide a secure and safe learning environment for all students so that they develop into self confident and self motivated learners by:

1. Being active in providing for the care of student wellbeing.
2. Contributing to assemblies in a way which support the Academy ethos.
3. Maintaining the highest standards of student behaviour so that all students are able to learn effectively.
4. Providing a proactive presence around the school embodying the Academy's high expectations to students and staff.
5. Ensuring productive communication with parents so that they remain well informed about their children's progress and achievements as well as any incidents of poor behaviour.

To set challenging targets for all students and staff, and provide the support, guidance and accountability framework necessary to achieve these targets by:

1. Devising and implementing department student assessment systems which enable student underachievement to be identified and acted upon at an early stage.
2. Coordinating effective intervention strategies which support students so that they make the progress that is expected of them.
3. Identifying excellent practice within the department and coordinating the sharing of practice through a planned and systematic timetable of observations, collaborative planning and team teaching.

WREN ACADEMIES TRUST

Wren Academy Finchley

Person Specification – Head of Department

Professional Skills and Experience

1. Possess a good degree and QTS.
2. Be an excellent teacher with the ability to inspire students to become effective, self directed learners.
3. Have the skills and experience necessary to achieve outstanding examination results.
4. Possess a thorough understanding of the requirements and opportunities of the secondary curriculum.
5. Have experience of teaching a range of year groups including examination classes to A level.
6. Possess the skills necessary to contribute effectively to the leadership of extracurricular activities.
7. Show evidence of having developed the learning capacity of students.
8. Be able to support and role model on delivery of school ethos and policies.
9. Show evidence of continued professional development.
10. Have relevant experience of working in comprehensive and multicultural environments.
11. Possess strong leadership and management skills.
12. Have sound technical understanding of school leadership issues.
13. Have the capability to lead others in successful school innovation.
14. Demonstrate the ability to set up and operate effective self-evaluation systems.

People, Relationships and Communications

1. Be committed to maintaining a distinctive and inclusive Christian vision in the Academy.
2. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
3. Have qualities which earn the trust and respect of students, staff, parents and governors.
4. Demonstrate the inspiration to motivate and the ability to build on the strengths and expertise of each staff member.
5. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
6. Possess excellent written and verbal communication skills.
7. Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the Academy.
8. Be able to build constructive working relationships with local schools and colleges, employers and the local authority.
9. Appreciate the balance between the academic, social and emotional development of young people, needed to create an outstanding school.

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10. Embody our vision and values every day work and practice, particularly those of justice, kindness and humility.

Selection Process Details

Application deadline

Completed application forms must be received by 9.00am, Friday 3 February 2023 but applications will be considered as they are received.

Completing your application

Candidates are asked to read the details carefully, especially the Job Description and Person Specification. It is important to ensure that your application fulfils all the criteria in the Person Specification and you present evidence of this. Please complete all the standard information required on the application form. Failure to provide information requested may lead to your application being rejected.

Please email your completed application and supporting statement to wrenhr@wrenacademy.org.
CVs will not be accepted.

Visits

Prospective candidates are more than welcome to visit by calling the Academy on 020 8492 6000 and arranging an appointment.

Selection process

The selection process may have a combination of tasks, activities, lesson observations and interview. Further details will be provided to the candidates shortlisted for interview.

References

Candidates are advised that references will be taken up immediately after shortlisting. Please ensure that referees are warned of the need to respond within the timescale set. The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

January 2023