



Applying for a job at Brigshaw High School

Subject Leader of Drama

Recruitment Information

April 2021

This school is committed to promoting and safeguarding the welfare of all children

RECRUITMENT INFORMATION

Thank you for expressing an interest in this post within our school. The enclosed application pack contains a number of documents providing background information about our school and the vacancy that we are advertising. We hope you will find this information useful and we look forward to hearing from you.

Contents:

- About Brigshaw High School
- Brigshaw Learning Partnership
- Application Process
- Letter
- Vacancy Advert
- Job Description
- Asylum Immigration Act

The Brigshaw Learning Partnership and Brigshaw High School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance and pre-employment checks will be undertaken before an appointment is confirmed.



Brigshaw High School – Current Context

This is a 'snapshot' view of Brigshaw High School. We hope it will give you a flavour of our vision, values and some of our current priorities.

Brigshaw is a thriving, popular school, occupying a large, attractive campus between Kippax and Allerton Bywater. Pupils come to us from these two “villages”, as well as from Great and Little Preston, Swillington, Micklefield, Methley, Woodlesford, Garforth and the outer Leeds suburbs. About 25% attract Pupil Premium funding. There are currently 1393 pupils on roll, including 203 in the Sixth Form. Our planned admission limit is 240 per year and we are once again oversubscribed in Year 7 for 2020; enrolling 272. On September 1st 2016 we converted to Academy status alongside five of our partner primary schools as part of The Brigshaw Learning Partnership. Having worked together for several years as a very successful Trust, this conversion has been a natural progression. Our new status is helping attract additional school improvement resources and we are actively seeking further challenge and scrutiny for ourselves to help us raise achievement.

Pupil achievement and attainment remain at the heart of what we do. We are committed to maintaining a balanced curriculum offer and insist on consistently good teaching. Post-16 outcomes are still good and retention is high. The number of 16-18 leavers in education, employment and training is regularly one of the highest in the city. This reflects the excellent work done by our transition staff as well as the solid grounding our curriculum provides in preparation for life beyond Year 11. Most of our Year 13 leavers go on to their first choice universities, including Cambridge and Oxford. In autumn 2020 30% of our leavers began a degree in a Russell Group university.

We are a “resourced school” for pupils with physical disabilities and our excellent inclusive practices have meant that pupils with a very wide range of special and additional needs come to Brigshaw from further afield through parental preference. They believe their child will succeed and thrive here. We believe that our effectiveness as a school should be judged on the basis of how we support our most vulnerable children as much as our most able.

We have made significant improvement and progress without sacrificing Brigshaw's traditional qualities: all staff who work at Brigshaw are asked to commit to supporting students to “Be the Best you can Be”; because you matter. Caring for our pupils as individuals, and providing a supportive learning environment allows young people freedom to develop ‘Respect For Learning’, develop themselves as successful learners, and encourages them to explore opportunities beyond their immediate surroundings. We are fortunate to have superb facilities to support our children in this mission.

Our most recent Ofsted Report (June 2019) judged us as a good school. Ofsted noted:

“There’s something really special here” HMI Ofsted

- Highly effective leadership... all highly ambitious for staff and pupils
- Resolutely committed and determined to embed a ‘**culture of excellence**’ across the school.
- Pupils are “proud... of their school and ... appreciate the recent changes”.
- Pupils’ attitudes to learning are strong... they actively participate in and support their peers with their learning.
- Governors and trustees know the school well... they are realistic and reflective...they are extremely effective in their roles.
- Parents and carers are supportive.
- Sixth-form leadership is a strength of the school and, consequently, the sixth form is good.

However, we are not complacent. We believe that pupils can make faster progress. There is still more we can do to further raise attainment. Current priorities in our School Improvement Plan are centred on raising achievement at all levels and ensuring all students are stretched; developing improved outcomes through our Vertical Tutoring and House System; and developing and consolidating partnerships. Under-pinning these objectives is an over-arching commitment to personalising learning and encouraging student leadership and parent/carers engagement at all levels of our work.

We are also keen to support other ways of helping children and young people learn and develop. We are committed to looking outwards and actively seek international perspectives. We have strong links with schools in many countries including Holland, Poland, Latvia, Czech Republic, China, Japan France, Germany and Spain. For the London Olympics we held our own student-led Olympic event, hosting over 200 international visitors from ten countries. The last few years have built on this legacy in a variety of ways with a range of countries and events.

Much of Brigshaw's success comes from the strong partnerships we belong to. As mentioned above, Brigshaw is part of the Brigshaw Learning Partnership. This multi-academy trust aims to support the whole community in achieving excellence for all of our young people. The work of the trust is enriching our work in many ways, from developing shared approaches to teaching and learning, to supporting vulnerable children, to developing creativity and leadership in our schools.

For a number of years we have worked closely with our partner school, Temple Moor High School, to develop shared post-16 provision, which has led to improved choice and higher levels of recruitment, retention and performance. Our senior school leaders have played key leadership roles at an area and city-wide level, and Brigshaw has been involved in a number of regional and national projects.

Brigshaw has undergone a number of quite profound changes during the past few years - building a 'learning culture', changes in the curriculum and timetable structure, and most recently in our conversion to an academy as part of a multi academy trust. The debate surrounding these developments has always been conducted in a constructive, congenial atmosphere, typifying the good personal relationships in the school. Brigshaw is a friendly, welcoming place in which to work and to learn. Staff work very hard, and co-operatively, to provide a stimulating and successful learning environment.

We agree with Ofsted that ours is a good school with outstanding features and still has much scope for improvement. We also believe that it is a unique and exceptional place to work, to learn, and to grow, and that to be associated with Brigshaw as a pupil, a parent, carer, a colleague, a governor, or as a member of our community is a very great privilege indeed.

The Brigshaw Learning Partnership and Brigshaw High School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance and pre-employment checks will be undertaken before an appointment is confirmed.

M A Williams

Mrs Maria Williams
Headteacher

BRIGSHAW LEARNING PARTNERSHIP

MULTI-ACADEMY TRUST

Allerton Bywater Primary School, Great Preston CoE Primary, Kippax Ash Tree Primary School, Kippax Greenfield Primary School, Kippax North Primary School, Lady Elizabeth Hastings CoE Primary (Ledston), Swillington Primary School and Brigshaw High School, in partnership with Kippax and Villages East Children's Centres, have been working together for a number of years as we believe that a strong partnership will achieve more for all our children and young people, through co-operation, openness and trust.

Since September 2016 Allerton Bywater Primary School, Kippax Ash Tree Primary School, Kippax Greenfield Primary School, Kippax North Primary School, Swillington Primary School and Brigshaw High School have become the Brigshaw Learning Partnership Multi-Academy Trust. We have recently been joined by Methley Primary School. All the schools continue to work closely together and share the same values.

What are our values?

- Self-help – helping people to help themselves.
- Self-responsibility – being responsible for our own actions and playing a full part.
- Equality – everybody should be treated justly and fairly.
- Equity – all members have an equal right to be informed.
- Democracy – having an equal say in how things are run.
- Solidarity – taking collective responsibility and supporting other co-operatives.
- Honesty – openness, social responsibility, caring for others.

What are our aims?

- To ensure high expectations across all of our schools among pupils, parents, carers and staff.
- To enable pupils to have consistently high quality teaching and learning experiences by sharing strengths, resources and staff, and developing creative ways to help pupils achieve.
- To work with parents, carers and the wider community to improve health and well-being, working more effectively with health, social care, sport and leisure services.
- To work with our partners to provide more opportunities for family and community learning and wider cultural experiences.
- To strengthen our commitment to co-operative values.

APPLICATION PROCESS

Making an Application

Application Form

If you wish to be considered for this post please complete the enclosed application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc.).

You will note that we require details of two referees, one of which must be your current or most recent employer.

CVs are **not** accepted as part of the application process.

Please return your completed application form to: hammonj01@brigshawtrust.com by the closing date below.

Supporting information

This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.

Please remember to sign the declaration on the final page of the application form.

The closing date for applications is: Monday 17th May 2021 at 9.00am

Interview and Selection Process

Those candidates who meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

Induction and Continuous Professional Development

The head teacher and governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment, the Head teacher will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations. You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications.

Pre-Employment Checks

References

If you are short listed, we will normally take up references **before** the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed "to whom it may concern" will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

DBS & Disqualification checks

Employment at this school is subject to an enhanced check with children's barred list through the Disclosure and Barring Service. Employment is also subject to a childcare disqualification check. All such checks must be satisfactory before we confirm any offer of appointment.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment. Please ensure you complete the Criminal Record Declaration Form and submit this alongside your completed application form.

Prohibition checks (Teaching posts only)

Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a new employee does not have any prohibitions, sanctions and restrictions that might prevent the individual from taking part in certain activities or working in specific positions. The check is undertaken by the school using the Teacher Services, DfE Secure Access Portal.

Validation of Qualifications

All short listed candidates will be asked to bring original certificates of relevant essential qualifications for the role to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Medical Assessment

A satisfactory medical assessment will be required for newly appointed staff before we confirm any offer of an appointment.

School Policies

Child Protection

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so therefore our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.

Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils. The head teacher and governing body regard everyone working at our school as a role model to our pupils. As such employees, should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Teachers are bound by the school code of conduct and safeguarding procedures

Equal Opportunities

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect. We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

Full details of all these policies are available in school.

If you have any queries on any aspect of the application process or need additional information please contact our Operations Manager on 01132878900 or email brannar01@brigshawtrust.com

April 2021

Dear Applicant

Re: Subject Leader of Drama

Thank you for showing an interest in the above post.

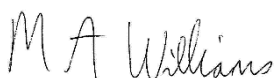
I enclose some information to help you if you decide to apply for the post: an application form including an equal opportunities form, a 'snapshot' view of Brigshaw and a job description. Further information about the school, including a map, can be found on our website, www.brigshaw.com. Our 2019 Ofsted Report is also available through www.ofsted.gov.uk.

I would draw your attention to the sheet within the pack which outlines the requirements of the Asylum and Immigration Act 1996 and the relevant document required, if you are invited for interview.

The closing date for applications is **Monday 17th May 2021 at 9.00am** and we intend to interview shortly after this date. If you do not hear from us, I am afraid that on this occasion your application will have been unsuccessful, but I wish you well in your future job-hunting.

I look forward to receiving your application if you decide to apply.

Yours faithfully



Maria Williams

Headteacher

Brigshaw High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced Disclosure and Barring Service check

Subject Leader of Drama
Salary: MPS / UPS + TLR 2B
This is a permanent, full time position.

We are looking to appoint an outstanding and talented Subject Leader of Drama. An exciting opportunity to lead this successful subject team, which supports students to achieve their potential at GCSE and A level.

We are looking for an excellent classroom practitioner who can provide a first-class education for our students, raising achievement and promoting outstanding progress. You must have a passion for Drama and the ability to communicate this to a wide range of pupils with different needs and abilities. You will be expected to teach across all age and ability ranges.

Applications from experienced teachers are welcome.

Brigshaw High School is a very successful and inclusive 11-19 comprehensive school of over 1400 students serving communities across outer east of Leeds. The school has outstanding teaching accommodation and sporting facilities and strong learning and community partnerships.

On 1st September 2016 Brigshaw converted to an Academy status as part of the Brigshaw Learning Partnership, a multi-academy trust consisting of ourselves and five other primary schools.

Brigshaw High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Details can be obtained from the school by telephone 0113 2878900, e-mail office@brigshaw.com or downloaded from our website www.brigshaw.com

We warmly welcome all applicants to visit the school. Please contact Jon Hammond, HR Officer, on 0113 2878900 Ext 1164 via email hammonj01@brigshawtrust.com to arrange a suitable date and time.

Closing Date: Monday 17th May 2021 at 9.00am

Interview Date: Shortly after closing date.

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL BRIGSHAW LEARNING PARTNERSHIP POLICIES.

| |
|---|
| THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY ENHANCED DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE BLP. |
|---|

Issues arising from references will be taken up at interview; all appointments are subject to satisfactory reference.

JOB DESCRIPTION

Job Title: **Subject Leader: Drama**

Salary: **MPS/UPS + TLR 2B**

Responsible To: **Director of Learning Creative Arts**

This job description must be read in conjunction with the professional duties set out in the current School Teachers' Pay and Conditions Document and Teachers' Standards. It will be reviewed regularly and amended to reflect or anticipate changes in the job in line with the future development of Brigshaw High School.

Responsible For:

- To provide professional leadership and management of a subject area in order to ensure the highest standards of learning and teaching.
- To manage and develop the curriculum in accordance with the school's policy and in collaboration with senior leaders.
- To ensure good and outstanding levels of engagement and progress of students.

Strategic Direction and Planning

- Contribute to and implement school policies and strategic planning as required by the Headteacher
- Assist in the preparation, monitoring and reviewing of annual department plans and production of detailed costings, as appropriate, to inform whole school planning

Learning and Teaching

- Promote excellence in learning and teaching to ensure all pupils develop their potential
- Exemplify the skills of learning and teaching typified by lead professionals and assist in ensuring that good practice is shared
- Develop, review and modify Schemes of Work and ensure that they are used to enable the maintenance and development of high standards of learning and teaching
- Assist in the monitoring of pupils' work and classroom practice to ensure high standards are maintained
- Keep up with developments in the subject area and in education in general to ensure best practice is adopted
- Assist in ensuring that the delivery and development of the curriculum is effective in meeting the needs of all pupils
- Support a programme of trips, visits and activities to enrich learning and teaching
- Undertake an appropriate programme of teaching in accordance with the duties outlined in Teachers' Standards
- Act as form tutor, as required, carrying out the duties expected

Leadership and Management of staff

- Contribute to the leadership and management of teaching staff and support staff associated with a subject area
- Participate in the recruitment process, and induction, support and monitoring of new staff and initial teacher training students

- Assist in the development, motivation and appraisal of members of staff to ensure clear expectations of their roles and high performance standards are achieved and maintained.
- Respond to day to day operational requirements of the subject such as deployment of staff, appropriate examination entry and timetables
- Identify the training needs of self and others within the subject, ensuring that they are appropriately met, and that all staff are active in their own personal and continuous professional development.

Pupil Progress

Within the subject area

- Ensuring that individual pupil progress is regularly assessed, recorded and reported to inform future teaching
- Monitoring and evaluating of assessment data to identify trends in pupil performance and issues for development
- Monitoring of pupil standards and achievement against annual targets particularly for target groups
- Defining and implementing intervention strategies to address issues

Resources

- Contribute to the management of the school's financial and physical resources
- Contribute to the management of learning spaces and ensure that all learning and office areas are properly cared for and used creatively and appropriately

Leading a subject

- Actively promote the subject within the school community to encourage pupils' interest
- Assist in the organisation of Department events as required
- Contribute to the positive promotion and marketing of the school in the local community as required
- Contribute to the establishment of external links as required

Other duties

- Establish and maintain communication with parents and carers
- Promote and participate in extra-curricular and Immersion day activities
- Ensure Health & Safety issues are properly understood and procedures adhered to (including risk assessments)
- Ensure that all safeguarding policies and procedures are adhered to
- Attend open evenings as appropriate
- Undertake other appropriate duties as directed by the Headteacher
- Develop extra-curricular activities which develop levels of student participation and leadership
- Contribute to the values and co-operative ethos of the school.

PERSON SPECIFICATION

Subject Leader

| Leadership skills – the ability to lead and manage people to work towards common goals | | | How Identified |
|---|---|-----------|-----------------------|
| i. | Support and demonstrate commitment to the vision for the establishment and development of Brigshaw | Essential | App/Ref/SP |
| ii. | Support the Headteacher in the management of change and improvement in pursuit of strategic objectives | Essential | App/Ref/SP |
| iii. | Prioritise, plan and organise | Essential | SP/Ref |
| iv. | Direct and co-ordinate the work of others | Essential | SP/Ref |
| v. | Build, support and work with high performing teams | Essential | SP/Ref |
| vi. | Work as part of a team | Essential | SP/Ref |
| vii. | Devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out | Essential | SP |
| viii. | Motivate and inspire students, staff, parents, carers, governors and the wider community | Essential | Ref/SP |
| ix. | Set standards and provide a role model for students and staff | Essential | SP/Ref |
| x. | Seek advice and support when necessary | Essential | Ref |
| xi. | Deal sensitively with all stakeholders in a wide range of situations and resolve conflicts with empathy | Essential | SP/Ref |
| xii. | Command credibility through the discharge of their functions and influence others | Essential | App/Ref |
| xiii. | Provide professional direction to the work of others | Essential | App/Ref |
| xiv. | Make informed use of inspection and research findings relating to subject area | Essential | App/Ref/SP |
| xv. | Apply good practice from other subject teams or organisations | Essential | App/SP |
| xvi. | Have management experience | Desirable | App/Ref/SP |
| xvii. | Commitment to equal opportunities and work/life balance | Essential | App/Ref/SP |
| xviii. | Understanding about the strategic importance of ICT | Essential | App |
| Decision-making Skills – the ability to investigate, solve problems and make decisions | | | |
| i. | Make decisions based upon analysis, interpretation and understanding of relevant data and information | Essential | SP |
| ii. | Think creatively and imaginatively to anticipate and solve problems and identify opportunities | Essential | App/SP |
| iii. | Demonstrate good judgement | Essential | SP |
| iv. | Ability to secure value for money for the school | Essential | SP |
| Communication Skills – the ability to make points clearly and understand the views of others | | | |
| i. | Communicate effectively orally and using a variety of media to a range of audiences | Essential | App/SP |
| ii. | Negotiate and consult effectively | Essential | App/Ref/SP |
| iii. | Manage good communication systems | Essential | App/SP |
| iv. | Chair meetings effectively | Essential | App |
| v. | Develop, maintain and use an effective network of contacts | Desirable | App/SP |

| Self-management Skills – the ability to plan time effectively and to organise oneself well | | |
|--|-----------|-----------------------------|
| i. Prioritise and manage their own time effectively | Essential | SP |
| ii. Work under pressure and to deadlines | Essential | Ref/SP |
| iii. Achieve challenging and changing professional goals | Essential | SP |
| iv. Take responsibility for their own professional development | Essential | SP |
| Attributes | | |
| i. Personal impact and presence | Essential | Ref/SP |
| ii. Adaptability to changing circumstances and new ideas | Essential | Ref/SP |
| iii. Energy, vigour and perseverance | Essential | Ref/SP |
| iv. Self-confidence | Essential | Ref/SP |
| v. Enthusiasm | Essential | Ref/SP |
| vi. Intellectual ability | Essential | Ref/SP |
| vii. Reliability and integrity | Essential | Ref/SP |
| viii. Commitment | Essential | Ref/SP |
| ix. Sensitivity | Essential | Ref/SP |
| Training and Qualifications | | |
| i. Qualified Teacher Status or other educational qualification | Essential | App / Checking at interview |
| ii. A degree or management qualification (level 5) | Essential | App |
| iii. Evidence of continuous professional development | Essential | App |
| Special Knowledge | | |
| i. Outstanding classroom practitioner | Essential | App/Ref/SP |
| ii. The theory and practice of development planning | Essential | App |
| iii. The requirements for Appraisal | Essential | App |
| iv. The local, national and global educational trends and their impact | Essential | App/ |
| v. Knowledge understanding and experience of all phases of secondary education | Desirable | App/Ref/SP |
| vi. Proven record of successful leadership, management and raising achievement | Essential | App/Ref/SP |
| vii. Knowledge of current legislation and legal requirements | Desirable | App/SP/Ref |
| Disposition and Attitude | | |
| i. Positive and optimistic attitude towards School Improvement and Inclusion | Essential | SP |
| ii. Open-minded and receptive to new ideas, approaches and challenges as well as generation innovation | Essential | SP |
| iii. Places high priority on effective team working and works easily and comfortably in a team environment | Essential | SP |
| Practical and Intellectual Skills | | |
| i. Ability to analyse and evaluate multi-dimensional and complex situations | Essential | SP |

| | | | |
|------|--|-----------|------------|
| ii. | Well developed planning, evaluating and implementating skills | Essential | SP |
| iii. | Ability to drive change through to successful completion whilst ensuring that all parties share a common vision and ownership of the changes | Essential | SP |
| iv. | Experience of teaching a range of key stages | Desirable | App/Ref/SP |
| v. | Effective use of ICT for a range of purposes | Essential | APP/SP/Ref |
| vi. | Support Brigshaw's Cooperative ethos and values | Essential | SP |

Key:

App – Application Form

Ref – Reference

SP – Selection process. This could include a range of exercises, including an interview.

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL BRIGSHAW LEARNING PARTNERSHIP POLICIES.

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY **ENHANCED** DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE BLP.

The Brigshaw Learning Partnership and the School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Issues arising from references will be taken up at interview; all appointments are subject to satisfactory references.

Drama and Theatre Department

The Drama and Theatre Department at Brigshaw is a thriving curriculum area with outstanding levels of achievement. We give our students a broad and balanced curriculum and expect the highest standards. Students not only study local, national and global topics but they understand what world class theatre is and how to create it. At Brigshaw we have a range of extra curricular events and activities; from theatre trips and visiting professionals, to clubs and whole school performances and shows.

Staff

There are currently two subject specialists delivering a full complement of lessons through Key Stage 3, 4 and 5. With increasing numbers of students choosing Drama for GCSE and A Level we are a growing department with two staff from outside the core drama team also delivering lessons to Year 7.

Facilities

We are incredibly proud of the excellent facilities and performance spaces at Brigshaw. At the centre of the Silkstone building we have two large black box drama studios which provide some of the best drama teaching spaces in Leeds. Both rooms can be opened with a partition wall giving a fantastic studio performance space with raked seating for an audience of 75. Both rooms are equipped with; sound, lighting, interactive whiteboards and performance curtains. Whole school performances are showcased in the main hall which benefits from raked seating for 250 audience members and a fully equipped sound and lighting box. We are in the process of future proofing our whole school lighting with LED movable performance lights. We also have a large prop and costume store.

KS3 Curriculum

Year 7 students have two hours of Drama per fortnight and currently study a curriculum which builds their skills set through devising, text work and physical theatre. The aim of the Year 7 curriculum is to give students tools and confidence to create sound performance work ahead of deeper study in Year 8.

In Year 8 students also study Drama for two hours per fortnight in mixed ability groups. The course consists of a series of schemes of work that explore a range of issues, skills and key periods in theatre history, that allow students to develop their skills in drama conventions through a range of theatre styles. Students begin their work exploring theatre styles and practitioners.

By Year 9 students study Drama two hours per week. At this stage we are starting to hone performance skills and push the standard of performance and acting in the work produced. Students study more in depth practitioners such as Frantic Assembly and Steven Berkoff.

KS4 Curriculum – time allocated 5 hours over two weeks.

We currently have two Year 11 groups and two Year 10 groups studying the OCR GCSE specification. Students complete the Devising Drama unit at the end of Year 10 which is 30% of their GCSE grade. Year 11 begins with exploration of the set text 'Kindertransport' before moving on to Presenting Performance Texts. Students attend the theatre several times over their GCSE study as well as working with visiting professionals and theatre makers. There is an expectation that students work after school to rehearse and work with staff to develop their performances.

Post 16 – time allocated: 4 hours per week

Currently we have excellent uptake and retention for the Drama and Theatre OCR A Level. We have one class in Year 12 and the same in Year 13 both with solid numbers of students. At this level we expect students to attend the theatre independently, however, we offer several trips and regularly bring in industry professionals. By the end of Year 12 students have completed Practitioners in Practice which is 40% of their A Level. We currently teach the 'Heroes and Villains' unit of work as well as Sweeney Todd.

Additional information

Each year we produce a wholly inclusive and vertical production that involves students from all year groups and staff from across the school. Past shows include; Annie, Grease, Billy Elliot and A Christmas Carol. Our students are always well supported by the community and we regularly sell out each performance. The staff at Brigshaw are committed to offering students opportunities that will enrich their passion for the arts and expand their skills, knowledge and understanding. With excellent wider links we work with professional companies such as Splendid Productions, Paper Birds and Dark Horse. We also welcome Leeds University students who offer workshops and performances.

REQUIREMENTS OF THE ASYLUM AND IMMIGRATION ACT 1996

In order to comply with the requirements of the Asylum and Immigration Act and to confirm your eligibility to work in the UK you will be required to produce one or more of a statutory list of documents. A photocopy will be taken of the documentation before your interview and will be destroyed in the event that you are unsuccessful in your application. If you are appointed the photocopy of the document confirming your identity will be placed on your personal file. The documents that you may use are listed below:

- United Kingdom passport.
- European Economic Area passport.
- National Identity Card.
- United Kingdom residence permit.

OR

An official document with a National Insurance Number.

PLUS

One of the following:

- A full birth certificate from the United Kingdom, Channel Islands, Isle of Man or Ireland.
- A letter from the Home Office.
- An Immigration Status document endorsed by the Home Office.

The original document will be returned to you as soon as it has been photocopied.

The European Economic Area Agreement consists of the following countries:

| | | |
|----------------|---------------|----------|
| Austria | Hungary | Norway |
| Belgium | Iceland | Poland |
| Cyprus | Ireland | Portugal |
| Czech Republic | Italy | Slovenia |
| Denmark | Latvia | Slovakia |
| Estonia | Liechtenstein | Spain |
| Finland | Lithuania | Sweden |
| France | Luxembourg | The UK |
| Germany | Malta | |
| Greece | Netherlands | |