



TEACHER OF DRAMA and THEATRE STUDIES

The successful applicant would be appointed from August 2019 and fulfil all aspects of the role from that time. An earlier start would be considered.

We are looking for an enthusiastic and passionate Drama teacher, committed to the quality of learning and teaching and to providing an engaging and inspiring experience for the pupils. This is a full time post. This post is suitable for an experienced teacher or a newly-qualified teacher seeking their first post.

The ability to teach Drama and Theatre Studies at GCSE and A level will be required. An ability to teach English up to GCSE would be an advantage.

Drama and Theatre Studies are part of the English department, and are line managed by the Head of English.

Job Description

The successful candidate would be expected to fully participate in the pastoral and extra-curricular life of the school.

The successful candidate will be expected to be fully registered with the GTCS.

The successful candidate is expected to possess the following qualities:

- a passion for Drama and a desire to share this with pupils
- a high level of academic qualification in the subject
- the ability to plan, prepare and deliver creative and challenging lessons to all stages, including practical aspects of Drama
- an interest in using innovative teaching methods, including ICT, to enhance learning and teaching
- the ability to create useful resources to contribute to class teaching and departmental development
- good organisational skills and punctuality
- ability to work well as part of a team and to share ideas with colleagues.
- experience in staging school productions involving pupils of different ages.
- ability to liaise with the delivery of Drama in the Junior School.

About the English and Drama Department

The English and Drama department currently consists of five staff, with a Head of Department, three full time teachers and a part time teacher.

At GCSE level, AQA Drama is taught. At A level, AQA Theatre Studies is taught.

The English and Drama department combines skilled teaching with care and nurture for students. This is reflected by many excellent performances in public examination. There is an extensive super-curricular programme of lectures and external events.

We are committed to safeguarding, protecting and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and Disclosure Scotland.

The post-holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact, will be to adhere to, and ensure compliance with, the School's Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School he/she must report any concerns to the School's Assistant Head (Pastoral).

Loretto's pupils

Lorettonians come from a wide range of backgrounds. Some are first generation, some are fifth. 20% of pupils are on reduced fees. Some live in the local area but many live in other parts of the UK as well as abroad. Two thirds of pupils at the school are boarders. We are co-ed, half girls, and half boys from 12 to 19.

One third of pupils is highly academic and should achieve top grades in their exams. Nearly all students will achieve A-level grades sufficient for entry to universities. Some of the boys and girls may have been offered a place because they have a particular talent in music, art or sport and may decide to pursue these areas after school.

Successful teachers are able to stretch the more able while encouraging the weakest pupils to obtain high grades.

We aim to achieve the best possible exam results for pupils while maintaining an emphasis on the principle of an all-round education. The students that leave us should be confident and kind with an eye on the past and a hand on the future.

Loretto's staff

We have a very friendly and supportive Common Room with a wide range of interests and life stories.

The demographic of the staff is varied from newly qualified teachers to those who know the school and its history inside out. Some teachers have joined straight from university; others after taking a PGCE and some have taught in the Independent Sector before. In addition several members of staff have also taught internationally. Naturally with such a wide range of backgrounds and experience the staff at Loretto are professional and encouraging of each other.

All staff members are enthusiastic about their subject and have a willingness to be involved in the life of the school beyond normal school hours. All staff are involved with extra-curricular activities and all have a passion for helping the children's learning experience outside the classroom. Staff at Loretto go the extra mile for the pupils in their care.

General Information

Loretto's distinctive ethos and atmosphere are moulded by its unusual history and its willingness to stand by its convictions. The Senior School (12-19) and the Junior School (3-12) have traditionally been deliberately small and virtually entirely boarding. Over recent years, in common with most boarding schools, Loretto has adapted to changing parental demand by going fully co-educational (from 1994 at the Junior School and 1995 in the Senior School) and through admitting a higher proportion of day pupils.

Loretto has always placed great emphasis on each pupil being known individually by fellow pupils and by staff, particularly the Head: the ideal of a school as a family is considered achievable. The distinctive philosophy of Loretto, shaped by the formative early Headmaster, Dr Hely Hutchinson Almond, stressed the importance of full development of mind, body and spirit within a community based on the dictates of reason.

Loretto Senior School remains primarily a full boarding school, with an increasing number of day and flexi boarding pupils. Our boarding school ethos, facilities and atmosphere allow the development of the whole person to be pursued fully. In the Senior School there are currently almost 400 pupils living in five Houses (three boys' Houses and two girls' Houses for boarders). There is one co-educational House for day pupils.

Staff at Loretto School are expected to contribute fully to the School's extensive academic, pastoral, and extra-curricular programmes. The academic, pastoral, and extra-curricular timetable includes teaching on Saturday mornings and weekend and evening duties. All staff act as academic tutors to about ten tutees.

The School operates its own salary scheme, based on the Scottish Scale but with recognition of the extra duties and responsibilities with which staff are involved in a boarding school.

The children of members of staff can be educated at Loretto as day pupils at substantially reduced fees.

All members of staff, except those who opt out in writing, must join the Scottish Public Pensions Authority Superannuation Scheme, which is identical to the equivalent schemes in the rest of the UK. Previous contributions and rights under such schemes are transferable. Staff contribution levels can be accessed through the SPPA website (www.sppa.gov.uk).

Application

Further details of the application process are available from the school website: www.loretto.com.

Interview procedure

Only those best fulfilling the job specification will be shortlisted. You may be interviewed by some or all of the following: the Headmaster, the Assistant Head (Academic), the Assistant Director (Academic) and the Head of Department.

The selection process and interview questions will be structured around the information given above.

You will be asked to explain any discrepancies or anomalies in the information you have provided either on the application form or in your covering letter as well as any issues arising from references which will have been taken up before your interview. Questions may be asked about child protection procedures and your suitability to work with children.

The School is not able to enter into correspondence with unsuccessful applicants about why they were not appointed or interviewed.