

THE SAINT JOHN HENRY NEWMAN CATHOLIC SCHOOL



APPLICATION PACK 2021

Subject Teacher of Drama



Application Information 2021

Our School was formed in 1987 from the amalgamation of St Angela's Catholic School for girls and St Michael's Catholic School for boys. We serve the North Hertfordshire Catholic community but our catchment area extends to Bedfordshire, East Hertfordshire and parts of Cambridgeshire. Originally, a 6-form entry School, the intake was increased to 210 in 1999 and increased to 8 form entry in September 2015. There is a high retention rate into the Sixth Form and many students apply to join our Sixth Form from other establishments. Consequently, the School has grown in size from 830 in 1993 to approximately 1550 in September 2019, with 350 students in the Sixth Form. The School became an academy as part of the Diocese of Westminster Academy Trust in 2012 and has benefitted from considerable investment in its buildings as a result, including a new £3.5million Sports and Performing block (The Pavilion). We are currently planning a substantial new build programme to replace our main building and Art block. It is planned that the building will begin in July 2021 and that the whole project with both blocks rebuilt should be finished by mid 2024.

Our Mission Statement emphasises the practical nature of our religious character. We seek to offer a living Christian experience as a community in which each pupil is valued as an individual and is encouraged to achieve success in school life. Our Chapel is a central part of school life but it is in the day-to-day operation of school life that the School sees its aims being fulfilled. We want pupils and students to enjoy the experience of being part of the John Henry Newman Catholic School community, to gain in self-confidence and to become young adults instilled with a sense of personal responsibility, social commitment and, hopefully, an awareness of their own distinctive spirituality. We want them to be equipped to change their world.

The pupil population is almost 100% Catholic and the School is heavily over subscribed for places. Although not all staff are Catholic (teaching staff 45.9% are Catholics), all maintain and support the distinctive Catholic nature of the School and support the Headteacher in implementing the School Mission Statement. There is presently the equivalent of 91 full time members of teaching and there is a generous complement of support, technical, clerical and maintenance staff. Governors have for many years invested much of their revenue income to allow for relatively small teaching groups and relatively low contact ratios for teaching staff.

In years 7 and 8 pupils follow a broad and balanced curriculum based on the National Curriculum. Pupils begin their option courses at the start of Year 9, although formal GCSE teaching does not begin until later in the year. From 2021 pupils will be making their options in Y9 and starting studying their option GCSEs in Y10. At Key Stage 4 the curriculum remains strongly academic but we offer a range of vocational courses for pupils for whom this is appropriate. Our current provision offers vocational courses in IMedia, Child Development, Catering and Sport. We have a large sixth form of approximately 400 students and there is a very wide range of A-level provision. Advanced Vocational courses are also offered in Art and Design, Costume Design, Production Arts, Business, Music, Science, ICT, Sport and Health and Social Care. There are currently 306 pupils on the SEN register, of whom 27 have an Educational Healthcare Plan.



The School has an excellent academic reputation. With pupils achieving an Attainment 8 score of 54.7 in 2018-19 which is well above the local and national average and 9-4 with English and Maths was 80.2%. 30% of all GCSE grades were 9-7. At A-level the pass rate for the last three years has been over 99%. 55.3% of all A level grades were A*-B. The pass rate for Vocational courses has consistently been 100%.

We are, however, conscious that we have the capacity to improve further and we are determined to do this on behalf of our pupils and students. Exam results, important though they are for opening doors for pupils in the future, do not determine success and happiness. Therefore we have a strong enrichment and wellbeing programme that encompasses every pupils and student and a comprehensive career curriculum.

We have been awarded with the Kitemark for emotional health and wellbeing for our work supporting students, their families and staff.

The number of pupils entitled to free school meals is relatively low (3.5%) with 10% of pupils receive Pupil Premium. The ethnic composition of the School's population reflects the community which it serves. It is predominately white British (57%) but with significant proportions of ethnic minorities reflecting the Church's world wide mission and the growing number of new migrants employed primarily in health care and scientific research. Attendance is above the national average with very low unauthorised absence figures.

A Diocesan Section 48 inspection in November 2019 concluded that we are an Outstanding Catholic School.

The 2018 Short OFSTED inspection concluded; 'We were immediately struck by the many smiling faces of pupils, who enjoy coming to school. When speaking to them, pupils universally highlighted how their teachers 'go above and beyond' to help them achieve well. Pupils display a real pride in their school. They talk enthusiastically about their strong relationships with staff and the sense of community where 'everyone goes out of their way to be friendly and make you feel welcome'.

Consistent with its aim of encouraging everyone to reach their full potential, the School places great emphasis on its pastoral care.

We operate at a very human level and recognise that it is our good and caring staff who sustain and develop our school. Our challenge is to maintain high quality provision, hopefully to continue to make changes to improve this, but above all, to honour the promise we make to every parent who chooses to send their child to our School - that each child will be recognised and loved for who they are and that they will be offered excellent learning opportunities in a safe, caring and inspirational environment. We are looking to appoint individuals who will enjoy being part of this distinctive community and who will contribute to it by sharing their individual talents, character and commitment and, hopefully, sense of humour!

The Saint John Henry Newman School is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to a satisfactory enhanced DBS check.



Department Overview

Drama plays a key role in the specialist status of the school and is an important partner with Art, Music and Production Arts. In the department we currently have two full time members of staff working together to promote Drama throughout the school, where the specialism is often used alongside other departments. In Drama, we aim to teach performance skills as well as exploring a variety of issues in connection to the pupils' everyday lives and the world around them. We want each and every pupil to be challenged and to enable them to take an active role in fast paced and enjoyable lessons.

We are extremely fortunate with the spaces in which we have to teach. In January 2016 we moved into The Pavilion, along with Dance and Music – where we have the use of two state of the art drama studios which are fully equipped with lighting and sound equipment. These studios are divided by a moveable bi-fold door, which opens into one larger performance space, which can then be used for exam work and smaller productions. On the same floor, we also have access to two dance studios, which is extremely useful as extra space when exam groups are rehearsing or performing.

Key Stage 3 Drama

At Key Stage 3 all pupils are taught in form groups in years 7, 8 and 9 and have one lesson of drama a week. The curriculum offers pupils the opportunity to gain and develop transferable skills through challenging schemes of work, working with others and performing. These schemes challenge pupils to think about a diverse range of themes and issues within their lives, exploring different styles of performance and the impact it can have on different audiences. Pupils are assessed every half term on core skills developed in three different areas - Creating, Performing and Evaluating. Pupils have to comment on their learning and core skills developed through each unit of work in their logbooks – which they have to fill in at the end of each half term. Towards the end of year 9 pupils select which subjects they would like to take at GCSE – therefore the curriculum in year 9 drama is very much modelled on the 3 Components covered at GCSE to give pupils a clear idea of what it would be like as an option subject.

GCSE Drama

At GCSE, we follow the Edexcel course specification. It is a popular course and therefore the pupils are split into two classes, each taught by a drama specialist.

The course is 70% theory and 30% practical and is comprised of 3 components. Component 1 is entitled Devising and includes an internally moderated performance and a portfolio which documents the whole process. Component 2 is an externally moderated performance from a published play. Component 3 is a written exam which asks the pupils to respond as a director, designer and performer in connection to two published plays.



A Level Drama and Theatre Studies

At A Level the students follow the Edexcel Specification which is a two year course. It is a popular course at A Level and the class is shared between both drama specialists in the department. Like at GCSE the course is 70% theory and 30% practical and comprises of three components. Component 1 is entitled Devising and includes the internal moderation of a devised piece of theatre and a reflective, evaluative and analytical portfolio.

Component 2 is an externally moderated part of the course in which students perform extracts from a published play in conjunction with either a duologue or a monologue.

Component 3 is a written exam in which students answer questions on a piece of live theatre and two published plays.

Enrichment

As a Drama Department we offer a variety of extra-curricular activities to the whole school. One of the activities on offer is Drama Club for all year groups. One of the teachers in department would lead on this, where rehearsals take place one night after school each week to rehearse and put on a small scale annual production for two nights in the summer term. Previous plays include; A Midsummer Night's Dream, Alice in Wonderland, The Jungle Book and Blood Brothers. This has proved to be popular with Key Stage 3 pupils, as well as actively involving our GCSE and A Level Students who do not want to take part in the larger school production of a musical. In fact, a number of Sixth Form students help run the club and take a lead in the directing or organizational side of things.

Each year one of the teachers in department would be expected to direct on a larger scale school production/musical. This is very much a collaboration with other departments within the school, such as Music, Art and Production Arts. This event brings pupils and students from all age ranges together and allows them to showcase and celebrate their talents in every area of the arts. Previous productions include; 'Fame', 'Oliver', 'Les Miserables', 'Little Shop of Horrors', 'Jesus Christ Superstar' and 'My Fair Lady'. Leading on this would mean extra commitment to rehearsals on a few Sundays nearer the time of the public performances.

Regular theatre trips to small and large scale venues for our GCSE and A Level pupils take place throughout the year, which is not only a requirement for the Component 3 exam but also encourages pupils to experience the variety of dramatic genres and add to the vibrancy and creativity of the department. Previous productions include; 'The Curious Incident of The Dog in The Night Time', 'The Kite Runner', 'Things I Know To Be True', 'The Jungle' and 'War Horse'.

The department also have close relationships with theatre companies such as Scene Productions, Trestle Theatre Company and Frantic Assembly where they deliver professional bespoke workshops for our GCSE and A level pupils, to support their performance work and creative ideas as directors and designers.

In addition to this we are often asked to support other projects/events in the school, namely; Advent services, The Holocaust Memorial day and a Knife Crime educational video for Hertfordshire police and surrounding areas.

It is also expected that members of staff in department will have to work additional hours at lunch and after school to support practical and written exam work with both GCSE and A level classes.



Person Specification for Teacher of Drama

Essential	Desirable
<p>Qualifications</p> <ul style="list-style-type: none">• Qualified Teacher Status (or will be gained this year)• Good specialist subject knowledge through degree and/or experience in industry• High standard of written and oral communication	<ul style="list-style-type: none">• Evidence of recent relevant professional development• Experience of supporting productions
<p>Teaching and Learning</p> <ul style="list-style-type: none">• Ability to teach Drama to KS3, KS4 and KS5• Excellent classroom teacher, or the potential to be one, with the ability to reflect on lessons and continually improve their own practice• Ability to contribute to a culture of high expectations amongst students and staff within their curriculum area, both academic and in terms of behaviour and attitudes• Willingness to be involved in school productions	<ul style="list-style-type: none">• Experience as a Form Tutor• Experience of contributing to curriculum planning and development, and the organisation of resources• Good understanding of the recent and upcoming changes to the curriculum
<p>Personal</p> <ul style="list-style-type: none">• Genuine passion and a belief in the potential of every pupil• Resilience and determination• Motivation to continually improve standards and achieve excellence• Ability to communicate effectively and relate well to others• Good team player who contributes positively to teams• Effective time management and organisational skills• Commitment to equality of opportunity and the safeguarding and welfare of all pupils• Fully support for the School's aims, values and Catholic ethos• Demonstrate excellent attendance, punctuality and professional appearance	



Job Description for Teacher of Drama

Postholder:

TLR Allowance:

Date:

You are accountable to the Governing Body through the line management structure shown in the Staff Handbook.

Part 1

You are required to maintain and develop the Catholic character of the School in accordance with the direction given by the Governors and expressed in the Mission Statement. You are required to support the Headteacher in implementing the Mission Statement and in maintaining the distinctive Catholic nature of the School.

Part 2

You are required to carry out the duties of a school teacher as set out in the current School Teacher Pay and Conditions of Service Document. This requires you to carry out such duties as the Headteacher may reasonably direct from time to time.

Part 3 - Job Purpose

- To contribute to the teaching of Drama under the direction of the Subject Leader
- To deliver KS3, KS4 and KS5 of the Drama curriculum.
- To participate fully in the extra-curricular life of the school including school productions
- To carry out both Formative and Summative assessment procedures as outlined in the Department Handbook
- To effectively record assessments undertaken using the Department's central record systems
- To complete whole school data collection tasks as directed
- To contribute to monitoring and learning ideas during department inset and participate in practical training days focused on sharing good practice where appropriate.



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Part 4 - Accountabilities

You are responsible to the Headteacher, the Leadership Team Member with responsibility for your Department and the Subject Leader.

You are required to:

- Undertake all reasonable precautions to safeguard the health and safety of students and staff at all times within the departmental area.
- Ensure that all students are treated fairly, consistently and with respect, that opportunities for reinforcing positive self-images are sought, that gender and race discrimination are actively discouraged.
- Encourage an environment and ethos which underpins and enhances students; learning and rewards students; achievements.
- Take active responsibility for formulating fair and consistent standards of discipline and follow up concerns according to the school's procedures.

Part 5 - Key Responsibilities and Duties

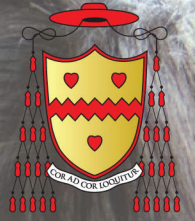
- To help in the organisation and supervision of departmental trips, visits and extra-curricular activities, including school productions where appropriate
- In line with Department policy regularly liaise with parents on matters such as behaviour, participation levels and pupil achievement and anything relevant to the Department. Where necessary provide feedback through department concern and/or praise letters, telephone calls and/or messages through the pupil diary.
- Implement the Department's Rewards and Sanctions policy (as outlined in the Department handbook).
- Attend Parent Consultation Evenings.

Monitoring

- To keep an accurate and up to date register for all classes taught
- Regularly mark pupils work in line with the School's marking policy. Monitor pupil progress and address underachievement using Departmental policies.
- To contribute to the development of self-evaluation procedures within the department.

Signature of Postholder:.....

Date:.....



MISSION STATEMENT

Our Mission is to be

A Living, Christian Experience

INSPIRED BY

- love of the Creator
- faith in Jesus Christ
- hope from the Holy Spirit

IN SERVICE TO

- the needs of our pupils and students
- the parents and guardians of our pupils and students
- the educational mission of the Catholic Church

WE BELIEVE

- in the goodness and beauty of God's creation
- in the goodness, dignity and worth of each person
- that everyone has a unique spiritual identity which they are called to fulfil
- in loving one another and yourself for the person that you are
- that all have rights, roles and responsibilities for which they are accountable
- in discovering and nurturing our God-given gifts
- in celebrating the personal development of each individual
- that the quality of teaching and learning is of fundamental importance
- in developing informed minds capable of making informed and considered decisions
- that everyone thrives in a secure, safe and structured environment
- in forgiveness and being forgiven
- in celebrating and living our faith, and reaching out to others

and that learning is a life-long journey through which each person should aspire to make the world a better place.