



**SOUTHLANDS
HIGH SCHOOL**

Endeavour for Excellence

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Teacher of Drama

Adoption Leave Cover: One Year

February 2021 – February 2022



Candidate

Information Pack

Are you an inspirational, creative and driven teacher who endeavours to be better in all areas of your practice? If the answer is yes, Southlands High School is the place for you to be successful and our students deserve you.

Southlands High School, is a school in the Mosaic Academy Trust with Standish High School and Golbourne Primary School. We are seeking to appoint a Teacher of Drama for Key Stages 3 and 4 to cover an adoption leave February 2021 to February 2022. The successful candidate will join our Creative Arts faculty.

Salary is on the Main Pay Spine/Upper pay scale point dependent upon experience.

Candidates should be hugely enthusiastic, passionate about their subject and have an excellent knowledge of Drama and how to effectively deliver it to instil a love of Drama in young people. The ability to develop very positive working relationships with students and staff and to be a team-player is essential.

All candidates should complete the application form and attach a letter indicating their suitability for the post.

Closing Date: Monday 8 February 2021 at 9am

Interviews TBC.

Please return the completed application form by email to mearsc@southlands.lancs.sch.uk

Southlands is an Equal Opportunities Employer welcoming applications from all sections of the community.

This post is covered by the Rehabilitation of Offenders Act 1975. If successful, you will be required to apply to the Disclosure and Barring Service (DBS).

General Information for Applicants

Southlands High School is on a journey to excellence. Our motto 'Endeavour for Excellence' demonstrates that we expect all stakeholders, staff and students to work hard. Southlands High School is striving to be 'Better' than ever before as a successful and inclusive school that works in close partnership with families and the community to achieve the best for our young people.

In December 2017, we were designated as a converter academy within the Mosaic Academy Trust with Standish High School (Standish High School as the lead) and look forward to going from strength to strength in our partnership. The Mosaic Academy Trust as an organisation seeks to value each and every member of the community and to become a family of schools that will welcome other schools and be a Trust whose chief aim is to become stronger as a whole than by the sum of its parts. The Trust has a Trade Union Recognition Agreement in place.

In 2017 Southlands High School was the 8th most improved school in Lancashire and the fastest improving school in Chorley. In 2018 we were in the top 5 schools in Lancashire for improving English and English scores at 4+. Results in 2019 show that Southlands High School pupils maintained the improvements made in 2018 in terms of the percentage of standard and strong passes, with an increase in the number of students who attained 9-7 in Maths and English. There have been improvements in languages and an increase in the number of strong passes in Sciences. An increase in the Attainment 8 score has been achieved by pupils. The Centre Assessed Grade process yielded further improvement in many subjects and we expect to continue our journey of improvement further in 2021.

We strive to meet the needs of the individual child so that they feel safe, secure and happy and enjoy their time at Southlands. We also aim to provide the highest standards of teaching and learning so that students are able to progress and fulfil their potential. We believe that every child should be given opportunities to develop their leadership skills as part of their growth and development in order to prepare them for adult life. Many of our students go on to be very successful in all aspects of life with a number attending some of the leading universities in the country. We are committed in our drive for academic excellence whilst offering a wide range of extra-curricular activities and opportunities so that our students can achieve educational success and develop fully as individuals.

We recognise that all students have the right to the highest quality education that will equip them with the qualifications they need to progress to college, university or their chosen career. Every decision we take to create our successful school comes from a firmly held staff belief that we can always strive to be 'better' than before.

The school was last inspected by Ofsted in June 2013 and was judged as good in every aspect. Parental responses to our latest Kirkland Rowell survey consider the school outstanding and student responses to the Pupil Attitude Questionnaire were also very good. Our school priorities for 2020-21 clearly focus on our culture for improvement: improving student outcomes, the development of teaching, learning and assessment, strong personal development, behaviour and attitudes and effective leadership at all levels.

There are 906 young people on roll. The intake profile in both socio-economic and academic terms is that of a fairly typical comprehensive school.

At Southlands we are very proud of our caring school community and place great emphasis on high standards of behaviour and respect for all through our Southlands Standard.

Hopefully, this has inspired you to take a serious look at Southlands.
I look forward to receiving your application form.

Kerry Millar - Headteacher

Southlands High School - Drama

Drama sits within our Creative Arts Faculty at Southlands High School. It presently consists of a full-time subject leader of Drama and a hugely dedicated teacher who delivers across several subjects including, Art, Music and Drama. Drama is well resourced in terms of a purpose-built drama studio and stocked dressing room, therefore offering state of the art facilities.

The exam board followed for Drama is Eduqas. The standards of achievement in Drama have been good when considering the subject is relatively new in Southlands and last year was the first cohort to complete the Eduqas course of study.

One foundation of this success is laid early in the students' learning at Key Stage 3. We consider KS3 Drama to be a vital phase of students learning in terms of knowledge as well as developing their social and emotional intelligence through the many transferable skills developed within practical Drama. It is envisaged that the learning is clearly sequenced in accordance with the Journey of the Child which has been created to cater for the needs of our students whilst widening their access to the arts. It is accepted amongst the Creative Arts Faculty that excellence in teaching should be matched by excellence and engagement from students and this requires both personal and professional commitment. Every opportunity for enrichment in the learning is encouraged to give the students the best possible access to a breadth and depth of Drama experiences in these formative years. Students study 1 hour of Drama in year 7 and 8 and move to a 1 hour termly carousel, shared with Music and Art in Year 9. The standard of teaching in KS3 Drama is paramount and all staff are expected to deliver high quality teaching and learning across year 7, 8 and 9.

When in KS4 the students are encouraged to develop their individual talents and interests. The successful candidate will need a range of knowledge on given practitioners and have the ability to select and suggest specific texts for component 2 to enable students the best possible chance to succeed in their practical examinations.

Within the faculty Music and Drama work closely to provide a range of extra-curricular opportunities including but not limited to a bi-annual musical/talent show. As subjects we encourage as many students as possible to take part in extracurricular activities, offering non-performance roles such as stage management, technical design and set design (working with Art). The successful candidate will be expected to invest a lot of energy into this area of the faculty as this is considered an integral role to raise students' aspirations and engagement with the arts alongside raising the profile of Drama within school.

Mrs K Howard
Subject Leader - Drama

JOB DESCRIPTION: MPS/UPS Drama Teacher

Post Title:	DRAMATEACHER – (Adoption Leave Cover)
Purpose:	<ul style="list-style-type: none"> To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. The ability teach in key stages 3 and 4. To monitor and support the overall progress and development of students as a teacher/Personal Tutor. To facilitate and encourage a learning experience which provides students with the opportunity to achieve their personal excellence. To contribute to raising standards of student achievement and attainment. To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth. To promote actively the school's policies by engaging in teamwork in pursuit of the school's vision statement.
Reporting to:	Creative Arts Leader
Responsible for:	The provision of a full learning experience and support for students.
Liaising with:	Headteacher, Deputy Headteachers, Creative Arts Team, students and parents.
Disclosure level	Enhanced
Working Time	195 days per year. Full Time
MAIN (CORE) DUTIES	
Operational/ Strategic Planning	<ul style="list-style-type: none"> To assist in the development of appropriate specifications (syllabuses), resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. To contribute to the Curriculum area taught in, and the department's development plan and its implementation. To plan and prepare courses and lessons. To contribute to the whole school's planning activities.
Curriculum Provision:	To assist the Curriculum Leader/Assistant Curriculum Leader and SLT to ensure that the curriculum area provides a range of teaching which complements the school's aims.
Curriculum Development:	To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Vision Statement and aims.
Staffing Staff Development:	<ul style="list-style-type: none"> To take part in the school's staff development programme by participating in arrangements for further training and professional development. To continue professional development, including subject knowledge and teaching methods. To engage in the Performance Management Review process.
Recruitment/ Deployment of Staff	<ul style="list-style-type: none"> To ensure the effective/efficient use of classroom support To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance:	<ul style="list-style-type: none"> To help to implement school quality procedures and to adhere to those. To contribute to the process of monitoring and evaluation of the curriculum area/department. To seek/implement modification and improvement where required. To regularly reflect and evaluate methods of teaching and programmes of study. To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
Management Information:	<ul style="list-style-type: none"> To maintain appropriate records and to provide relevant accurate and up-to-date information for management information systems, registers, etc. To complete the relevant documentation to assist in the tracking of students. To track student progress and use information to inform teaching and learning.
Communications	<ul style="list-style-type: none"> To communicate effectively and professionally with the parents of students as appropriate. Where appropriate, to communicate and co-operate with external agencies. To follow agreed policies for communications and confidentiality in the school.

Management of Resources:	<ul style="list-style-type: none"> To contribute to the process of the ordering and allocation of equipment and materials. To assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources. To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students
Marketing and Liaison:	<ul style="list-style-type: none"> To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner schools. To contribute to the development of effective subject links with external agencies.
Teaching:	<ul style="list-style-type: none"> To teach according to school policies and procedures. To teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. To assess and report on the attendance, progress, development and attainment of students and to keep such records as are required. To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students To undertake a designated programme of teaching. To ensure a high quality learning experience for students which meets both internal and external quality standards, and provides a stimulating environment throughout. To prepare and update subject materials. To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the course. To apply the school Behaviour Policy so that effective learning can take place, and to encourage good practice with regard to punctuality, standards of work and homework. To undertake assessment of students as requested by external examination bodies, departmental and school procedures. To mark, grade and give written/verbal and diagnostic feedback as required.
Pastoral System:	<ul style="list-style-type: none"> To be a Personal Tutor to an assigned group of students. To promote the general progress and well-being of individual students and of the Personal Tutor Group as a whole. To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System. To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. To evaluate and monitor the progress of students and keep up-to-date student records as may be required. To contribute to the preparation of Action Plans and progress files and other reports. To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff To contribute to PHSE and citizenship and enterprise according to school policy
Other Specific Duties:	
<ul style="list-style-type: none"> To support the school community, its distinctive vision statement and ethos and to encourage staff and students to follow this example. To support the school in meeting its legal requirements for worship. To comply with the school's Safety, Health and Environment Policy and undertake risk assessments as appropriate. To actively follow and contribute to all school policies and procedures. To undertake any other duty as specified by STPCB not mentioned in the above. Following consultation employees may be reasonably requested by a manager to undertake work of a similar level that is not specified in this job description. 	



- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Southlands is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake an enhanced DBS check.

Date: January 2021

Headteacher

Person Specification MPS/ UPS Drama

	Essential	How Identified
1. Education & Qualifications	<ul style="list-style-type: none"> a) Appropriate Degree b) Qualified Teacher Status c) Recent participation in relevant professional development d) Obtain Local Authority CRB Clearance and satisfactory references 	<ul style="list-style-type: none"> a) Application form b) Application form c) Application form, references d) Application by successful candidate & referees
2. Relevant Experience	<ul style="list-style-type: none"> a) Evidence of successful teaching experience or teaching practice 	<ul style="list-style-type: none"> a) Application form, letter, references, interview/presentation.
3. Specialist Knowledge	<ul style="list-style-type: none"> a) Knowledge of effective teaching and learning strategies with the ability to teach Drama and any other subjects as a subsidiary b) Subject specific knowledge and knowledge of latest curriculum development c) Knowledge of Assessment for learning procedures and subject specific assessment procedures d) Ability or potential to use and interpret data e) ICT skills 	<ul style="list-style-type: none"> a) Application form, letter, references. b) Application form, letter, references. c) Letter. Interview/Presentation, references. d) Interview/Presentation, references. e) Interview/Presentation references.
4. Interpersonal Skills	<ul style="list-style-type: none"> a) Ability to relate to teachers, other professionals, parents and pupils. b) Ability to find solutions and overcome problems. c) Ability to liaise with members of Department/Faculty/Senior Leadership teams within school d) Possess both tact and determination coupled with excellent interpersonal skills. 	<p>Application form/letter, references, interview/presentation.</p>
5. Other	<ul style="list-style-type: none"> a) Ability to relate to and promote the ethos of the school. b) Willingness to undertake training as required. c) Excellent attendance and punctuality. d) Ability to work under pressure and meet deadlines. e) Commitment to raising of standards and achievement. f) Ability to be able to work effectively as a form teacher and to support the development of pastoral work within school. 	<ul style="list-style-type: none"> a) Letter , interview b) Interview/letter c) Letter, references, interview. d) Interview/letter e) Interview/letter f) Application form/letter, references.