



Teacher of Drama with English

Full Time M1-6/UPS 1 September 2021





Headteacher
Michael J Scott
BA(Hons) Exon NPQH FRSA

I am delighted to introduce our **new post** of Teacher of Drama with English at NGHS. Working within our faculty of English and Arts, this post presents the most amazing opportunity to shape the creation of a new subject at our school. Currently some rudiments of drama are delivered within English, MFL, History and Music lessons, but there is no discrete drama on our curriculum. The subject will be taught weekly in KS3 in September with A-level Theatre Studies offered from September 2022. The candidate should expect to teach about one third of a timetable of English in the first year with less when the A-level course is introduced. The school is in the midst of a new building programme with the dining room being converted to a drama studio. This means that the postholder is likely to teach more KS3 English in the autumn term with time to put schemes of work in place to commence 'proper' practical drama teaching in January 2022 in a newly converted space. What an opportunity!

The new postholder should be a qualified drama practitioner, ideally with teaching and direction experience. Outstanding NQTs should not be deterred from applying. S/he will be committed to extra-curricular opportunities and play a major part in the direction of an annual school production.

I have been Headteacher here for three years and consider it a privilege and delight to lead a school with such enthusiastic, intelligent and caring girls and a truly dedicated and supportive staff. We are very much a **family** and a **team** at NGHS; my colleagues work exceptionally hard to help each girl to achieve her potential and they also support each other. We take staff wellbeing extremely seriously and our Wellbeing Charter is included in this pack to show you what we do.

NGHS is an outstanding girls' grammar school. We were inspected in 2019 after a period of seven years without inspection. [Please read the report here](#); you will see why I am so proud of our staff and students. We are also the 2020 West Midlands Secondary School of the Year (Sunday Times) and have recently won a number of accolades rewarding our work in supporting Mental Health, Holocaust Education and the AcSEED Award.

Our governing body, chaired by Edward Lewis, is incredibly supportive and very experienced. Their drive and ambition for the school keeps us on our toes, but they are passionate about enhancing opportunities for all students. They are also keen and delighted to introduce drama formally into our curriculum. The school is financially secure and we have been successful twice within four years for government-funded expansions. We are heavily oversubscribed and hold an annual entrance test. We will welcome 120 girls into Year 7 in 2021, but only have 72 in Year 13. This shows our expansion over the last few years. The sixth form is also oversubscribed and we take students from a number of 11-16 and 11-18 high schools as well, of course, as our own Year 11s.

Opportunities like this do not arise very often, so I wish you every success with your application. Our website has a 360° virtual tour, which I would encourage you to view. Socially distanced visits or MS Teams discussions with me are also possible - please see the final page in this brochure. I appreciate the time taken to assemble an application and I thank you in advance for your interest in the post and our fantastic school.



The Curriculum

The curriculum is currently divided into 25 hourly periods within a one week timetable. As you might expect in a selective school, our curriculum is unashamedly academic and all KS3 students study both French and German as well as Biology, Chemistry and Physics as discrete subjects. All girls have a weekly PSHE lesson and two hours of PE.

GCSEs are chosen in Year 8 with a three-year KS4 in operation. This was scrutinised by Ofsted in 2019 and they agreed with our view that this model best suited our students. Girls select four options (to include at least one MFL, a humanity, a practical subject and one other choice). This selection is then reduced by one as students move into Year 10. We teach GCSE courses thoroughly with a particular focus on greater depth and preparation for A-level. Students are taught beyond GCSEs and all teaching is complete around Easter of Year 11 allowing time for valuable revision/examination practice.

In the Sixth Form, we have about 80-85% student retention but receive applications from girls in other schools with over 100 students in the current Year 12, demonstrating our increasing popularity. There are 18 A-level choices and AS PE with no pre-determined option blocks. All girls have a lesson of PSHE and PE in the sixth form to ensure a balance with wellbeing. Most girls take 3 A-levels plus EPQ in Year 13 and some take 4 subjects. Students have 4 or 5 hours of tuition per week per A-level subject.

Staff Development

Our colleagues are our most valued resource. The majority of NGHS staff have been in post for 5-15 years, but there is a small turnover each year; usually colleagues leave to take up promoted posts or retire. Internal promotions also occur. Morale is high and staff work in faculty groups with similar subjects grouped together (e.g. Maths & Technology and English & Arts). Most staff are form tutors. Recent appointments have included both an NQT and a teacher with 25 years experience.

Opportunities for professional development have been largely exam-board specific in recent years, but the school now utilises a range of providers to offer different forms of training. In-house training is also offered where appropriate and the school has four INSET days per year plus twilight sessions in Professional Learning Groups, led by staff for staff. The PLGs this year include blended learning, planning for differentiation, 'mind the gap' and passive to active learners. Calendared 'Good Practice Weeks' enable staff to learn new ideas and skills from each other through training sessions and classroom observations.

There is a real camaraderie among colleagues. Support staff are equally valued and part of the team. We work hard together and celebrate our successes together. Examples include responding to the call from Ofsted and navigating the Covid19 lockdown.

Pastoral Care / Student Leadership

Often identified as the jewel in our school's crown, our pastoral system has been overhauled significantly since the current Headteacher took up post. Form tutors are the first port of call unless the matter relates to safeguarding or a more complex case. Heads of Year lead a team of tutors and usually our form groups straddle two year groups (currently suspended owing to Covid year group bubbles).

Our pastoral team was further enhanced in 2018 by the appointment of two Wellbeing Officers (one for Years 7-10 and one for Years 11-13). Both support students and staff to stay fit and well, physically and mentally, and liaise with outside agencies. We also have two Counsellors and a Pastoral Administrator who oversees medical provision as necessary.

Attendance settles annually at around 97% across NGHS. Attendance after the Covid-19 lockdown has been notably higher, particularly in the sixth form.

There are many opportunities for pupils to support each other through mentoring (academic and pastoral) and to lead activities within our House system. Positions of responsibility exist in all years.

Outside of lessons, students engage in a wide range of extra-curricular activities and a Curriculum Enrichment Week runs in June. The Duke of Edinburgh Award is also popular with nearly all girls completing Bronze Award in Year 9.

NGHS IN ACTION



Clockwise

World Mental Health Day is recognised annually with our SLT and Pastoral Leaders going very yellow this year. All Year 12 students benefit from a Liverpool Residential each year to aid their transition to Sixth Form. We have very talented sportswomen with regular wins in local and regional finals. Here our winning badminton squad. Each classroom has an interactive whiteboard or iTV. Blended learning has been very successful since lockdown started. A-level scientists work with Harper Adams researchers each year. The 2019 team won a trophy for their work. Mr Scott, Miss Tomkinson and 10 girls attended a Downing Street reception in 2019 for International Women's Day.



JOB DESCRIPTION—TEACHER OF DRAMA & ENGLISH

TEACHING AND LEARNING

- ⇒ To manage student learning through effective teaching in accordance with the department's schemes of work and policies.
- ⇒ To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
- ⇒ To ensure continuity, progression and cohesiveness in all teaching.
- ⇒ To develop teaching resources, particularly with regard to the differentiation for pupils of different abilities, and the increased use of ICT.
- ⇒ To use a variety of methods and approaches (including differentiation) to match curricular objectives to a range of student needs, and ensure equal opportunities for all students.
- ⇒ To seek to care for and develop the teaching and learning environment, paying due regard to the display of students' work.
- ⇒ To set homework regularly, (in accordance with the School Homework Policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
- ⇒ To work effectively as a member of the subject team to improve the quality of teaching and learning.
- ⇒ To engage with the SENDCO in order to benefit from their specialist knowledge and maximise the support given in lessons and to update pupil SEND records as necessary.
- ⇒ To use positive management of behaviour to create an environment of mutual respect which enables students to feel safe and secure and which promotes their self-esteem.

MONITORING, ASSESSMENT, RECORDING, REPORTING & ACCOUNTABILITY

- ⇒ To assess students' work systematically and use the results to monitor progress and inform future planning, teaching and curricular development.
- ⇒ To give students' regular feedback, both orally and through accurate marking (in accordance with the School Marking Policy) and encourage students to respond to feedback.
- ⇒ To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- ⇒ To meet with parents at Parents Evenings and to write reports to parents as per the published reporting schedule.
- ⇒ To participate in arrangements for preparing pupils for public examinations and assessing pupils for the purposes of such examinations.
- ⇒ To record and report such assessments.

PROFESSIONAL STANDARDS

- ⇒ To be a role model to students through personal presentation and professional conduct.
- ⇒ To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- ⇒ To cover for absent colleagues as is reasonable, fair and equitable under the Rarely Cover policy.
- ⇒ To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.
- ⇒ To co-operate with the Headteacher in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.

- ⇒ To be familiar with the School and Department handbooks and support all the School's policies.
- ⇒ To establish effective working relationships with professional colleagues and associate staff.
- ⇒ To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
- ⇒ To be involved in extra-curricular activities such as making a contribution to clubs and visits.
- ⇒ To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, Teachers' Standards and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- ⇒ To undertake any reasonable task as directed by the Headteacher.

SUBJECT KNOWLEDGE

- ⇒ To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, grade descriptors and specifications for examination courses.
- ⇒ To keep up to date with research and developments in pedagogy and the subject area.
- ⇒ To promote high standards of education and the value of scholarship and encourage students to take a responsible and conscientious attitude to their own work and study.

PASTORAL RESPONSIBILITY

- ⇒ Every subject teacher will be expected to have pastoral responsibilities, usually including the role of form tutor (shared if part time).

PERSON SPECIFICATION—TEACHER OF DRAMA & ENGLISH



Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> i. Degree in Drama or equivalent ii. QTS/PGCE or other route into teaching 	<ul style="list-style-type: none"> iii. First/2:1 degree result iv. Additional qualifications relevant to post
Experience	<ul style="list-style-type: none"> i. Successful teaching record in current school or on placement (if NQT) ii. Teaching Drama to A-level iii. Teaching English to KS3 iv. Recent CPD or relevant PGCE training v. Involvement in extra-curricular drama such as clubs and productions 	<ul style="list-style-type: none"> vi. Teaching in a high achieving school vii. Teaching in an good/outstanding school viii. Teaching GCSE English ix. Teaching PSHE/EPQ/PE/Dance x. Leading trips/visits to theatre etc. xi. Experience in theatre industry
Knowledge & Skills	<ul style="list-style-type: none"> i. Knowledge of current GCSE and A-level drama specifications ii. Knowledge of best practice in assessment iii. Ability to stretch and challenge able girls iv. Understanding of the issues surrounding confidence in drama and how the subject can build confidence and resilience v. Well-read with a strong knowledge of works from renaissance to modern day 	<ul style="list-style-type: none"> vi. Knowledge of English GCSE specifications and routes through KS3 to GCSE vii. Interest in technical theatre
Qualities	<ul style="list-style-type: none"> i. Belief in sustaining high standards of excellence ii. Team player within a faculty such as English or Performing Arts iii. Ability to prioritise, plan, organise well and work as part of team to achieve objectives iv. Willingness to support students as form tutor v. High standards in dress, attendance and punctuality vi. Suitability to work with children and satisfactory Enhanced Disclosure with DBS. vii. Sense of Humour! 	<ul style="list-style-type: none"> viii. Knowledge of issues facing girls in a single-sex, high achieving environment

STAFF WELLBEING CHARTER

The Governors, Headteacher and SLT take the wellbeing of all staff very seriously. The charter below takes into account all of the measures we have in place to assist staff to carry out their professional duties. The staff are very supportive of each other and work very hard as a team, in their faculties, tutor teams and together across the whole school. The new Deputy Head must commit fully to the charter below.



Complementary tea, coffee, sugar and milk in the staffroom



Childcare vouchers scheme for those who have children in regular day care



Staff 'sport for fun' sessions - come along and get involved and stay fit



A buddy for new staff who join NGHS for their first year



Counselling service free to all staff both in-house and externally



Opportunities for career development always considered



An annual flu jab for all staff available upon request each winter



Greater PPA time than national and no mainstream cover



Measured approach to lesson observation, drop-ins and good practice weeks



Calendared wellbeing weeks with no evening meetings/events



Dedicated classroom wherever possible for all teaching staff



Staff marking & workload group to guide and develop policy



Deadlines well publicised and annual calendar consultation



Staff social evening each term - let your hair down and relax



Communications policy which protects time outside of school day



No student or class data collected for data's sake



A flexible and generous approach to family appointments, children's events, nativities, sports days etc.



SLT Open Door Policy at all times including urgent email for non-school days



Dedicated marking afternoon for all staff during internal exam week



Complementary Christmas Dinner for all staff each year



Cake, laughter & friendship in the staffroom



Please complete the application form including the supporting statement (section 5), which should not exceed two pages (font size 11). Please share your career to date and how you feel this experience meets the advertised person specification. We anticipate a strong response and we will score applications fairly against these criteria alone.

NGHS is an equal opportunities employer. We are committed to the equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy/maternity, race, religion or belief. The successful applicant will be subject to an enhanced DBS, Barred List check and other recruitment checks in line with Keeping Children Safe in Education Safer Recruitment practices. This includes sourcing police checks for any period of time spent abroad.

Socially distanced visits or MS Teams informal discussions are available w/c 22nd February. Email headteacher@nghs.org.uk to arrange.

Completed application forms should be emailed to jobs@nghs.org.uk no later than **Monday 8 March at 9am**. Referees must include your current or most recent Headteacher. Letters of application should be addressed to our Headteacher Mr M J Scott.

CVs are unnecessary and will not be accepted.

We wish you every success and thank you for your application.