

Curriculum Team Leader

Drama & Dance

Job Description / Candidate Information

September 2019

Dear Applicant

Thank you for expressing an interest in working with us here at Wanstead High School.

This is a very exciting time to join Wanstead High School. A recent OFSTED report confirmed that we are “Good” in all areas, and our latest results are the best in the school’s history.

Wanstead High School is a great school; an inclusive, diverse London secondary school of which the community is rightly very proud. This is reflected in our very high numbers of first choices for both Year 7 and Sixth Form applications.

The school has a committed and creative staff; We provide an innovative, supportive learning environment for all staff, from NQTs, support staff to future leaders within the school and beyond. OFSTED recently commented that “teachers who are new to the school speak very highly of the level of support they receive. Similarly, teachers who are new to the profession or in training value their professional development.”

We are keen to appoint the right candidate to join us in the next stage of our journey and we hope that you consider applying to be part of our school.

Yours faithfully

**Bob Hamlyn**

**Headteacher**

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| ***Wanstead High School***  ***Curriculum Team Leader Appointment*** |

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| **TITLE OF POST: Curriculum Team Leader – Drama & Dance**  **Pay spine: TLR 1A**    **FROM: January 2020** |

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| **Application Requirements** |

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| Please write a statement in support of your application. **This must address the person specification** in relation to those elements marked as assessed by letter, (L), under the headings specified such as Teaching and Learning.  In addition, briefly outline your personal success criteria for your current post and your evaluation of the success you have achieved in meeting them.  Statements in support of your application must be no longer than two sides of A4 font size 12. |

**Dance and Drama at Wanstead High School**

* To lead and manage the Drama and Dance department, maintaining and striving to continually improve standards.
* To provide a learning environment that enables all students to make progress regardless of their starting points.
* To share the responsibility of all staff to ensure that our students are safe, healthy and happy, and have the skills and qualities needed to thrive in modern Britain.

We are looking for an excellent teacher and inspiring Head of Drama or Drama/Dance who is able to teach Drama or both Drama/Dance across the 11-19 age range.

**We are seeking an individual who has:**

* Capacity to teach across the full age range and abilities.
* Committed to safeguarding and promoting the welfare of young people.
* To lead by example with high quality teaching, supporting student progress.
* Work closely and effectively with other relevant CTLs/Subject Leaders to ensure high quality performances across Performing Arts.
* Have a clear overall strategy for both the development of Drama and Dance and the participation by pupils of all abilities in performing arts activities for enjoyment and lifelong engagement.

Dance and Drama are very popular subjects and the department delivers GCSE and A’Level courses.

**What we offer**

Drama is taught in the school’s Theatre or Drama Studio and Dance in the designated Dance Studio. The department has an experienced and committed team of teachers, including a dedicated technician who provides technical support to staff and students.

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| **General** |
| In accordance with the current Teachers’ Pay and Conditions Document you will:   * Carry out the professional duties of a teacher as circumstances may require under the reasonable direction of the Headteacher. * Perform, in accordance with any directions, which may reasonably be given to you by the Headteacher from time to time, such particular duties as may reasonably be assigned to you. * Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to you. * To contribute fully to the achievement of the aims and ethos of the school. |

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| **Teaching and Learning** |
| * Ensure that high standards of teaching and learning are promoted throughout the department in line with the school Teaching and Learning policy. * Within the department implement developments to raise standards in line with the School Improvement Plan. * Ensure the Department Improvement Plan is successfully implemented * To maintain and develop systems of measuring and promoting achievement, including the use of target-setting. * To encourage the promotion and sharing of good practice within the department, building an effective departmental team with shared aims and procedures. * To ensure the regular setting and marking of high quality homework in line with school policy. |

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| **Guidance and Support** |
| * Monitor and support the overall progress and development of students within the department. * Ensure that data is used effectively to gauge student progress and ensure that this leads to the implementation of effective strategies to improve student achievement. * To ensure the Behaviour Management system is implemented in the department so that effective learning can take place. * To encourage the members of the Department to monitor the corridors at the change of lessons and insist on quiet and orderly movement into and out of classrooms and from around the area. |

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| **Quality Assurance** |
| * Ensure that the monitoring policy is effectively implemented and that all post holders are effective in addressing issues to raise standards * To ensure the effective implementation and operation of monitoring and review systems. * To establish common high standards of practice within the department in terms of teaching and learning and class management in line with whole school policies and procedures. * To monitor and evaluate teaching and learning in line with agreed school procedures including evaluation against quality standards and performance criteria. * Ensure that deadlines are met by all members of the team. * To be responsible for the development and preparation of / for all relevant internal assessments, examinations and year tests, together with GCSE and ‘A’ level requirements. * To be responsible for the completion and submission of all examination entries in the department. * To interpret the school policy on Equal Opportunities within the context of the Department (e.g. content of curriculum), whilst maintaining the spirit of the policy by promoting positive attitudes and role models, and dealing promptly and sensitively with cases of racial or sexual abuse, harassment or discrimination. This Policy applies equally to students, teaching and non-teaching staff, and visitors to the school. |

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| **Operational and strategic planning** |
| * To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the department, within the designated area. * To write the department development plan. * To attend meetings of Curriculum Team Leader, and other consultation groups, and to communicate information from these meetings to the Department. Heads of Department should allow members of the Department to represent them at formal meetings, and positively encourage good delegation. * To hold departmental meetings on a regular and needs basis with a proper agenda and to record the minutes and circulate them to the Senior Management Team. * To implement school Policies and Procedures, for example Equal Opportunities. * To work with colleagues to formulate aims and objectives for the department which have coherence and relevance to the needs of students and to the aims and objectives of the School. |

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| **Staffing** |
| * To be responsible for the management of staff within the designated department and act as a positive role model. * To care for the well-being and professional development of staff in the Department, and monitor their progress through observation and discussion, as well as through participation in the School’s Performance Management Scheme. This has special reference for newly qualified teachers, and those experienced teachers new to the department. * To work with the appropriate member of the Leadership Team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. * To continue own professional development as agreed with the Leadership Team line manager. * To be responsible for the efficient and effective deployment of the Department's technicians/support staff. * To carry out performance management procedures in line with school policy * To monitor the absence of staff in the Department and to make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Officer and relevant staff to secure appropriate cover within the department. * To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures. * To ensure the effective deployment of suitably qualified and experience teachers with appropriate groups, advising the time-tabler accordingly. * To promote teamwork and to motivate staff to ensure effective working relations. |

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| **Curriculum** |
| * To lead curriculum development for the whole department. * Ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school’s strategic objectives. * To lead the day-to-day management, control and operation of curriculum provision within the department. * To keep up to date with national developments in the subject area and teaching practice and methodology and respond to curriculum development and initiatives at national, regional and local levels. * To liaise with the Senior Management to maintain accreditation with the relevant examination and validating bodies. * To be responsible for production of the departmental handbook and development of relevant syllabuses and Schemes of Work, with special reference to the National Curriculum where appropriate. |

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| **Management of Resources** |
| * To ensure that teaching rooms are tidy and cared for so that teaching and learning can take place in an environment which encourages the achievement of high standards. * Effectively manage resources within the department, including staffing, bids for capitation at appropriate levels and the monitoring of the budget through the financial year with due regard to value for money. * To be responsible for ordering departmental equipment and stock, to process payments against orders, and to ensure that new items are placed on the departmental and school inventory. * To manage stock efficiently and safely, in its storage, distribution and use. * To manage the business planning function of the department to reflect the needs of the students and the aims and objectives of the school. * To implement Health and Safety policies and ensure practices are in-line with health and safety policy requirements. |

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| While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.  A number of the items described above may be partially or fully delegated to other post holders in the Department. This will need clarifying and amending as appropriate. However, the final responsibility remains with the Curriculum Team Leader. | | | |
| **Person Specification** | | | |
| L = assessed through application | I = assessed through interview | R = assessed by references | E = Essential  D = Desirable |

**Qualifications and experience.**

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| Education to good degree level; preferable classification at 2:1 or above. | L |  |  | E |  |
| Relevant teaching qualifications. | L |  |  | E |  |
| Evidence of CPD relevant to the post | L |  |  | D |  |
| Leadership experience | L | I | R | D |  |

**Knowledge and Understanding**

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| Knowledge of, understanding of and commitment to leadership accountability within the school organisation. |  | I | R | E |  |
| Knowledge and understanding of Drama & Dance curriculum requirements, examination specifications and requirements. | L | I |  | E |  |
| Knowledge and understanding National Curriculum requirements | L | I | R | E |  |

**Leadership and Management**

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| The ability to motivate and inspire both staff and students. |  | I | R | E |  |
| Understanding and experience of self-review for improvement. | L | I | R | E |  |
| Experience of and involvement in managing and leading a team. | L | I | R | E |  |
| Evidence of high quality organisational and management skills |  | I | R | E |  |
| Evidence of the ability to use data effectively to evaluate student performance in raising standards. | L |  | R | D |  |

**Teaching and Learning**

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| High level learning and teaching skills. |  | I | R | E |  |
| A proven record and evidence of promoting high student achievement. | L |  | R | E |  |
| A proven record and evidence of very good student examination attainment in classes taught. | L |  | R | E |  |

**Professional Qualities**

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| High quality interpersonal skills with the ability to communicate effectively with a variety of audiences; including parents, staff, students and agency personnel. |  | I | R | E |  |
| The ability to build productive relationships with students, staff and parents. |  | I | R | E |  |
| An ability and willingness to empathise and listen, and to be self- critical and reflective. |  | I | R | E |  |
| Enthusiasm, hard-work, integrity, creativity, flexibility and emotional resilience. |  | I | R | E |  |
| An understanding of and commitment to equal opportunities in its widest sense and a commitment to inclusive education. | L | I | R | E |  |

**Safeguarding**

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| Motivation to work with children and young people. |  | I | R | E |  |
| The ability to form and maintain appropriate relationships and personal boundaries with children and young people. |  | I | R | E |  |
| Emotional resilience in working with challenging behaviours. |  | I | R | E |  |

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| **School Vision and Goals** |
| Our Strategic Vision  We will provide high quality education with character: inspiring our young people, keeping them safe, and preparing them fully for life in the modern world.  Strategic Goals of the School   * Further improve the quality of teaching and learning across the school so that all students receive an entitlement to excellence and to education with character. * Establish a curriculum that best meets the needs of every single student. * Develop high quality assessment, tracking and intervention systems to maximise the attainment and achievement of every student. * Ensure all students are safe, healthy and happy, and have the skills and qualities needed to thrive in modern Britain. * Develop leadership opportunities for all members of the school community, and ensure that our staff are fully developed as professionals in order to best meet the school’s vision. |

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| **Employee Benefits** |
| Wanstead High School benefits from a full range of employee benefits including:  **Workload reduction initiatives**   * ‘No meeting’ week once every half term * Up to 5 late morning starts or early afternoon finishes per year * Workload and well-being committee   **Lifestyle & wellbeing**   * On-site parking facilities & cycle storage * Collapsed INSET days, served as twilight CPD sessions and resulting in additional day(s) of holiday per academic year * Free yoga classes * Free tea and coffee and break and lunch times * A tuck shop in the staffroom * Meals and refreshments on all INSET days   **Professional Development**   * Support to complete further academic study and professional qualifications. |

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| ***School Information*** |

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| Wanstead High School seeks to enable students to achieve the highest academic standards.  Over recent years’ good examinations results have been achieved at GCSE and ‘A’ Level compared to national standards.  In 2019 81% of students achieved grade 9-4 in Maths and English. Our Progress 8 score has been positive and above average for the past 3 years, and in 2019 is estimated at +.36.  A large number of our students stay on to the Sixth Form and the majority of these gain entrance to universities and other centres of Higher Education, and we also recruit a substantial number of post-16 students from the surrounding area.  A recent OFSTED report confirmed that we are “Good” in all areas, and our latest results are the best in the school’s history.  The school is maintained by the London Borough of Redbridge and is situated in a residential area near Epping Forest, served by the London Transport Underground Central Line and the M11 motorway.  It is, therefore, both within easy reach of central London and out-lying areas such as Essex and Hertfordshire.  There are currently approximately 1450 plus students on roll including some 230 students in the Sixth Form. Currently there are 170 teaching and support staff.  Eight forms of entry (240 students) are admitted at year seven The school encompasses a rich social and cultural diversity and 35% of students speak English as an additional language.  There are over 35 languages spoken by the students. The school is heavily over-subscribed with some 850 applications for 240 places in Year 7 this year.  All students wear uniform except in the Sixth Form where students are required to wear tailored clothing.  After much liaison with 40 linked primary schools (7 main feeders), students join one of nine mixed ability tutor groups and the school seeks to maintain the composition of this and the association with the same tutor throughout the student’s career.  The year based pastoral system is central to the discipline and wellbeing of the students.  Tutors are led and supported by an experienced team of pastoral heads.  The school has some very good facilities, including a good Sixth Form Centre with state of the art study facilities; ten well equipped Science laboratories and a purpose built theatre, a dance studio and music suite.  Considerable refurbishment has taken place over recent years, and the school is set to embark on an ambitious new building programme which will further enhance our facilities.  The school is well resourced with IT equipment.  The school’s sports facilities are used as a local Leisure Centre, which serves the community in the evening, but which is part of the school during the day.  It comprises 4 squash courts, a sports hall, a gymnasium, a multi-purpose sports hall, a fitness training room and a floodlit play area. |