



# King Edward VI School



## **Subject Leader – Drama**

Recruitment Pack

May 2019

**Required for September 2019**

## **Subject Leader – Drama**

**TLR 2b**

Are you passionate about leading teaching and learning in our Drama department? Do you have the skills and aptitudes necessary to lead a team of teachers who jointly aspire to deepen their passion for our craft and help students fulfil their theatrical and creative potential? We are looking for an ambitious, reflective and talented leader who can help us to develop the quality of Drama teaching at King Edward VI School and ensure an even better learning experience for our students.

King Edward VI CEVC School is a successful, oversubscribed 11-18 school with 1576 students on roll, including 372 in the Sixth Form. We are situated in the historic town of Bury St Edmunds ('the jewel in the crown of Suffolk'), surrounded by beautiful countryside – just over an hour by train to London, and a 30 minute drive to Cambridge.

We are seeking to appoint a person who:

- has an outstanding track record in teaching with proven success and demonstrable impact
- is able to think strategically, analytically and creatively about teaching and learning, and has the personal authority and communication skills to make a difference to outcomes for this highly successful department
- is committed to the continuous improvement of people and systems to secure even better outcomes for students in Drama and Theatre Studies

**Closing Date**

Monday 20 May

**Interviews**

Thursday 23 May



# King Edward VI School

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Headteacher **Lee Walker**

Letter to potential applicants – May 2019

Dear Colleague,

Thank you for your interest in the position of Subject Leader for Drama at King Edward VI School. This is a key appointment for us. The information provided seeks to outline the context of this position, where we are currently as a school, and the kind of person we are looking to appoint. I hope this will enable you to determine whether this is the right position for you at this stage of your professional development, and whether you are the colleague for us. If you decide this is the case, I will be delighted to receive an application from you.

King Edward VI School has been inspiring young people in Bury St Edmunds since 1550, and we are held in the highest repute for our academic traditions, our incredibly broad and successful programme of enrichment activities, and our strong ethos as a fully comprehensive and inclusive Church of England School. We have an exceptionally supportive body of students, staff, parents and governors, and a palpable desire to develop teaching and learning further, to collaborate with each other in developing our practice, and to utilise the partnerships we have with agencies locally, nationally and overseas to enhance the lives of all in our school community.

We seek a leader for our Drama department - someone who can shape the future for our very strong team, and build on the excellent work done by the current post-holder. There is significant scope to develop the curriculum, assessment and wider approaches to all aspects of provision, as well as to join an inspiring team of leaders from other departments. We have excellent facilities for Drama both in our purpose built Performing Arts Centre and our Drama studio. You will have considerable autonomy in the role, as well as excellent support from our Senior Leadership Team. Over the last three years, results at GCSE and A Level have been very strong. Ensuring that teaching and learning in Drama (both in lessons and in our enrichment programme) make a significant impact to students' academic and cultural learning will be a key aspect of the work of the Subject Leader.

We enjoy extremely fruitful relationships with our partner primary and secondary schools in Bury St Edmunds. Transition into Year 7 is significantly enhanced by our membership of the Bury Schools Partnership, a flourishing network of schools committed to sharing resources and best practice. The successful post-holder will undoubtedly play a role in further developing and deepening our links with partner primaries in all aspects of learning and teaching in Drama.

You will join the school at a most exciting stage of its development. We are a founding partner in the Lark Teaching School Alliance, a new TSA in Suffolk. As such, we offer the NPQML and NPQSL courses in-house, for delegates from schools in our locality, and from September 2019 we will be a hub school for teacher training in Bury St Edmunds. In addition, we have been

exploring opportunities for forming a Multi Academy Trust with a group of primary schools in and around Bury St Edmunds.

We have also been working very closely with the Suffolk Academies Trust, to plan jointly for the building of a brand new academic Sixth Form Centre on our site which is projected to open in September 2020. We think this is a wonderful opportunity for A-Level students in Bury St Edmunds. Our own Sixth Form will close completely at that time, and we will have Year 13 only next year. We are currently putting in place arrangements to enable our staff to teach both here and at Abbeygate Sixth Form Centre – given our proximity this is eminently achievable.

Our core values are respect, aspiration and creativity. They are the fundamental principles which govern our life and work here, and you can read more about them in the following pages. Our students are wonderful ambassadors for the school, are courteous and kind, and strive to be the best they can be. We want them all to be inspired by what we offer so that they can thrive in the future.

In short, we are looking for someone who is not afraid to innovate; to shape the role and the agenda for learning in Drama in the way that they see fit. We will provide excellent opportunities for professional development, a caring school ethos, children who have a genuine desire to excel and parents who are fully supportive of our work. If you still feel that this post is for you, then I look forward to receiving your completed application form. If you have any questions about the post, do not hesitate to get in touch with me ([WK@king-ed.suffolk.sch.uk](mailto:WK@king-ed.suffolk.sch.uk)).

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'Lee Walker', with a horizontal line underneath the name.

Lee Walker  
Headteacher

## The Drama department at King Edward VI School

The thriving Drama department currently delivers discrete fortnightly drama lessons to students in Years 7 and 8, focusing on the development of knowledge and skills through topics such as Commedia dell'Arte, Greek Chorus, Melodrama and Physical Theatre. Students in Year 9 enjoy an intensive nine-week drama workshop on rotation throughout the year, in which we explore the techniques of Frantic Assembly and Bertolt Brecht in greater depth. Arts Award Bronze is offered to all Year 7 students through an 'ArtsBox' rotation in collaboration with the Art, Dance and Music departments, with around 100 students achieving the award each year. Students in Year 8 can choose to progress to Silver level as an extra-curricular activity.

Drama is a popular KS4 Option choice and we currently offer both Edexcel GCSE Drama and BTEC Tech Award in Performing Arts (Acting focus). Students in Sixth Form are following the Edexcel A Level in Drama and Theatre, and have explored devising through workshops with Gecko Theatre based on 'Attempts on Her Life' by Martin Crimp. Students have regularly progressed from our A Level courses into further training within the performing arts, including academic and vocational routes.

Drama is taught in specialist teaching spaces with drapery, sound and lighting. As a Platinum ArtsMark school, we offer a range of extra-curricular opportunities for students to take part in. Recent highlights have been the annual whole school musical in collaboration with the Dance and Music departments, as well as the Shakespeare Schools Festival. The Drama department was also a key player in the Crimson Glory event that took place at St Edmundsbury Cathedral to mark the centenary of the end of World War One. Theatre trips to see a range of great plays and musicals are also extremely popular.

## RESULTS

### GCSE - Drama

	Entries	A*	A	B	C	D	E	F	G	U	%A/A*	%A*-C
2016	51	2	9	8	19	13	0	0	0	0	21.6	74.5
2017	40	1	5	13	8	8	3	2	0	0	15	67.5
	Entries	9	8	7	6	5	4	3	2	1	%9-5	%9-4
2018	45	1	1	5	8	9	8	9	4	0	53.3	71.1

### A Level – Theatre Studies

	Entries	A*	A	B	C	D	E	U	%A*-C	%A*-E
<b>2016</b>	11	0	2	2	4	3	0	0	72.7	100
<b>2017</b>	12	1	0	4	5	1	1	0	83	100
<b>2018</b>	10	0	3	4	2	1	0	0	90	100



# Our Core Values

King Edward VI School has been in existence since 1550. We have always held close to a set of principles – standards which govern what we do and how we operate. As a Church of England School, we cherish and celebrate life in all its fullness. We actively promote the well-being, hope and dignity of all members of our school and the wider community

Below are our three *core* values. These are the things we hold most dear;

## Respect

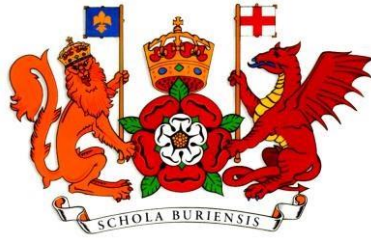
*As a truly inclusive school, we understand and value the rights, feelings, beliefs and wishes of others. Thus we live honestly, with civility, tolerance and social conscience. We are truthful, kind and we care for each other.*

## Aspiration

*In an atmosphere which encourages a deep love of learning, we all aim to be the very best we can be. Thus we are ambitious, courageous, determined, resilient and we believe that anything is possible.*

## Creativity

*We are an inspirational and outward-looking community. We seek to create opportunities, both in and out of the classroom, for students and teachers to thrive for the rest of their lives.*



# Our vision

As a Church of England School, our vision embraces the **spiritual, physical, intellectual, emotional, moral, cultural** and **social development** of children and young people. Our vision is rooted in our values of respect, aspiration and creativity.

What follows sets out our vision for the school we will be in 2020.

We will achieve this vision through the implementation of our Strategic Objectives and School Development Plan.

- We will be a school where, through our creation of opportunities for children and adults to **thrive** and be the best they can be, students **achieve** the very best outcomes they can.
- We will be a school which is proactive in seeking out and developing new and innovative ways to attract, retain and develop the very best teaching and support **staff**. We will enable our staff to flourish in their roles.
- We will be a school where there is **consistency** in everything we do. We will recognise and celebrate innovation and diversity in teaching practice, whilst setting clear expectations to ensure that students benefit from a rigorous and consistent approach to behaviour for learning, information and guidance, and pastoral care.
- We will be a school where we have successfully completed the **transition** from a 13-18 Upper School to an 11-16 organisation working in tandem with a brand new Sixth Form Centre.
- We will be a school which nurtures **partnerships** with local, national and international agencies and through this we will have improved the educational opportunities and well-being of our students and staff.

- We will be a school which, through our close partnership with local **primary schools** as well as Abbeygate Sixth Form Centre, enhances learning throughout our community.
- We will be a school which is distinctly **outward-facing** and **forward looking**, helping our young people succeed in an ever-changing world.
- We will be a school which has found innovative ways to make the most of our available **resources**, and to create more, in order to deliver the best we can for those in our care.

**King Edward VI School  
Bury St Edmunds**

**JOB DESCRIPTION  
SUBJECT LEADER – Drama**

**1. INTRODUCTION**

**1.1 NAME OF POST HOLDER:**

**1.2 Post Title:** **SUBJECT LEADER – DRAMA**

**1.3 Key Responsibility:** To ensure the quality of students' learning arising from the teaching of a course, subject or a combination of subjects.

**1.4 Post Purpose:** To provide high-profile leadership for a course, subject or combination of subjects in order to:

- Help students learn successfully and with enjoyment
- Provide a rich, challenging and interesting curriculum for students
- Make connections between subject-specific knowledge, links with other subjects and whole-school strands
- Ensure consistent implementation of school policies, ethos and expectations
- Serve as a role-model to other staff in dress, language and conduct

**1.5 Reporting to:** Designated member of SLT

**1.6 Responsible for:** The learning of students within a course, subject or combination of subjects

**1.7 Liaising with:** Headteacher, Leadership Team, Heads of College and other staff

**1.8 Working Time:** Full time as specified within the STPCD, teaching up to 33 out of 40 sessions

**1.9 Salary/Grade:** TLR 2b

**2. TEACHING:**

- To teach students according to the generic job description issued to all teaching staff

**3. OPERATIONAL/STRATEGIC PLANNING:**

- To assist in the overall development of the school's ethos, including:
  - Promoting pleasure in learning
  - Developing students' subject knowledge
  - Developing students' skills in literacy, numeracy, teamwork and study skills
  - Making links between courses and subjects so that students' learning is coherent
  - Using data and targets to improve the quality of learning and teaching within a team

**4. LEADERSHIP:**

- To provide high-profile leadership around the course/subject area
- To give praise and encouragement to members of the teaching team
- To tackle issues of under-performance
- To be a visible presence around the school, embodying whole-school expectations

**5. CURRICULUM PROVISION:**

- To keep up-to-date with developments in subjects and pedagogy, translating these into relevant schemes of work
- To provide students with a rich learning experience based on active participation, independent study, study skills, cross-curricular connections and work-related opportunities
- To review the curriculum annually using student and staff feedback and performance data
- To ensure that lessons are designed to challenge students of all abilities
- To ensure that agreed lesson requirements are in place across the lessons taught by members of the teaching team – register, lesson objectives, pace and variety, plenary, and homework
- To follow the appropriate rewards procedure within school
- To liaise with Teaching Assistants and Cover Supervisors to ensure high quality work is set including materials and experiences during staff absence
- To monitor the quality and consistency of planning, homework and assessment, including the use of staff and students evaluations
- To use data to set appropriately challenging targets for students, staff and classes
- To ensure that displays are used as opportunities for learning and create a professional, attractive backdrop to students' experiences in your course or subject

**6. CURRICULUM DEVELOPMENT:**

- To develop relevant, lively and innovative strategies for making students' learning within a subject more effective
- To take a whole-school view of the curriculum based on students' personal, cultural and intellectual development
- To lead training sessions for members of the teaching team so that good practice is shared in your subject area(s)

**7. PROFESSIONAL DEVELOPMENT:**

- To take responsibility for the professional development of your team within a subject area and promoting a whole-school perspective
- To use performance management to review the performance of all members of your team, setting clear and measurable targets
- To lead high-quality training sessions, providing regular feedback to your team and actively monitoring the quality and consistency of their impact

**8. STANDARDS:**

- To ensure high standards of behaviour, respect and courtesy from students across lessons taught in your course and subject
- To follow up any behavioural issues that occur in a lesson taught by a member of your team and keep pastoral staff informed of issues
- To follow the school's agreed house style on behaviour, dress code and visibility
- To use data and targets to set high expectations for students and staff
- To ensure and monitor the quality of cover work set in the absence of staff, overseeing the quality of work set and the lesson being covered

**9. MANAGEMENT OF INFORMATION:**

- To follow the school's information systems to keep staff, students and parents informed
- To maintain appropriate records for monitoring student progress and logging any issues/incidents, using the agreed school system
- To use data and targets for monitoring the quality of your team's work

**10. COMMUNICATION & LIAISON:**

- To communicate effectively with the parents of students, staff and other agencies as appropriate
- To hold regular formal and informal meetings/training sessions with members of your teaching team
- To follow agreed policies for communications in the school

**11. RESOURCES:**

- To co-operate with other staff to ensure a shared and effective usage of resources to the benefit of the School, the department and the students
- To ensure that appropriate risk assessments have been completed for lessons taught and equipment used in your teaching team's area
- To ensure that staff in your teaching team are fully conversant with relevant health and safety implications
- To ensure the good upkeep and secure storage of resources

**12. SCHOOL ETHOS:**

- To play a full part in the life of the school community, to support its Core Values and ethos and to encourage staff and students to follow this example
- To promote actively the school's corporate policies, including the dress code for staff and students, our house style on behaviour management, and taking a high-profile, visible lead around the school

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

**13. SIGNATURES:**

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed \_\_\_\_\_  
(Subject/Course Leader)

Signed \_\_\_\_\_  
(Headteacher)

Dated \_\_\_\_\_

Dated \_\_\_\_\_

# King Edward VI School – Subject Leader (Drama)

## Person Specification

Selection Criteria	Essential	Desirable
<b>Qualifications</b>		
Qualified Teacher Status	✓	
Good degree in Drama or a related discipline	✓	
Evidence of appropriate continued personal and professional development	✓	
<b>Experience and Attributes</b>		
Evidence of highly successful teaching in the 11-18 age range	✓	
Secure knowledge of the characteristics of effective learning, teaching and assessment in Drama	✓	
A proven track record in improving results and ensuring students make excellent progress.	✓	
The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour.	✓	
The ability to lead, motivate and inspire pupils and staff and to forge positive relationships with parents.	✓	
The ability to coordinate and support the work of others.	✓	
An excellent understanding of pupil assessment and target setting for individual pupil improvement and how that analysis contributes to high standards	✓	
<b>Personal Qualities</b>		
Ability to help develop and support a vision of high quality education based on the moral integrity of the school's core values.	✓	
Energy, drive and enthusiasm	✓	
Excellent interpersonal and communication skills	✓	
Ability to lead and motivate others	✓	

Ability to analyse information and use sound judgement in complex situations	✓	
Ability to support a team culture	✓	
Ability to plan and organise time effectively, work under pressure and meet deadlines while keeping equilibrium.	✓	
A sense of humour, cheerful demeanour and positive, can-do attitude	✓	
A capacity for hard work and willingness to “go the extra mile”	✓	
The desire to progress to a Senior Leadership post in due course		✓