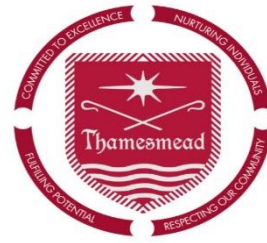


Thamesmead School



Candidate Information Pack Curriculum Leader for Performing Arts – Drama Specialist

Thamesmead School
Manygate Lane
Shepperton
Middlesex
TW17 9EE

Telephone: 01932 219 400

Website: www.thamesmead.surrey.sch.uk



Contents

Letter from the Headteacher	3
Job Description	4
Person Specification	6
Reasons to work at Thamesmead School.....	7
How to Apply	9





Dear Colleague,

Headteacher: Mr Phil Reeves

Thank you for your interest in working at Thamesmead School, you will be leading a highly successful Performing Arts Department that is the heart of the school.

Thamesmead is a successful 11-16 school rated good by Ofsted in June 2017. We are a happy community of staff and students and you will see that if you wish to come and visit us as part of your application.

We are looking to appoint a passionate and experienced Drama leader who is keen to take the next steps in their career. The role will involve leading the Drama department, while providing support for the subject leader for Music, and coordinating the activities of both departments in the school. Each year we continue to make up to 21 places available at the school in our new intake to students who can demonstrate an aptitude for music or drama. Music and Drama have dedicated time in our timetable at Key Stage 3 and are chosen by students in Key Stage 4 each year. We have a thriving extra-curricular offer for our students in these subjects but we are always looking for ways to develop and enhance this further.

I joined the school as Headteacher in September 2017. I was impressed by the hardworking students, the calm atmosphere, and the friendly welcome that I received on my first visit and I can vouch for that being typical of the school now I have been Head for four and a half years.

Our staff like the strong and supportive team ethos that exists amongst those who work here. They like that we have high expectations of behaviour and standards from our students, and that we support our staff to uphold these. They like the work we have done to try and ensure workload remains manageable such as our shorter day, collaborative planning practices and the high-quality assistance that is provided for teaching by our committed team of support staff.

Our school vision and values ensure the best education, support and outcomes for our students in this fast changing and demanding world. Our four shared goals are:

To

- commit to excellence
- nurture individuals
- fulfil potential
- respect our community

To achieve these goals, we have seven Thamesmead values we encourage our students to aspire to:

- Aspiration
- Respect
- Independence
- Confidence
- Commitment
- Resilience
- Community

We are now working to embed these across our community as we continue to lead the school to further success. I hope that after reading all about us that you will want to apply to join our team and become a part of this journey.

I look forward to hearing from you in the near future.

Yours faithfully,

Phil Reeves,
Headteacher



Job Description

Purpose of the Post

To contribute to achieving the aims and objectives of the Curriculum Area and of Thamesmead School and to lead, develop and teach an effective and stimulating curriculum, so maximising the attainment of the students.

Accountable to: Assigned Leadership Team Member

Accountable for: The Curriculum area of Performing Arts (Music and Drama)

TLR: 1.1 £8,291

Key Accountabilities

Strategic direction and development of the curriculum area

Within the context of the school's aims and policies to develop implement, monitor and evaluate subject policies, plans, targets and practices, which relate to your curriculum area of responsibility.

Key Tasks

- establish short, medium and long term plans for the development of the subject and monitor and evaluate their progress;
- to monitor the progress of students through the effective use of data and implement intervention programmes where necessary;
- implement, monitor and evaluate school policies as they relate to the subject;
- use information on local and national initiatives to update policies and practices in the subject;
- foster a climate which helps staff in your curriculum area to maintain a positive attitude to the teaching of the subject;
- establish a clear understanding of how the curriculum area contributes to students' spiritual, moral, emotional, cultural, social development and race awareness. Use this understanding to promote British Values;
- highlight those aspects of the curriculum area which prepare the students for the opportunities and responsibilities of adult life;
- ensure the consistency of high standards across the Curriculum Area;
- to develop and share an exciting vision for outstanding learning across the Performing Arts Curriculum Area and plan to realise it;

- to lead and investigate any Stage 1 complaints in accordance with the School's Complaints Policy.

Teaching and Learning

Secure and sustain effective teaching, evaluate standards of students' achievements and set realistic and meaningful targets for improvement.

Key Tasks

- review schemes of work to ensure subject coverage, continuity and progression for all students in an environment that fosters student enjoyment;
- to ensure a working environment in which learners feel safe and adopt safe practices.
- contribute to the development of students' literacy, numeracy, citizenship, ICT and study skills;
- establish and implement clear assessment, reporting procedures within the school's ARR Policy and assist students in setting targets for improvement;
- ensure information on students' prior attainments and achievements are used effectively to secure good progress;
- set targets for student attainment and achievement in the subject and monitor and evaluate progress against those targets;
- monitor and evaluate the quality of teaching and learning in the department and use the analysis for further improvements;
- establish a partnership with parents involving them in and informing them of their child's progress;
- develop opportunities for students to express their views and have the opportunity to take on more responsibility;
- provide guidance on a variety of teaching and learning methods to meet the differing needs of all students;
- develop effective links with the local community, including business and industry, to enhance teaching and learning in the subject and prepare students in their economic well being.

Leading and managing staff

Provide the support, information and opportunities for development necessary for all those involved in the teaching of the curriculum to sustain motivation and improvement of standards.

Key Tasks

- establish best practice procedures in curriculum;
- help staff achieve constructive working relationships with students and parents;
- establish clear expectations and constructive working relationships among staff;
- take responsibility for your own CPD and audit the training needs of staff and play the leading role in their performance management and continuing professional development;
- ensure that trainees and Early Career Teachers are appropriately trained and supported via liaison with Training School Staff;
- support the SENCO to ensure the implementation of appropriate provision for SEND students;
- ensure that line manager and Headteacher are well informed about developments relating to the department;
- sustain your own motivation and that of the staff within the curriculum area.

Efficient and effective development of the staff and resources

The Curriculum Leader will identify appropriate resources for the Department and ensure they are used effectively, efficiently and safely.

Key Tasks

- advise the line manager and liaise with the Assistant Headteacher responsible for the timetable on the best deployment of staff;
- establish staff and resource needs and likely priorities for expenditure and advise the line manager/business manager;
- ensure resources including capitation and ICT are effectively managed;
- use curriculum accommodation to the best effect to create an effective and stimulating environment for the teaching and learning of the curriculum area;
- ensure there is a safe working and learning environment;
- be pro-active in attracting additional funding and resources for the curriculum area;
- play a full part in the recruitment of new staff to the curriculum area.

Wider contribution to school leadership and organisation

Key Tasks

- Attending MLT and contributing positively to the direction and development of school policy and practices.
- Leading on the development of curriculum related whole school policy.
- Sharing the best practice in your Curriculum Area with all staff via teachmeets and staff meetings.
- Leading and developing the extra-curricular Performing Arts offer available to our students
- Supporting the Performing Arts admissions process into the school, including provision of an attractive offer to parents, and ensuring those students who join via this route contribute to the wider life of the school
- Supporting the day to day smooth running of the school through contribution to lunch time supervision, on call, and leading detention supervision.
- Providing support to ensure effective work is provided for students in the unforeseen absence of team members and supporting with the supervision of large group silent study if required.

Person Specification

Category	Essential	Desirable	Evidence form
Education and Training	<ul style="list-style-type: none">• Qualified Teacher Status.• Graduate or equivalent in appropriate subject.• Recent evidence of subject based training.	<ul style="list-style-type: none">• Good Honours Degree (First or Second Class)	Application form
Experience	<ul style="list-style-type: none">• Significant successful teaching experience in a secondary school.• Teaching Performing Arts across the full ability range in KS3 and KS4.	<ul style="list-style-type: none">• Experience of a leadership role within a subject area.	Application form Letter of application
Knowledge	<ul style="list-style-type: none">• Understanding of the characteristics of high-quality teaching across Performing Arts.• Knowledge of statutory curriculum, assessment, recording and reporting requirements for Performing Arts.	<ul style="list-style-type: none">• How to use comparative data, together with information about students' prior	Interview References

	<ul style="list-style-type: none"> Knowledge of strategies for raising student attainment. 	attainment, to set targets for improvement.	
Leadership Skills	<ul style="list-style-type: none"> The ability to inspire students and staff. The ability to lead other staff and support professional development. The ability to lead a team towards a common goal. Good oral and written communication skills. The ability to deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement in the subject. The ability to solve problems and make decisions. The ability to take responsibility for continuous professional self-development. The ability to work under pressure and to meet deadlines. The ability to analyse, understand and interpret relevant information and data. The ability to set standards and provide a role model for pupils and other staff, in the teaching and learning of the subject. The ability to prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development. The ability to use ICT appropriately. 	<ul style="list-style-type: none"> The ability to teach outstanding lessons and share best practice with others. The ability to lead other staff to support professional development. Professional proficiency and experience in the use of ICT. 	Interview References
Attributes	<ul style="list-style-type: none"> Self-confidence and initiative. Reliability, resilience and integrity. Personal impact and presence. Enthusiasm and commitment. Intellectual ability. Be suitable to work with children. 	<ul style="list-style-type: none"> Willing to contribute to the wider life of the school. Interest and experiences outside teaching. 	Interview References

Reasons to work at Thamesmead School

- Thamesmead students and staff are **friendly and fun** to work with. They like coming into school, behave well in class and achieve **good results**. In 2019 85% of our Year 11 students achieved grade 4 or above in both English and Maths. They have achieved positive Progress 8 scores each year and our score places us in the top 17% of schools in England.



- Thamesmead School is a **supportive community**. Respect is one of our seven Thamesmead values and our staff are kind, caring and respectful to each other. We work hard with our students to ensure they understand the importance of showing respect to all members of our community, and naturally this includes the classroom.
- At Thamesmead we place a **high emphasis on Professional Development** and provide a full and varied CPD programme for all teachers. Through a combination of independent pedagogical research and a structured programme, our aim is for **all staff to be informed and reflective practitioners**, leading and developing best practice that ensures successful outcomes for all students. There is **an ethos of support in the school**, where everybody's principal aim is to provide the best education for the students as we can.



- We have a **comprehensive ECT programme** that ensures new teachers have a **lighter timetable**, a **dedicated subject mentor** and timetabled **weekly mentor slot**, a **professional induction programme** to the role, and school, as well as access to the training we offer through our SCITT provision. Newly qualified teachers will also have access to the **full ECT programme** delivered by our Teaching School Hub.
- Many of our staff members have been **internally promoted**. We offer a range of opportunities to staff to take on additional responsibility and be challenged professionally. Staff have been **promoted internally at every level**, including to the leadership team. We offer an annual secondment to the Leadership Team and **provide development projects with a financial incentive**.
- We encourage staff to be exam markers, recognising how this helps you **become better GCSE teachers** and provide support to enable this work to be completed.
- We encourage collaboration and partnership with other schools. We enjoy **positive links** with many of our neighbouring schools, as well as those further afield including those in the primary and sixth form phase, and those in the independent sector. This creates many **opportunities for our staff** to work with colleagues in other organisations.
- We run Thamesmead SCITT. If you already hold QTS, there may be **opportunities to mentor** subject specific trainee teachers and to gain Level 1 and Level 2 certification in Mentoring. There may also be the chance for you to **develop your practice** via involvement in wider work of the partnership through conducting visits, observations and quality assurance of training programmes. As a newly qualified teacher, you will have access to specific support including induction and our Professional Studies programme.
- We encourage collaboration and partnership with other schools. We enjoy **positive links** with many of our neighbouring schools, as well as those further afield including those in the primary and sixth form phase, and those in the independent sector. This creates many **opportunities for our staff** to work with colleagues in other organisations.



- We have an **accessible and approachable Leadership Team**. Our doors are open to staff and students and we provide visible support throughout the school. We have set up a 'change' group so that staff can provide input into the strategic development of the school.
- **Staff wellbeing** is of upmost importance at Thamesmead School. Strategic decisions are made to support staff in obtaining a good work life balance: consideration has been given to timings regarding marking load, assessment logging and meeting schedules to ensure staff are not overloaded. There is a wellbeing day in December to help break up the long autumn term, every effort is made to accommodate absence for special occasions such as graduation or nativity plays. Finally, with the **school day ending at 2.35**, there is time in the afternoon for staff to complete lesson preparation or take part in student or staff based extracurricular activities. Thamesmead celebrates the successes of staff on a weekly basis via the 'Star of the Week' award; gives mindfulness advice weekly via email and provides frequent break and lunch time treats for staff!



- There are **opportunities to suit a variety of interests** from the adventurous to the sedate, either working with students on activities such as Duke of Edinburgh, expeditions and visits (visiting such places as Namibia and Costa Rica), the yearly school production (past productions include Oliver and Annie) alongside other performance related and sporting activities throughout the school year. Alternatively, for those who would like to spend time team building and bonding with staff, we have a variety of activities organised throughout the year including couch to 5k running group, football matches, curry nights, meditation, yoga and book club.
- Children of staff are given **priority in our admissions policy**. If you have worked in our oversubscribed school for two years or more you are given priority in our admissions policy over applications from those in local proximity of the school.
- We provide access to enable you to purchase a bike and cycling equipment in a salary sacrifice scheme.
- We are able to offer onsite parking for staff to use.
- Thamesmead School runs an enhanced maternity, paternity and family friendly schemes and will always consider requests for flexible working.
- Our Employee Assistance Program gives all employees access to a 24-hour helpline, for all personal and work issues that may come up. If required, counselling sessions can also be provided as part of this.

How to Apply

Application Process

The application process for this role is a three stage process:

- Application form
- Lesson observation
- Interview

To be considered for this role you must complete an application form which can be downloaded from <https://www.tes.com/jobs/employer/thamesmead-school-1005906> We are unable to accept CV applications.

Once the closing date has been reached all applications will be reviewed. The candidates who best demonstrate the skills listed in the person specification in their application will be invited to interview.

Thamesmead School reserves the right to progress no candidate to the next stage of the process, or not to appoint to the role, if candidates fail to demonstrate essential criteria in the person specification.

To ask any questions or to submit your completed application form, please email hr@thamesmead.surrey.sch.uk or contact Zoe Midwinter, HR Manager on 01932 219 448.

Closing date: 9am Monday 23rd May 2022

Interview date: to be confirmed

Start date: 31st August 2022

Thamesmead School
Manygate Lane
Shepperton
Middlesex
TW17 9EE

Visit: www.thamesmead.surrey.sch.uk

Email: hr@thamesmead.surrey.sch.uk

Thamesmead School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Employment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).