

## **SUBJECT LEADER DRAMA: JOB DESCRIPTION**

**Post title:** Subject Leader for Drama

**Salary/Grade:** TLR 2b

**Responsible For:** Drama across Key Stages 3 and 4 (with the intention to expand to Key Stage 5)

**Responsible To:** Creatives Faculty Leader

### **Purpose of the job**

The postholder will provide professional leadership and management for Drama to secure high-quality teaching, effective use of resources, and high standards of learning and achievement for all pupils. The core focus of the role is to enable progress and achievement for all, within an atmosphere in which students feel challenged, valued and secure.

### **Responsible for**

- The leadership and management of Drama, including teaching staff and other specified personnel within the area.
- Development and delivery of Key Stage 3 and 4 Drama Curricula and Qualifications.
- Development of A level Drama from September 2020
- The provision of a full learning experience and support for pupils in Drama.

### **Liaising with**

Faculty Leaders, Assistant Headteachers, Senior Leadership Team, Year Leaders, Pupil Support Services and relevant staff with cross-school responsibilities, relevant support staff, LA representatives, external agencies and parents.

### **Key Responsibilities**

- Drama Curriculum Design and Delivery Leadership
- Classroom delivery to Drama classes
- Line management and development of Drama Teaching Staff
- Subject leadership of student behaviour and culture within the Creatives curriculum area

## **Specific responsibilities**

### ***Leadership:***

- be a proactive member of the Subject Leadership Team, contributing to strategic planning and decision making, leading staff groups and attending all relevant meetings
- model excellent professional behaviours at all times
- liaise effectively with the Senior Leadership Team, Faculty Leaders, Year Leaders, Student Support Services, external links and families
- act in accordance with the Teachers' Pay and Conditions around general professional duties of staff including patrols, duties and event attendance
- drive effective positive school change through line management of staff and teams, developing staff and holding individuals and teams to account to ensure impactful outcomes for students.
- support the wider staff body in reducing workload, forward planning and efficient use of resources including school budgets.
- support the Faculty leader for Creatives in the leadership and management of the Creatives Faculty Area
- take an active role in the school coaching programmes and mentoring of staff
- plan, lead and monitor the impact of subject co-planning meetings
- design, deliver and monitor the impact of Data-Driven Instruction approaches to student attainment in Drama Subjects.
- Plan, oversee and deliver a comprehensive Drama extra curricular offer including school performances, events and competitions.
- provide Drama timetable information to the Deputy Headteacher to enable them to produce an annual timetable, to ensure the best use of subject and other expertise
- take part in the school performance management policy, appraising staff as required and using the process to develop the personal and professional effectiveness of the appraisee
- support the Faculty leader for Creatives in the production of a Drama Improvement Plan as part of the School Improvement Plan, to include staff development and training implications
- provide staff reference and recruitment information as requested by the Headteacher

### ***Curriculum Design and Delivery:***

- lead on the development of long and medium term schemes of work for Drama subjects
- ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils
- deliver and model excellent classroom teaching to own classes
- be a form tutor
- ensure effective teaching in Drama, so that lessons are challenging and exciting, evaluating the quality of teaching and standards of pupils' achievement, and setting targets for improvement
- provide all those with involvement in the teaching or support of Drama, the help, challenge, information and development necessary to sustain motivation and secure improvement in teaching
- ensure pupils' attainment in Drama at GCSE and any other qualification offered is in line with the expectations of the school, and meets all the targets set by Governors and Senior Leadership
- identify appropriate resources for Drama and ensure that they are used efficiently, effectively and safely.

- ensure that Drama meets the requirements of the examination boards with respect to invigilation, moderation and marking
- ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs
- manage the Drama capitation budget and resources

#### **Student Culture:**

- to ensure effective safeguarding of students across the Drama team in line with KCSIE
- establish and maintain policies and practices to promote positive pupil behaviour and achievement in Drama within the framework of the school policy for Positive Discipline
- build a positive culture of praise and reward for students within the Drama Team
- develop an active and engaging extra-curricular offer for Drama.
- to lead and oversee Drama trips, events, and competitions.
- provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils
- monitor the use of the Positive Discipline policy in Drama to ensure that staff are consistent and effective in their use of the policy
- support colleagues in the Creatives Area in dealing with disciplinary issues, taking responsibility for managing behaviour in Creatives and in the related corridor areas
- monitor the processes which ensure that pupil attendance and punctuality in Drama lessons is monitored and recorded in line with school and Creatives policy
- monitor the work areas used by Drama and Creatives, creating a safe, effective and stimulating environment for the teaching and learning of Drama

#### **General**

- to actively promote the safety and welfare of our children and young people
- participate in and support the Performance Management Policy
- assist in the development of the School Development Plan and its review mechanism
- accept shared responsibility for the creation of a safe environment for pupils within and outside the classroom and comply with the appropriate policies and procedures, report all concerns to an appropriate person.
- attend and participate in regular meetings and participate in training and other learning activities, as required
- To participate in school emergencies as required, including locating students and relevant staff, providing contact details and completing necessary documentation
- To support the work of the wider support team as requested by Line Manager
- To assist in such duties and activities relating to any of the above areas appropriate to grade as the Headteacher shall from time to time reasonably require

Person Specification
<b>Qualifications</b> <ul style="list-style-type: none"> <li>▪ Educated to degree level (Essential)</li> <li>▪ Qualified teacher with extensive experience in secondary school education (Essential)</li> <li>▪ Bachelor's degree in Drama or Drama related subject</li> <li>▪ Relevant recent professional development</li> </ul>
<b>Knowledge, Skills and Experience</b> <ul style="list-style-type: none"> <li>▪ Teaching of GCSE Drama Courses (Essential)</li> <li>▪ Excellent lesson planning and design (Essential)</li> <li>▪ Effective design of curriculum schemes of work and long-term plans (Essential)</li> <li>▪ A successful track record in raising student attainment in Drama subjects</li> <li>▪ Line management or mentoring of other staff</li> <li>▪ Experience of contribution to whole school improvement strategies</li> <li>▪ Experience of innovative approaches to the development of teaching and learning</li> <li>▪ Running of extra-curricular programs related to Drama</li> <li>▪ Understanding of GCSE, BTEC and A level course specifications and examination expectations</li> </ul>
<b>Professional Leadership Behaviours</b> <ul style="list-style-type: none"> <li>▪ Genuine passion and a belief in the potential of every child, whatever their background or personal characteristics, A clear understanding that all roles in the school, are focused on student achievement.</li> <li>▪ A good awareness of keeping children safe, understanding how and when to take appropriate action.</li> <li>▪ Effective leadership and management style that encourages participation, innovation and develops colleagues' confidence and trust</li> <li>▪ The ability to work in close harmony with other staff</li> <li>▪ The ability to inspire and develop the leadership skills of others as well as to learn from others</li> <li>▪ Excellent listening skills</li> <li>▪ Passion, energy, resilience, and optimism to lead the team through day-to-day challenges while maintaining a clear strategic vision and direction</li> <li>▪ A firm and constant belief in the unlimited potential of every student (particularly DA students, those from diverse backgrounds and those with SEND) and a genuine commitment to inclusive educational provision</li> <li>▪ The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to be flexible, to change, improve and develop</li> <li>▪ The ability to delegate appropriately and manage personal workload</li> <li>▪ Confidence, self-motivation and the ability to be decisive</li> <li>▪ High levels of honesty and integrity, with a commitment to Equality, Diversity and Inclusion</li> <li>▪ A professional outlook, detail oriented and able to multitask and meet deadlines</li> <li>▪ Calm and professional under pressure</li> <li>▪ Understanding of the importance of confidentiality and discretion</li> <li>▪ Flexible attitude towards work and demonstrates sound judgement</li> <li>▪ Willingness to participate in Continuous Professional Development</li> </ul>
<b>Other</b> <ul style="list-style-type: none"> <li>▪ The right to work in the UK</li> </ul>

## **Conditions of Employment**

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.

To uphold the school's policy in respect of child protection matters.

S/he shall be subject to all relevant statutory and institutional requirements.

The post holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

All staff participate in the school's performance management scheme.

*The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.*

*The Charter Schools Educational Trust is committed to equality and diversity, and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other aspects of diversity.*

*We offer family friendly, flexible working arrangements, and staff networks to provide a supportive environment in the workplace where members can receive peer to peer support.*