



CHESHAM  
GRAMMAR  
SCHOOL



# DRAMA TEACHER

Information Pack

# DRAMA TEACHER

## MPS/UPS – 0.8 - FULL TIME

### Start date: ASAP



## DRAMA TEACHER

An exciting opportunity has arisen for an outstanding and inspirational colleague to provide exceptional teaching to our talented Drama students. Drama is an important part of our curriculum including the Sixth Form and the extracurricular programme makes a significant contribution to the school. The successful candidate will have the experience and vision to motivate our students and develop the profile of Drama within our school.

Chesham Grammar School is a successful and popular co-educational grammar school with over 1300 students on roll (400 in the Sixth Form).

We are looking for:

- a well-qualified and experienced teacher with a proven track record of inspiring students and staff
- excellent leadership and management skills
- a commitment to providing students with outstanding curricular and extracurricular Drama experiences and a commitment to both Drama excellence and Drama for all

We offer:

- high attaining learners who achieve excellent results
- commitment to professional development
- great support and team work
- superb teaching and staff facilities
- on-site accommodation
- an opportunity to work in an area of outstanding natural beauty 30 minutes from London

## Applications

Completed applications should be emailed to: [recruitment@redkiteschoolstrust.org](mailto:recruitment@redkiteschoolstrust.org)

Closing date for applications: **Monday 13 December 2021, midday**

Interviews: **Thursday 16 December 2021**

*Red Kite Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment.*

*Applicants will be required to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service.*



December 2021

Dear Colleague

Firstly, I would like to thank you for your interest in Chesham Grammar School and in this post. I hope this information will help you decide whether you wish to apply for this exciting position. CGS is a co-educational selective school with 1300 students, 400 of whom are in the Sixth Form. We have around 129 teaching and support staff who work hard to ensure our students enjoy the best possible educational experience. We admit 180 students into Year 7 each September, drawn from a wide geographical area. We also take around 50 students into Year 12 each year.

CGS is an outstanding school. That is the conclusion Ofsted reached when they last inspected the school in March 2014, although they didn't tell us anything we didn't already know. However, it is very much our mantra that outstanding doesn't mean perfect and we are constantly seeking ways to make CGS better still; in short, to make it a truly exceptional place in which to study and to work. Our examination results at GCSE and A level are excellent, testament to the dedication and commitment of both our staff and students. The vast majority of our students progress to university, with a good number each year winning offers of places at Oxford or Cambridge.

As you would expect in this sort of school, our curriculum is broad and balanced from Year 7 with all students studying traditional academic subjects as well as having the opportunity to explore a range of disciplines within the creative arts and technology. At GCSE, students can choose from a wide range of subjects with still more on offer when they get to the Sixth Form. But what goes on inside the classroom, day in, day out, is only part of the story. Beyond that, there is a real richness of experience as well as a genuine warmth and openness in the relationships between students and staff, all of which combine to make CGS a hugely rewarding place in which to work.

Our pastoral care is superb and vertical tutoring (currently suspended due to government Covid-19 guidance), organised around our strong House system, gives the school a very distinctive 'feel' and enables every student in the school to be known well by their tutor. It also ensures that those who join us are very quickly integrated into the life of the school. We place a huge emphasis on support and guidance and this is a real strength of CGS. The House system also ensures that healthy competition is an integral part of school life. Students belong to one of four Houses and there are competitions between them throughout the year in a range of sporting disciplines as well as in music, art and drama.

CGS has excellent facilities and is forward thinking and innovative. We have a passionate belief in our bright and articulate young people, seeking to equip them with the skills to succeed in the 21st century not just with excellent results. To this end, over the last few years, we have developed our own

approach to learning. The 'CGS Learner', as we call it, seeks to develop students who are able to learn effectively both independently and collaboratively and who leave us ready to face the challenges which lie ahead. We are constantly seeking ways in which to develop wider skills too and there are many opportunities for students to take a leadership role within

the school or to participate in extra-curricular activities in a wide range of spheres. None of this would be possible, of course, without the dedication, commitment and boundless energy of our staff who are always willing to give up their time to provide outstanding opportunities both within and beyond the classroom.

At CGS we want our staff to continuously develop too. Much of our CPD is 'in-house'; we have a very clear focus on the sharing of good practice within the school where there is already so much expertise. We regularly host visitors from other schools who come to experience at first hand various aspects of life at CGS, such as vertical tutoring, or, perhaps to see what the CGS Learner looks like in action. In addition, we encourage staff to visit other schools and to bring back ideas which can be shared with colleagues and which might in some way lead to further improvements here. We work collaboratively with several local schools and are very pleased to be members of both the Herts-Bucks Challenge Partners group and of a Teaching School Alliance, the Astra Alliance, which means we are fully involved in teacher training. This collaboration between schools has also enabled us all to expand our CPD for NQTs and for more experienced staff.

Our Drama Department is thriving and hugely successful. All students are taught Drama at Key Stage 3 and it is a popular option at GCSE where results are impressive. There is one class at A-level. The extra-curricular provision is outstanding, with a huge number of students taking part in the annual show and the House Performing Arts competition. The Department is housed within its own specialist Drama studio.

When making appointments, I am, first and foremost, seeking to recruit the kind of person who 'fits' our ethos. It is a privilege to work with the students at CGS; they are mature, committed and hard-working but they are also great fun to be with and, when you visit the school, you will see that there are very warm relationships between staff and students, based on mutual trust and respect. This helps to make CGS a hugely rewarding place to work. We want our students to have a superb experience at CGS both within and outside of the classroom and to learn to build positive relationships with others during their time here so that when they leave, they are ready for life beyond school in social as well as in academic terms. Of course we also want them to benefit from outstanding teaching and to be taught by passionate and committed subject specialists who will be willing to go that extra mile to give them the very best education possible.

I hope this letter gives you some feel for CGS and for this post. I imagine that you will be looking at our school website for further information, [www.cheshamgrammar.org](http://www.cheshamgrammar.org) which will give you a good deal of information about and a genuine feel for the school. If you would like to pay us a visit before applying, please do get in touch.

I look forward to hearing from you.

Yours sincerely,

A handwritten signature in black ink, reading 'A. McNaney' in a cursive style.

Annmarie McNaney  
Headteacher





DRAMA TEACHER

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## DRAMA TEACHER AT CHESHAM GRAMMAR SCHOOL

Responsible to: Subject Leader Drama  
Grade: MPS / UPS 0.8 – full time

### Overview

Teachers at Chesham Grammar School are effective professionals who are thorough in their curricular knowledge, teach and assess effectively, take responsibility for their professional development and have students who achieve well. The purpose of the teacher's job is to facilitate and encourage learning which enables students to achieve high standards; to share the corporate responsibility for the well-being, education and discipline of all students.

### KEY ELEMENTS OF THE ROLE:

- To assist in the development of appropriate syllabusi, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
- To contribute to the Drama department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.
- To assist the Subject Leader to ensure Drama provides a range of teaching which complements the school's strategic objectives
- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.
- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To ensure the effective/efficient deployment of classroom support
- To contribute to the process of monitoring and evaluation of the Drama department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To contribute to the development of effective subject links with external agencies
- To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.

### **Teaching**

- To teach students according to their educational needs, including the setting and marking of work
- To ensure that ICT, Literacy, Numeracy are reflected in the teaching/learning experience of students
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.  
To mark, grade and give written/verbal and diagnostic feedback as required.

### **CPD**

- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Appraisal process.

### **Pastoral**

- To be a Form Tutor to an assigned group of students. Promote general progress, wellbeing of the Tutor Group. Attend assemblies, encourage attendance and their participation in other aspects of school life.
- To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System.

### **General School**

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To communicate effectively with the parents of students as appropriate.
- To follow agreed policies for communications in the school.
- To take part in, for example, Open Evenings Parents Evenings and liaison events with partner schools.
- To undertake any other duty as specified by the Headteacher not mentioned above



## DRAMA TEACHER: Person Specification

	Essential	Desirable
<b>EDUCATION AND QUALIFICATIONS</b>		
A good honours degree and qualified teacher status	✓	
Evidence of relevant CPD	✓	
Relevant drama experience outside of the school environment		✓
<b>EXPERIENCE</b>		
A proven track record of impact as a teacher and at departmental level	✓	
A thorough knowledge and understanding of current development in teaching, learning and the curriculum	✓	
Excellent wider subject knowledge	✓	
<b>PERSONAL SKILLS AND QUALITIES</b>		
A demonstrable passion for Drama	✓	
Excellent communication skills and the ability to foster positive relationships	✓	
The ability to think analytically and strategically	✓	
The ability to set high standards	✓	
A strong moral purpose and drive for continuous improvement	✓	
Ability to work under pressure	✓	
Excellent record of attendance and punctuality	✓	
A good sense of humour		✓





## About Drama

Our mission is to introduce students to the rich variety of theatrical styles, genres and practitioners found throughout theatre history. We nurture a deep appreciation of Drama's power to interrogate socio-political issues and metaphysical questions through storytelling. Through exercising their voice and body, and by exploring their own and other's emotions, we guide students to become emotionally expressive, self-aware and self-reflective.

### Drama at Key Stage 3

Students begin Year 7 with a core unit on characterization and comedy, introducing students to the physical vocabulary and key conventions of Drama. They commence a detailed study of Theatre History, tracing the origins of Drama from religious ritual through the zeitgeist playwrights of Ancient Greece, Elizabethan and Jacobean England. In Year 8, students study the origins of Naturalism as a reaction to Victorian melodrama and the distinct characteristics of Farce. In Year 9 students begin to study Physical Theatre in preparation for GCSE.

### GCSE Drama - Eduqas

Students commence GCSE Drama at the beginning of Year 9 and opt to continue into Year 10. GCSE Drama is a popular choice at Chesham Grammar School, with two substantial teaching groups. Students immerse themselves in Physical Theatre making in Year 10, culminating in Coursework worth 40% of their grade. Year 11 is dedicated to acquiring robust textual analysis skills, interpreting the work of key playwrights through a performance for an external examiner and through a written exam taken in the summer term alongside their other GCSE external examinations.

### A-level Drama -Eduqas

Students have the opportunity to continue their study of Drama and Theatre by embarking on A-level studies. This is a popular choice and students are enthusiastic to develop their knowledge of practitioners, genres of theatre and continuing to develop their robust textual analysis skills with the view of exploring from both a design and performance viewpoint.





to perform in front of a live audience. The plays are directed by sixth form students and acted by pupils drawn from Years 7 to 10. Each team is fully independent and has to make a set, organise rehearsals, costumes and props. This is one of the most exciting events of the school year, always attracts a huge audience, and is a chance for real bonding between pupils from different year groups.

### Extra-curricular Drama at Chesham Grammar School and live Theatre Visits

We relish the opportunity to take students to visit as much live theatre as possible to enhance their studies.

There are two major events in the extra-curricular Drama year, the main school production and House Drama. Student leadership is a cornerstone of our extra-curricular offer, with Sixth Formers running a Tech Crew and a drama club, culminating in a show case evening for an invited audience.

The department leads on an annual whole School Production for Years 7-13. We aim for the highest standards and take the view that no show is 'beyond the reach' of school-age actors. We approach texts in the same way as a professional theatre company would – through intensive rehearsals over several months, working on sub-text and through improvisation around the text. In addition, our productions are aided technically by a professional lighting and sound designer. Our costumes are all meticulously hand-made by the Textiles Department and the school orchestra provides excellent music. Productions in recent years have included Grease, The Wiz, School of Rock and High School Musical.

Near the end of the Summer Term, we hold the annual House Drama Competition as part of a joint competition with the Music Department, House Performing Arts. Each of the four houses prepares a twenty minute play

Mrs Zoe Neagle – Subject Leader for Drama