

**Primary, Secondary & Sixth Form**

**“A SCHOOL FOR EVERYONE…” Ofsted 2020**

**Head of Drama**

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**An Introduction to Washwood Heath Academy**

**Washwood Heath Academy is a large All-Through Academy with almost 1700 learners, ranging from Reception age children right up to Sixth Form students.**

**Our pastoral system is at the heart of everything we do at Washwood, with students being assigned to one of seven houses within school – each with its own designated colour and name. We have one house dedicated to Year 11 students, so that the pastoral team, supported by Academic Mentors, can target support and guidance specifically towards the needs of these students as they reach this critical time in their education. In the Secondary Phase, the remaining six houses each have a range of ages within them with 2 form classes per year group making up the 8 forms in each house. The Heads of House work closely with their Guidance Managers, and SLT links to support the development of students through the school. Students remain in the same house from Year 7 to Year 10 which helps foster and develop supportive relationships between the pastoral teams, the form tutors and the students. Houses really become a strong factor in the students’ identities at Washwood Heath Academy, each one building its own identity, led by the Head of House, and developing a close family feel within the larger overall Washwood family. In addition, we are in the early stages of introducing the House system to our** **Primary pupils too.**

**At Washwood Heath Academy, we believe in creating and sustaining a positive and uplifting culture for all of our children and we also do this for each other as well.  We are a caring and nurturing environment which aims to develop all of our core HEARTS values: Happiness, Excellence, Achievement, Respect, Resilience, Tolerance and Self-Belief.  We go above and beyond to ensure that everybody within our school community feels respected, challenged, supported and safe.  We believe in being: Ready, Respectful and Safe and we expect all visitors to our school to uphold our three rules.  We aim to equip our pupils with the right tools for them to achieve and we aim to provide them with the most effective environment that ignites curiosity and wonder throughout our students’ journey with us. We have been developing the links between our Primary and Secondary phases, with a particular focus on utilising the expertise of subject specialists in Secondary and the extensive facilities in the school. Primary students have access to music rooms, Science Labs, PE facilities, Drama studio, Art rooms and outside space – a real benefit to the all-through school.**

**We support our families in ensuring that they too, can provide the right environment for our children to learn effectively and to grow securely both emotionally and mentally.**  **Together as one school, Washwood Heath Academy provides a safe and caring environment for our pupils led by highly-effective staff whose main aim is to ensure a continuing ethos of resilience and respect in learning.**

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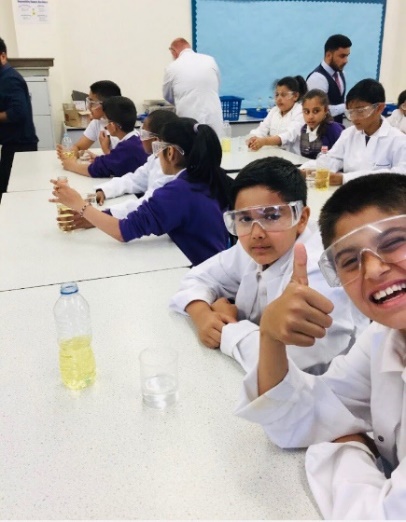
**In March 2020, Washwood Heath Academy experienced its first Ofsted inspection as an All-through Academy and was graded ‘Good’ in all categories. Ofsted reported that *‘Leaders have a clear and ambitious view of what pupils should learn. They have reviewed the curriculum, and made changes in short and longer term’.***

**In September 2019, Washwood Heath Academy embarked on its journey to develop and implement a knowledge-rich curriculum across all phases of the Academy. To date, we have embedded a knowledge-rich curriculum into Key Stage 3 and Key 4 subject areas and work is still very developmental in Primary and Key Stage 5. In addition, we have embedded Direct Instruction into Key Stage 3 and we are keen to introduce it into the Primary phase as a catch-up strategy. Staff at Washwood Heath Academy use research to help improve teaching and learning, curriculum and pastoral care.**

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**Washwood Heath Academy really is *‘a school for everyone’* and a significant number of staff have remained at Washwood for many years because they enjoy being part of a family and working in a caring and supportive community that wants the best for all of its young people and staff.**



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**JOB DESCRIPTION**

**Job Title: Head of Drama – Secondary Phase**

**Salary Scale: Main Scale + TLR 2A**

**Reports to: Head of Academy and Deputy Head of Academy**

**Job Overview**:

To lead and manage a team of staff in delivering high quality teaching and learning throughout the Drama department. This includes the promotion of student achievement as well as the maintenance of good behaviour and discipline.

**Job Description**

To secure high standards of achievement in the Drama Department.

To deliver high quality, creative, teaching and learning, including the promotion of student achievement as well as the maintenance of good behaviour and discipline.

To lead raising achievement strategies in Drama together with teaching and learning across the Academy.

To lead the enrichment provision across the Drama department, including the delivery, organisation and management of whole school performance/ Arts events.

**SPECIFIC**

Vision

• Create a vision for Drama based on creative and outstanding teaching, learning and achievement for all students.

• To develop and grow Drama so it continues to have a whole school impact.

Curriculum

• To attend middle leader curriculum meetings and represent the Drama department across the Academy.

• To ensure Drama learning outcomes and vision is shared across the Academy.

• To coordinate the Drama subject CPD programme to ensure all teachers have appropriate training and support.

• To lead on sharing good practice developed within the Drama department.

• Work closely and effectively with outside agencies providing creative learning experiences across the Academy.

• Communicate the impact of working with outside agencies with the academy, staff and parents/ carers.

• Co-ordinate the use of the academy Google Classroom, Google Drive and office 365 to support teaching and learning across the Drama curriculum.

• Ensure all teachers implement the use of Show My Homework online resource in line with the Academy Homework Policy.

• To lead and coordinate Academy Partnership programme to provide primary students with the opportunity to share in the Drama learning experience.

• To lead on any Drama Curriculum Days including the organisation and delivery.

• To embed and develop the Drama knowledge rich curriculum including leading on the development of knowledge organisers and workbooks.

• To ensure an engaging and varied curriculum is offered at all key stages to ensure all students have a quality education experience.

• To continuingly assess the Drama curriculum offered at all key stages and adjust it to suit the needs of the students.

• To provide a rich extra-curricular provision that is accessible to all pupils in the academy.

• To manage the drama budget and possible funding opportunities.

• To provide rich performance opportunities in drama within The Arts, both inside and outside school performance opportunities.

Achievement

• To lead on data analysis of external and internal data to provide exam data analysis and reports.

• Drive the department Improvement Plan for Drama by indicating and including current trends and continuous assessment; share the strategic overview; identify priorities.

• Anticipate and respond to National Agenda, eg curriculum and performance measures.

• Keep up-dated on national trends and monitor progress against national expectations.

• Develop and implement the Drama curriculum.

• Manage the KS4 and KS5 options process, promoting the recruitment for drama.

• Develop report to be shared with line managers, on half-termly basis, after each data collection with overview of KS3 and KS4 achievement.

• Ensure all underachieving students after each data collection and external result publication are identified and receive appropriate, high quality intervention.

• Ensure all assessments are completed and recorded in line with Academy assessment calendar.

• Take responsibility for ensuring good behaviour and attitude to learning is secured for learning across department.

• Share Drama achievements across the Academy, with parents, students and the community.

• To provide guidance for team on chosen exam specifications, including remaining up to date on exam board advice and guidance.

Tracking

* Lead on co-ordinating all internal and external assessment:

-Including all examinations entries

-re-sit entries

-continuous assessment

-course changes

• Co-ordinate a programme of moderation of internal assessments and controlled assessments

• Co-ordinate and check data entries are completed to whole-school deadlines and are accurate and consistent with moderated results

• Monitor the effectiveness of intervention strategy and report to AHA the outcomes of intervention and plan future intervention based on data

• Lead on the reporting on the impact of intervention, attainment and achievement at Academy progress panels for all Drama.

• Create data protocols to support accurate data entry and compliance for deadlines.

Celebration of Achievement

• Ensure all external data is distributed to Drama teaching staff and provide evidence in faculty meetings.

• Implement a programme of celebration events for highest achievements in consultation with HOF.

• Develop strategies to further raise achievement across all courses, including controlled assessment.

• Monitoring and evaluating of the effectiveness of achievement strategies supported by parental meetings, learning walks and student interviews.

• Participate in opportunities to raise the profile of Drama across the Academy and trust.

Line Management

• Line management of the Drama department and its technicians.

• Managing the monitoring of the Drama department studios and equipment.

**GENERIC**

To ensure effective teaching and learning by:

• Having a detailed knowledge of the development and progression of subject(s) taught in an engaging and relevant curriculum;

• Keeping up to date with developments in pedagogy for the subject(s) taught;

• Identifying clear teaching objectives, content, structure and sequences to ensure all students have the opportunity to reach their potential in subject taught, and in literacy, numeracy and ICT;

• Using teaching methods which keep students engaged, including stimulating curiosity, effective questioning and response, clear presentation and good use of resources;

• Responding securely to subject-related questions which students raise and students’ common misconceptions and mistakes;

• Securing high standards of student behaviour, through well-focused teaching, establishing appropriate rules which students respect; and dealing with inappropriate behaviour in line with the behaviour policy;

To ensure effective assessment and evaluation by:

• Assessing how well learning objectives have been achieved and use this assessment information to inform future teaching;

• Marking and monitoring students’ class and homework, providing constructive written feedback and setting targets for students’ progress;

• Making accurate assessments against attainment targets and performance levels associated with other qualifications taught;

• Setting targets for improving students’ achievement and securing progress through using appropriate teaching strategies.

To involve parents and the local community by:

• Informing parents through oral and written reports on their children’s attainment, progress, development and how they can help them to improve;

• Contacting parents if their child’s progress is less than expected and responding to all communications from parents;

• Providing opportunities to develop students' understanding by relating their learning to real and work-related examples;

• Liaising with agencies responsible for students' welfare.

To develop self and support the development of teams by:

• Setting a good example to the students in their presentation and personal conduct;

• Evaluating their own teaching critically and using this to improve their effectiveness.

• Taking responsibility for implementing school policies and their own professional development;

• Establishing effective working relationships with professional colleagues and support staff;

• Appraising staff through Performance Management and using the process to develop the effectiveness of all staff;

• Deploying support staff and other adults effectively in the classroom, involving them in the planning and management of students’ learning;

• Attending calendared meetings, contributing to discussions and implementing agreed actions.

To ensure that resources are used effectively by:

• Selecting and making good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

• Leading communication between department and trust ICT team.

General duties are to:

• Attend assemblies and register the attendance of students;

• Promote the general progress, well-being and social, cultural, spiritual and moral development of students at the school;

• Provide support and guidance to students on educational and social mattes;

• Teach students whose teacher is unavailable for up to 39 hours a year;

• Provide accurate group lists and other information required by administrative support;

• Fulfil the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document;

• Carry out duties and responsibilities necessary for the smooth running of the school, as required by the Executive Head Teacher.

**Context of the post**

As a department leader, the post-holder has a key responsibility for contributing to the development and leadership of the strategic direction of the school and ensuring that it is effectively put into action within the faculty’s subjects.

**Responsibilities as a member of the Extended Leadership Team to:**

• Contribute to the evolution of the vision for the school, and to it being clearly articulated, shared, understood and acted upon effectively within the faculty and beyond.

• Demonstrate the vision and values in everyday work and practice.

• Motivate and work with others to create a shared culture and positive climate.

• Help build a culture which values the richness and diversity within the school.

• Treat people fairly, equitably and with dignity and respect.

• Encourage a professional learning culture which enables staff to achieve high standards.

• Review own practice, set personal targets and take responsibility for own personal development.

• Think strategically and act positively.

• Contribute to the effective leadership and management of the whole school through whole school responsibilities, including leading duty teams, and other tasks as directed by the HOA.

**Responsibilities as a Head of Department to:**

• Focus on the raising of standards, especially the achievement of all students, and have high expectations of learning and behaviour within the department.

• Line manage the post-holders within the department to ensure that practice and pedagogy are of the highest standards and aligned to the ethos of the whole school, challenging under-performance and celebrating success.

• Ensure that that the subject leader(s) within the department comply with their responsibilities as described within their job descriptions

• Seek ways of improving leadership structures and collective responsibility based on empowering colleagues, rigorous self-evaluating and development planning within the department, ensuring the completion of the subjects’ SEFs and DIPs, and the effective professional development of staff.

• To undertake effective monitoring of the work of the department, including the leadership and management of the subject(s) within the faculty, ensuring accountability.

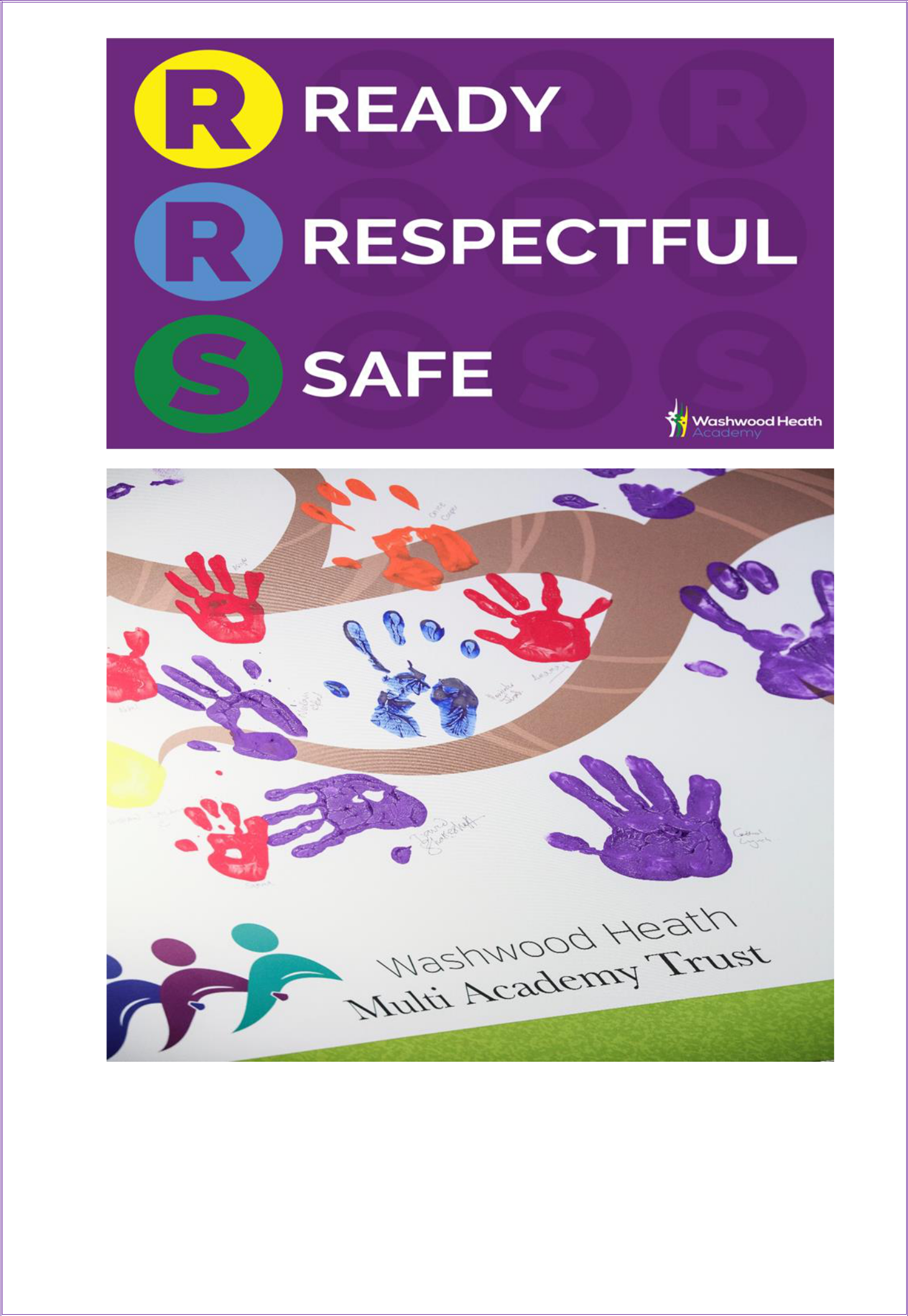
• Ensure and promote a high standard of assessment, teaching and learning, curriculum planning and student experiences (including work with stakeholders, OOH, off-site and on Cultural Days) within the work of the department.

• Ensuring schemes of work and the work of the department effectively promote the ethos of the school, and particularly the well-being of students and their spiritual, moral, cultural and social development, improving their life-chances.

• To ensure all procedures, meetings and reporting are effectively and efficiently carried out.

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| **Education/ Qualifications**  **PERSON SPECIFICATION** | **Essential** | **Desirable** |
| QTS status | **√** |  |
| Degree/post graduate study (specialising in Drama). | **√** |  |
| High Academic achievement |  | **√** |
| Evidence of continuous INSET and commitment to further professional development. |  | **√** |
| **Experience, Knowledge and Understanding** | | |
| Specialist subject knowledge of KS3, 4 and 5 Drama curriculum and experience teaching it. | **√** |  |
| Successful teaching practise or experience teaching drama to students aged 11-16. | **√** |  |
| Specialist subject knowledge and experience teaching GCSE Drama with evidence of sustained performance over time improving results. | **√** |  |
| ICT Competence and interest using ICT in the classroom. | **√** |  |
| Experience of successful, varied, creative and specialist teaching. | **√** |  |
| Experience of managing a budget. | **√** |  |
| Experience of leading on whole school performances. | **√** |  |
| Experience and a willingness to contribute to the whole school enrichment programme. | **√** |  |
| Specialist subject knowledge of BTEC |  | **√** |
| Recent, relevant in-service training in current educational practice, including management. |  | **√** |
| Experience of teaching Higher ability pupils |  | **√** |
| Experience of teaching SEN and EAL pupils. |  | **√** |
| Experience of organising and developing the Drama curriculum in KS3, 4 and 5. |  | **√** |
| Leadership experience within a Drama department. |  | **√** |
| Experience of delivering drama at primary school level. |  | **√** |
| Know how to use data, together with information about students’ prior attainment to set targets for improvement. |  | **√** |
| **Skills and Abilities** | | |
| The ability to plan, monitor, evaluate, review and lead by example across the Drama subject area. | **√** |  |
| Ability to manage raising achievement and intervention strategies in Drama | **√** |  |
| Ability to lead a team of Drama teachers and technicians. | **√** |  |
| Ability to take responsibility for continuous professional self- development | **√** |  |
| The ability to solve problems and make decisions. | **√** |  |
| The ability to inspire students and staff. | **√** |  |
| The ability to work under pressure and meet deadlines. | **√** |  |
| The ability to use ICT appropriately | **√** |  |
| The ability to analyse, understand and interpret relevant information and data | **√** |  |
| Experience of working with external providers such as drama companies |  | **√** |
| Communicate a clear vision for Drama in the future. |  | **√** |
| Experience of being responsible for drama subject specific equipment, including; drama studio, studio lighting, whole school performance equipment. |  | **√** |
| Experience of holding other post holders to account. |  | **√** |
| **Attributes/ Other** | | |
| Self-confidence and initiative. | **√** |  |
| Reliability, resilience and integrity. | **√** |  |
| Energy, enthusiasm and imagination. | **√** |  |
| Intellectual ability. | **√** |  |
| Awareness, understanding and commitment to equal opportunities. | **√** |  |
| Personal impact and presence. | **√** |  |
| Willing to contribute to the wider life of the school. |  | **√** |
| Interests and experiences outside of teaching. |  | **√** |





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