



Farnham
Heath End School



Head of Drama



#RoadToGreatTogether



Candidate Letter

Farnham Heath End School is an 11-16 community school serving the Farnham and Aldershot areas. In September, we will have approximately 1,100 students on roll and we are a truly comprehensive school. Farnham Heath End School is also part of the Weydon Multi Academy Trust (www.weydonmat.co.uk).

We are fortunate to have a great staff, both teaching and non-teaching. Visitors frequently comment on the warm and welcoming atmosphere in the school. At Farnham Heath End School we believe in working and playing hard. Our students and staff throw themselves into events like Comic and Sport Relief and a Staff Pantomime with tremendous energy and enthusiasm.

We are very fortunate to have a Governing Body which actively supports the school as our 'critical friends'. I firmly believe in the concept of distributive leadership because I am convinced that I do not have all the good ideas and that leadership is a team activity.

If you are interested in applying for this post please do so by letter of application and completing the application form (no CVs or additional information). In your letter of application, which should be no more than two sides of A4, please could you address the following points:

- Why you are particularly attracted to this post at this school
- A summary of your experience to date, including leadership experience, knowledge of curriculum/assessment and evidence of improving student attainment over time.
- Your educational philosophy/vision
- Anything else you may wish to add

If you decide to apply I look forward to reading your letter which should be returned to school by **Friday 07 February**. Please ensure that you include contact numbers for both daytime and evening and an email address. If you would like to visit the school to see us in action before submitting your application please contact Julie Jay via jjay@fhes.org.uk. I know from my own experience how long it takes to draft letters of application and thank you in advance for your time and effort. Thank you for your interest in this post and whatever the outcome, may I wish you the best of fortune in your future career.

Yours sincerely,



MR STUART MAGINNIS
Principal



Job Advert

Employer:	Farnham Heath End School
Location:	Farnham, Surrey, GU9 9BN
Salary:	MPS/UPS +TLR
Contract type:	Full time (Flexible working would be considered)
Job starts:	Easter 2025
School type:	Secondary 11-16, mixed gender

We are looking for an enthusiastic and innovative leader of Drama, with strong interpersonal skills and a commitment to achieving high standards within a strong department. The successful candidate will have a strong academic background and be a highly effective classroom practitioner who is capable of inspiring and motivating students. The new leader of Drama will continue to drive improvement in the department through leading the department's weekly subject planning and development time (two hours) to further develop the curriculum and its implementation. This post would suit candidates who are looking to make the move into senior leadership in the future.

Farnham Heath End can offer successful applicants:

- a range of CPD opportunities to support their professional development inside and outside the classroom.
- a self-driven approach to professional growth.
- a range of evidence-informed strategies to support teaching and learning inside the classroom.
- a consistent approach to behaviour which ensures learning is not disrupted.
- a welcoming staff community.
- opportunities to collaborate across a range of mainstream and specialist provision schools within the Weydon MAT.
- external leadership/NPQ opportunities, including supporting masters' applications and aspiring senior leader's development programme
- access to a fitness suite within the school.

We welcome applications from ambitious individuals who share our vision and wish to contribute to transforming community education in Farnham. Farnham Heath End School has excellent facilities and is rapidly improving so that it becomes an outstanding provider of high-quality local education.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Offer of a position is subject to receiving satisfactory references and an Enhanced DBS Clearance. For more information and an application pack, please see our school website www.fhes.org.uk or contact Julie Jay via jjay@fhes.org.uk. If you would like to visit the school before submitting your application please contact us. Completed application forms should be returned to jjay@fhes.org.uk by **Friday 07 February**.



Welcome to the Drama Department

The Drama department at FHES is an enthusiastic and friendly department within a school that is driven to achieve the highest standards of teaching and is supportive of its staff and students alike. We are very proud of our academic success, especially in recent years after a real drive to improve our curriculum's content and its implementation, which has meant that we have recently hit FFT30 targets.

As the team has a variety of strengths, we pool ideas and collaborate on schemes of learning and share lots of centrally planned resources; no teacher is expected to plan their day of teaching from scratch.

We are also a team keen to improve on classroom and teaching practice. By collaborating on lessons, it frees up time for teachers to focus on excellent delivery, great explanations, and responsive teaching. This helps to maintain consistency, but also reduces staff workload. In addition to this, the department has weekly (two hour) subject planning and development sessions, where the team co-plan the curriculum and its implementation. At KS4 we follow the AQA GCSE specification.

FHES has a strong commitment to research-informed teaching and learning and the Drama department is committed to using strategies with a strong research base to ensure we give all our students the very best chance of success. Every classroom (including the Drama Studio) has a visualiser for live modelling or feedback, we regularly train students to use etymology to help them remember and use key tier 3 vocabulary, and all our lessons have knowledge retrieval built in to enable success and build on existing schema.

Currently our department has been focussing on how to make the best use of modelling and scaffolding of tasks under the visualiser to allow for all students to access tasks and to support cognitive load. We are also focusing on providing high-quality live and whole-class feedback. Again, this is proven to both reduce workload while also increasing the accuracy of the results.

The Drama department at FHES is a fantastic place to work and we look forward to welcoming someone who shares our passion for the subject and our drive for student success.



Job Description

TEACHING & LEARNING

- evaluate and implement the curriculum to ensure students experience the full breadth and depth of the subject and are able to make progress;
- establish, with the involvement of relevant staff, short, medium- and long-term plans for the development of the subject;
- monitor the progress made in achieving subject plans and targets, evaluate the effects of teaching and learning, and use this to guide further improvement;
- establish provision of structured schemes of work, ensure curriculum coverage, continuity and progression in the subject for all pupils;
- provide guidance on the choice of appropriate evidence-informed teaching and learning methods to meet the needs of the subject, and of different pupils;
- establish, and implement, clear policies and practices for assessing, recording and reporting on pupils' achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- evaluate progress and achievement in the subject by all pupils;
- systematically monitor the quality of teaching through observation of lessons and adherence to the School's monitoring systems, and act to improve further the quality of teaching through professional debate based on good practice;

MANAGEMENT OF PEOPLE

- establish clear expectations and constructive working relationships among staff involved with the subject through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
- audit training needs of staff;
- lead professional development of subject staff through example, coaching and support, and coordinate the provision of high-quality professional development, drawing in other sources of expertise as necessary;
- ensure high quality training, monitoring and support is provided during the induction of new staff and for trainee teachers;
- assist colleagues to achieve expertise in their subject teaching and to meet targets;
- work with the SENDCO and any other staff with special educational needs expertise to ensure curriculum implementation is inclusive, allowing all students to thrive and make progress;
- ensure you operate as a role model through meeting deadlines and modelling best practice;
- establish and maintain good lines of communication within the Department and with other stakeholders, including staff, pupils, parents, Governors and appropriate outside agencies

MANAGEMENT OF RESOURCES

- establish resource needs for the subject and advise senior management/line management of likely priorities for expenditure;
- manage available resources to meet the objectives of school and subject plans;
- Source, promote and support the delivery of enrichment opportunities for students



OTHER DUTIES

- Play a full part in the life of the school community.
- Support the school in meeting its vision and ethos.
- Play an active role in the protection and safeguarding of children.
- To actively promote school policy.
- To continue your personal development
- To undertake any other duty as specified by the school.
- Foster good working relationships with all stakeholders as well as the wider community in order to promote the academy in an effective and positive manner.

GENERAL RESPONSIBILITIES

- Teaching subject specialism
- School duty supervision
- Admin as required
- Any other operational requirements

LINE MANAGEMENT: Drama Department

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

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment of any employee who develops a disabling condition.

This Job Profile is current at the date shown but following consultation with you, may be changed by Leadership to reflect or anticipate changes in the job which are commensurate with the salary and Job Title.



Person Specification

Qualifications	Essential	Desirable
Has qualified teacher status with a degree qualification	*	
Evidence of further professional study eg. NPQML or current NPQ		*
Evidence of Continuing Professional Development.	*	
Professional Knowledge, Skills and Understanding	Essential	Desirable
A proven record of sustained effective classroom practice, demonstrating effective outcomes	*	
High expectations and shows a passionate commitment to developing the best in young people, with a relentless focus upon ensuring excellent attainment and outcomes	*	
Has a record of successful working with parents as partners in learning	*	
Experience of monitoring and evaluating teacher effectiveness in relation to standards and outcomes.	*	
Experience of working with other teachers and professionals to extend their understanding and effectiveness.	*	
Committed to on-going research into strategies that can be adapted for successful implementation at Farnham Heath End School.	*	
Ability to track, monitor and analyse student data to provide intervention to support outcomes	*	
Understanding of GCSE specifications	*	
Experience of developing ambitious, progressive and well sequenced SOW at both KS3 and KS4 with outstanding improvement	*	
Effective use of assessment and attainment data to improve departmental standards and practices.	*	
Knowledge of leading, designing and implementing a high-quality curriculum that promotes challenge and engagement for students and inspires staff.	*	
Attendance at a researchED event, or similar, and ability to evidence how this has impacted their practice.		*
Experience of delivering whole-school CPD.		*
An understanding of the KS2 and KS5 curriculum.		*
Safeguarding	Essential	Desirable
The ability to form and maintain appropriate relationships and personal boundaries with students	*	
A commitment to inclusive education	*	



Committed to safeguarding and promoting the welfare of children and young people (References)	*	
Equality of Opportunity	Essential	Desirable
The ability to ensure that there is equality of access to educational attainment and that all aspects of equal opportunities are adhered to	*	

Leadership and Management Skills	Essential	Desirable
Experience of accurate year/key stage/subject self-evaluation and improvement planning in order to raise standards	*	
Experience as a manager of leading, motivating and managing staff effectively to raise standards and evaluate the impact of initiatives(s)	*	
Excellent communicator	*	
Excellent management skills ensuring that areas of development amongst the team are identified and addressed effectively.	*	
Ability to lead people and motivate others to share and support the subject vision.	*	
Ability to plan subject priorities with clear milestones of success.	*	
Ability to hold people accountable and manage performance effectively		*
Experience of promoting excellence and challenging poor performance		*
School improvement planning at departmental level		*
Personal Qualities	Essential	Desirable
Passion for Drama	*	
Produced/directed, or been part of a team that has put on, whole-school productions	*	
Willingness to run an extra-curricular Drama club and to run after-school rehearsals for whole-school productions.	*	
Inspirational, dedicated and motivated individual.	*	
High quality communication skills with the ability to develop positive relationships with all stakeholders	*	
Ability to maintain trust and be highly respected by staff	*	
A sense of humour and a good sense of well-being	*	
High expectations of self and others	*	
A flexible and adaptable approach	*	
Ability to stay calm under pressure	*	
Treats people fairly, equitably and with respect to maintaining positive working relationships	*	



Has resilience and the determination to be successful within this role and ambitious for the School and its students	*	
Ability to provide evidence to show a commitment to professional development.	*	
Ability to plan personal development for staff with varying levels of experience.		*
A relentless drive and commitment to getting the best out of all pupils with no child left behind.	*	
A creative and imaginative thinker who has the ability to identify innovative solutions to problems		*



Reasons to work at FHES

1	Wellbeing Coordinator appointed to organise social events, create surveys and be there as a 'go to' for staff.
2	Additional PPA time for management responsibility.
3	A sensible 'feedback policy', bespoke to departments. No more countless hours pointlessly marking hundreds of books 'just because'. No mandatory written comments or specific frequency required.
4	No lunch duties. If staff really want to do one, we pay them.
5	Outstanding nursery on site, discounted by 10% for staff.
6	Flexible working and part-time working supported, especially for staff with young children.
7	Only one break duty per week, usually when the teacher is free the period before or after.
8	All SLT teach to spread the load and stay firmly 'in the game'.
9	Autonomy given and no micro-managing, within our shared values and strategy
10	Sensible performance management done with you not to you with a classroom development focus.
11	Low stakes lesson drop-ins on Steplab based on professional curiosity and research-informed practice.
12	Lesson visit feedback arranged during school hours.
13	Work scrutinies led by departments and Middle Leaders, based on professional curiosity.
14	Pace: when there is an issue, we tackle it fast and get it sorted. No faffing.
15	Staff are discouraged from reading or sending emails on their phones, at least in the evenings and weekends.
16	While we try to recognise and praise discretionary effort, no kudos is given for working extra hours just for the sake of it.
17	CPD is bespoke, targeted and evidence-informed.
18	CPD is planned for the term and year in advance, so everyone knows what is happening.
19	SPDS encourages collaborative planning (subjects meet weekly on a shorter school day to allow for collaborative curriculum planning)
20	Staff encouraged to share resources and collaborate across the MAT
21	Data capture two times per year (cut down from 6)
22	No written parental reports for subject teachers, only form tutors.
23	No formal lesson plan formats or silly rules about submitting them.
24	Fantastic admin support: all letters checked, addressed, printed and posted or sent electronically for staff centrally.
25	On site ICT technicians offering full time tech support.



26	We want meetings to focus on T&L and strategy, not admin. They should finish on time and are not needless.
27	We are careful of 'mission creep', where extra and often unnecessary details are gradually added to an initiative usually causing workload to spiral out of control.
28	Trust. An absence of fear: no Ofsted fear, no management fear.
29	1265 Directed Time not filled up. We know staff work hard and go the extra mile. We don't need to measure it.
30	Single page SEFs and 100 day Action Plans for departments.
31	Working towards a coaching culture. The T&L team are coaching trained in order to support our staff effectively. This aims to reduce workplace stress and empower staff to take effective control of their work lives.
32	SISRA for staff to access data and complete analysis swiftly.
33	Principal supports family and milestone events if a day off is needed.
34	Range of staff socials/events to encourage getting together and relaxing as a team.
35	Staff have access to a trained counsellor to support with positive mental health.
36	Opportunities for staff career progression within school or across the MAT.
37	Systems in place for supporting staff with health issues.
38	Budget allocated to Wellbeing Co-Ordinator to support events.
39	Leave for unavoidable medical appointments fully paid.
40	No BS and no elephants in the room. Regular opportunities given to staff to give critical feedback to the Principal about what's going well and what is not. We talk about and acknowledge challenges and where we can do better.
41	All staff email is kept to a minimum. Only a select few of our staff are able to send all staff emails. We now have a daily and weekly bulletin.
42	Free access to the school Fitness Suite.
43	Early years teachers (ECTs – ECTs+3) receive weekly instructional coaching from trained coaches.
44	All staff have access to the FHES effective teaching habits to ensure classroom consistency.
45	Staffroom was refurbished in 2022 and is a space free of any work information to relax in
46	Integrated Google classroom use to support face to face and remote teaching
47	Introduction of knowledge organisers with students who self-assess their own learning increasing student ownership and removing need for staff to mark home learning.
48	All staff have access to a school purchased Chromebook to support them with high quality access to technology
49	All classrooms have visualisers for all staff to live mark and model answers