



Candidate information pack

Head of Performing Arts Faculty (March 2025)

17th March 2025

Dear Candidate,

Thank you for your interest in the post of Head of Performing Arts Faculty at Thomas Keble School. This is a full-time permanent position from September 2025, and has arisen due to the retirement of the current post holder.

I hope the information contained in this pack informs you about our school and helps with your decision about making an application. Choosing the school for the next stage of your career is a really important one and, to that end, we welcome prospective applicants to come and have a look around before making the decision to apply. If this would be helpful, my PA, Amanda Oxberry can be contacted via recruitment@thomaskeble.gloucs.sch.uk. She will be happy to assist. The successful candidate will be appointed on their skills and experience, but as important to me will be your approach, attitude and beliefs. You can use our current website at www.thomaskeble.gloucs.sch.uk to find out more about what we do and why we do it.

The application process is outlined later in the pack (pages 8/9). Should you decide to make an application, you can either post it, for my attention, to Thomas Keble School, Eastcombe, Stroud, Gloucestershire, GL6 7DY or email it to recruitment@thomaskeble.gloucs.sch.uk. All applications must be received by 12 noon on Friday 4th April 2025 and interviews will take place w/b 7th April 2025.

Please note that Thomas Keble School is committed to safeguarding and the post will be subject to satisfactory completion of enhanced checks through the Disclosure and Barring Service.

I fully appreciate the amount of time and effort it takes to prepare an application for a post such as this and I thank you in advance. In return, I undertake to read every application very carefully, and to ensure that short-listed candidates have every opportunity to see the school in action, to meet as many colleagues as possible and to ask whatever they wish.

Please do not hesitate to contact Amanda Oxberry, my PA, by telephoning 01452 770 301, or emailing recruitment@thomaskeble.gloucs.sch.uk should you wish to discuss the post further, or to arrange a visit.

I look forward to receiving your application.

With best wishes,

S P Shaw
Headteacher

Our Purpose

To inspire learners to achieve more than they think is possible.

Our Principles

We believe that every child can achieve beyond their initial expectations. We believe every child's success is worthy of celebration. We have demonstrated the ability to achieve highly, year on year, by combining quality teaching with a robust pastoral support programme and a comprehensive extra-curricular programme. We focus on the individual, tailoring a programme of study and a programme of pastoral support to enable students to leave us as confident, articulate and empowered young adults.

Our Values

A learning community where every child can thrive and achieve, becoming confident and articulate young adults through adherence to our core principles and values of:

Respect Excellence Ambition Compassion Honesty

Our students will:

- Experience a rich and broad curriculum and be encouraged to be lifelong learners.
- Achieve the highest possible standards.
- Become responsible members of their community.
- Care for and respect themselves, others and the environment, with a strong foundation of moral and spiritual values.
- Develop the technological skills needed to thrive.

Strategic Success Measures 2021 -2026

- Our headline Key Stage 4 national success measures will place us in the top 10% of comparable schools based on student outcomes.
- Our Key Stage 3 students will continue to thrive as a result of their curriculum experience making them increasingly independent, engaged and motivated to succeed as they move into Key Stage 4.
- Our Key Stage 3 students will benefit from high quality feedback and assessment that will support them to make progress above the level one might expect and our assessment processes will enable us to intervene in a timely way, to support where needed.
- Our teaching & learning strategies will be informed by high quality, research and evidence-based CPD and this will enhance the quality first teaching that underpins our approach.
- We will have a school where our values of respect, excellence, ambitions, compassion and honesty permeate everything we do.

Introduction

This vacancy has arisen due to Mr. Burgess leaving to pursue other interests, following many years of fantastic service to the school. We are therefore looking to appoint an experienced and highly effective individual to build on the strong foundations already in place, to lead the department forward through its next phase of development.

The Role

The primary focus of the role is to provide strategic leadership in Performing Arts and to teach Drama and to line manage and support the Head of Music to secure high levels of attainment and progress, for all students, through an effectively planned and delivered curriculum. The Performing Arts Faculty also leads on our school productions. The successful candidate will also be a member of the Senior Staff Academic Team (SSAT). The SSAT is our Middle Leadership group and has a key stake in the thinking that we do in moving the school forward.

The Person

The ideal candidate will have a fascination with the learning and teaching of Performing Arts, have high standards, work well with their colleagues and bring a fresh and dynamic approach to improvement. We are also looking for someone who shares our values, is ambitious for all children and will help to build and sustain our school culture. It might be useful if I expand a little on what I mean by this. As an example, we don't seek to define ourselves by an Ofsted grade or student outcomes. We do educate students well and provide strong levels of pastoral support; the excellent exam results are an *indicator* (one of many) that we are doing this well. We do spend time as leaders understanding and testing assumptions and beliefs, making any changes 'with and not to'. Further information is set out in the Person Specification on Page 10.

The Department

The department is located within a suite of teaching rooms on the ground floor of our new building. The Faculty Office sits within the Music cluster which is next door to the Drama Studio. There is easy access to IT through bookable laptop trolleys, delivered by a team of dedicated in-house IT technicians. The successful candidate will be supported by our Head of Music. The department is staffed as follows:

The School

Thomas Keble School is an 11-16 Single Academy Trust (SAT) school in Eastcombe, a small town in the Stroud Valley which is in easy commuting distance from Cirencester, Stroud and Cheltenham. Staff do travel in from further afield each day, including from Bristol and Gloucester. The school is named after Thomas Keble, a Church of England clergyman who contributed four of the *Tracts for the Times*. The school was known as Manor School until September 1990 and gained foundation school status in 2007 before converting to academy status in August 2011.

We are the school of choice for many parents in the Stroud Valley, and as such we are heavily over-subscribed with waiting lists in years 7, 8, 9 and 10. Students who attend the school come mainly from eight feeder primary schools, with around a third travelling in each day from out of our catchment

area. We have a PAN of 142 students split into 5 Tutor groups, giving an overall maximum role of 710. The role is currently at 724 and will be 731 in September 2025. The school is over notional PAN as we were asked to accommodate an extra group in the current Year 8 due to school place issues in the county.

Thomas Keble was chosen as one of the first 50 schools nationally to be rebuilt under the Schools Rebuilding Programme (SRP). Work commenced in February 2023, with 80% of the estate being replaced with a state-of-the-art facility. We took possession of the first phase in February 2025 and all works are due for completion in February 2026. The successful candidate will have the opportunity to work in a fantastic environment. I have shared 2 elevations below:



Our last Ofsted inspection was July 2023 and the school was again graded as 'Good'. From the report:

Leaders have designed a broad and ambitious curriculum

Teachers are knowledgeable about their subjects and present new information clearly

Pupils are polite and respectful. Pupils feel happy and safe at school.

Pupils' behaviour is calm and friendly. Disruption to learning is rare.

Leaders and governors have positive relationships with staff, parents and carers.

Staff feel supported and valued. They say that leaders care about their workload.

Thomas Keble is a school where teachers can teach and our students are eminently teachable. This means that you can impart your passion for Performing Arts without having to constantly assert your authority. We don't grade lessons, prescribe how to teach and we are informed by the new and emerging evidence around learning and teaching, rather than the latest fad or government whim. As a small school, we can be agile and innovative, as we look to respond to the changing educational landscape.

In September 2019 the school created Teaching and Learning Communities (TLCs). The aim was to build and share subject knowledge, develop curriculum quality and coherence, co-plan upcoming lessons and units of work and to develop evidence-informed pedagogical practices, with a focus on

Consistent Challenge for All. Significant time is devolved to departments to do this work, and a key aspect of the role is making effective use of this time to drive standards. There are also opportunities for staff to join annual action research groups to share expertise and engage with research in areas pertinent to school development. These have previously included Assessment and Reporting, Boys' Achievement and Homework.

SEND

A small number of students need a differentiated curriculum (i.e. they are taught different content in a different way). However, most students with special educational needs or disabilities are taught the same curriculum as the majority and be supported by the teacher to access this curriculum. It means that expectations for what students should achieve are high, and that we adjust instruction and support to ensure all students access our challenging curriculum. We have a large number of Teaching Assistants who are experienced and expert. We are proudly Inclusive, which means students of ALL abilities and with varying needs are welcome. We have significantly higher numbers of students with EHCPs and who are registered as having SEND. Our EHCP cohort is currently 51 students or 8% of the cohort, and our SEND cohort sits at 126 (K Code).

School strengths

- Excellent outcomes for **ALL** students over time (P8 in 2024 was +0.23)
- Positive relationships and a strong inclusive community ethos.
- Research led and engaged staff body. Established, committed and skilled Teaching Assistants and Support Staff.
- Broad/ balanced curriculum, 3-year KS3, all well sequenced and delivered by subject experts.
- High quality guided choice and support through school and for 'life after TK'.
- Broad and layered pastoral care offer: Tutors, HoY, Student Services pastoral structure and Trailblazer provision.
- Student leadership opportunities mapped out and an exceptionally rich extra-curricular offer.
- Experienced Safeguarding team with robust processes in place.
- Mental Health provision is strong with SMHL (Senior Mental Health Lead- CR) in place and Trailblazer Pilot School.

The Curriculum and Academic Success

All students study the same broad and balanced curriculum up to the end of Year 8 with some specialisation introduced into Year 9 (see model below). Specialisation enables more time to deepen learning in specific subjects. This is a three-year KS3. We teach at least the National Curriculum through Years 7 and 8 and Year 9 for those areas chosen by students. Most subjects are taught in mixed ability groups throughout KS3, with streaming in Maths, Science and PE, but with students accessing the same broad curriculum, at an appropriate pace and depth to secure a good level of understanding.

7	Eng	Mat	Sci	PE	His	Geo	MFL	RE	PSHCE	Art	Mus	Dra	CS/ICT	DT
	6	7	6	4	3	3	5	2	2	2	2	2	2	4
8	Eng	Mat	Sci	PE	His	Geo	MFL	RE	PSHCE	Art	Mus	Dra	CS/ICT	DT
	7	6	6	4	3	3	5	2	2	2	2	2	2	4
9	Eng	Mat	Sci	PE	His	Geo	MFL	RE	PSHCE	Option 1	Option 2	Option 3	Option 4	
	6	6	6	4	3	3	5	3	2	3	3	3	3	

At KS4, all students study a core curriculum, including 2 hours of PE each week. There is a wide range of optional subjects with 13 GCSE and 4 Vocational courses. All students study RE until the end of Y10.

10	Eng	Mat	Sci	PE	RE	Option 1	Option 2	Option 3	Option 4
	8	6	10	4	2	5	5	5	5
11	Eng	Mat	Sci	PE	Option 1	Option 2	Option 3	Option 4	
	8	8	10	4	5	5	5	5	

At GCSE, the school achieves consistently strong outcomes for all students. In 2024, the school Progress 8 score was +0.23. In 2024, the Drama grade 4+ was 85% and grade 5+ was 54%. There is work to do to lead improvement in both of these areas. We maintain a broad open-choice curriculum at KS4, choosing not to force students to take certain combination of subjects, such as the EBacc.

All students follow a three-year KS3 Drama course, followed by a two-year KS4 course which commences in Y10. However, the two Key Stages are intended to form part of the same journey, spiralling through the key skill and knowledge areas, leading to a confidence in using a range of strategies and skills to approach the GCSE examinations. We examine with EDEXCEL.

School Day

We run a 2-week timetable with 50 periods a fortnight. The timings of the day are shown below:

Tuesday		All other days	
08.40 - 08.45	Warning bell	08.40 - 08.45	Warning bell
08.45 – 09:40	Registration / tutorial lesson	08:45 – 09:00	Registration / assembly
09:40 – 10:30	Lesson 1	09:00 – 10:00	Lesson 1
10:30 – 10:35	Movement Time	10:00 – 10:05	Movement Time
10:35 – 11:25	Lesson 2	10:05 – 11:05	Lesson 2
11:25 – 11:45	Break	11:05 – 11:25	Break
11:45 – 12:35	Lesson 3	11:25 – 12:25	Lesson 3
12:35 – 12:40	Movement Time	12:25 – 12:30	Movement Time
12:40 – 13:30	Lesson 4	12:30 – 13:30	Lesson 4
13:30 – 14:15	Lunch (14:10 movement bell)	13:30 – 14:15	Lunch (14:10 movement bell)
14:15 – 15:15	Lesson 5	14:15 – 15:15	Lesson 5

Trustees

Thomas Keble is an Academy School and the Governors of the Academy Trust are known as Trustees. They are supported and overseen by a separate panel of independent Members. The Trustees and Members together are known as the Trust Board. The Trustees oversee the strategic development of the school, supporting and advising the senior leadership team. Members oversee the Trust's governance and maintain an awareness of the Trust's business, but are not expected to attend regular Trust Board meetings.

Teaching Commitment

The Faculty Head teaching commitment is around 40/50 periods or 0.8 of a full timetable.

Application Process

Applications should be in the form of a letter of application (maximum two sides of A4, size 11 font) and an application form. In your letter, please address the following;

- Why do you want this post?
- What aspects of the school indicate that it is somewhere you would like to work?
- What relevant experiences have you had which prepare you for this post?
- What personal qualities will you draw upon to be successful in this post, and why?
- What have been your most notable successes and failures in a school context?

Please be concise and include the most pertinent information in your letter. There will be an opportunity for candidates selected at interview to outline further their suitability for the post. You are advised to read the information carefully prior to writing your letter of application, including the person specification and information about the school.

Selection Process

Recruitment live	Wednesday 19 th March
Window for school visits	Monday 24 th March to Thursday 3 rd April
Application deadline	Friday 4 th April (noon)
Shortlisting	By Monday 7 th April
Invitations to interview with interview programme	Tuesday 8 th April

Interviews	w/b 7 th April
Candidates informed of outcome	Immediately after interview day
Feedback offered to unsuccessful candidates	Week beginning Monday 28 th April (after Easter holidays)

Person specification – Head of Performing Arts Faculty

The successful candidate will meet the following person specification. Please note the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and, where appropriate, citing supporting examples within their application.

Criteria	Essential	Desirable	Evidence
Training and Qualifications	<ul style="list-style-type: none"> - Degree (Drama or related) - UK recognised Teaching Qualification - Commitment to CPD over time - Qualified to live and work in the UK 	<ul style="list-style-type: none"> - Curriculum leadership experience - Leadership training and/or qualification. 	<ul style="list-style-type: none"> - Application form - Certification - Identification
Educational Leadership and Management	<ul style="list-style-type: none"> - Successful experience of developing and implementing strategies to raise student achievement - Use of evidence-based information to inform decision making - Knowledge of the English secondary education system in general and of the curriculum and examination of Drama - Excellent understanding of both Drama and general teaching pedagogy - Experience of reflecting on and improving teaching practice to increase student achievement - Experience of interpreting student data to drive lesson planning and student progress - Experience of leading successful enrichment which inspires and motivates learners - Knowledge and use of effective and systematic behaviour management strategies 	<ul style="list-style-type: none"> - Experience of successful middle leadership with a record of impact - Experience of coaching - Experience of development planning - Knowledge of the curriculum and examination of Music 	<ul style="list-style-type: none"> - Application letter - Selection process - References
Personal and Professional Qualities and Attributes	<ul style="list-style-type: none"> - Genuine passion for and a belief in the potential of every student - Providing strategic and creative leadership, including setting and delivering on identified priorities to achieve ambitious goals - Working in partnership with a team to achieve successful outcomes for students - Educational vision that aligns with that of Thomas Keble School - Excellent interpersonal, planning and organisational skills - Leading by example to inspire, motivate, influence and empower staff and students - Seeking, and acting on, feedback from others - Building and maintaining effective relationships - Principles and practice of educational inclusion, diversity and access. 	<ul style="list-style-type: none"> - Experience of working with other agencies to promote English and develop extra-curricular opportunities - Experience of working with the wider staff body to secure continuous school improvement. 	<ul style="list-style-type: none"> - Application letter - Selection process - References
Personal Qualities	<ul style="list-style-type: none"> - Punctual and flexible - Ability to work well under pressure - A passion for all things English 		<ul style="list-style-type: none"> - Selection process - References

Job Description – Head of Performing Arts Faculty

The successful candidate will work to the following Job Description. Please note the listed criteria may be varied to reflect changes in strategic focus.

Job title	Head of Performing Arts
TLR payment	1A: £9552 per annum (pro-rata) subject to recommendations of STPCD
TLR remission	6 periods per fortnight
Line Manager	SMT

Objectives of Role

- To take lead responsibility for providing leadership and management for Drama and Music to secure:
 - High-quality teaching;
 - Effective use of resources;
 - Improved standards of learning and achievement for all.
- To promote and adhere to the school REACH values;
- To support the strategic objectives of the school.

Specific Responsibilities:

Strategic

- Develop protocols for Performing Arts and implement policies to secure high-quality teaching and learning;
- Promote the value and importance of the subject to stakeholders;
- Maintain an understanding of how well the subject is being delivered and the impact it has on pupil achievement;
- Use this understanding to feed into the School Development Plan (SDP) and to produce a Department Development Plan (DDP);
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values in the teaching of the subject
- Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, visions and aims
- Work with the special educational needs coordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND);
- Promote Careers education through the subject and ensure that teaching and learning illustrates how the subject might lead to career opportunities;
- Support and deploy additional staff in the subject area effectively;
- Ensure that teaching assistants are supported and deployed effectively.

Curriculum

- Develop and review regularly the curriculum vision, aims and purpose for the subject area;
- Oversee the planning of the curriculum content, ensuring it is well-sequenced to promote pupil progress and that it aligns with school policies;
- Ensure the planned curriculum is effectively and consistently implemented;
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on all pupils' learning;
- Have an overarching responsibility for pupils' achievement and standards in the subject area.

Staffing

- Establish an effective team and hold regular meetings, with a shared agenda, shared minutes, and actions to keep staff informed on developments or changes;
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area;
- Monitor teaching and learning in line with school policy to assess how well the subject area is being implemented and how well it is delivered across the school;
- Provide feedback to staff and support to identify training needs;
- Ensure that teachers understand and are familiar with the syllabuses that are being delivered;
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises;
- Take responsibility for performance management for your team, appraising staff in line with the school's appraisal policy;
- Contribute to timetabling and manage the placement of pupils as per school policy.

Resources

- Provide support with textbooks and library books in your subject area
- Create a safe, welcoming environment and take care of the classroom accommodation, ensuring classroom displays are stimulating, of high quality, and inspire curiosity in pupils
- Ensure that appropriate Risk Assessments are in place and that staff have the necessary training to understand and implement these consistently;
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs;
- Manage the subject budget effectively to ensure it is spent on resources that add value and enhance the learning experience in line with Academy and Nolan principles;
- Prepare appropriate resources for remote learning to ensure the curriculum can be delivered to pupils learning from home if necessary.

Ensure that Child Protection & Safeguarding matters are passed to the DSL in accordance with statutory and school policy.

Undertake appropriate staff development to enhance your professional role.

Duties may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title;

The post holder will be expected to operate in line with our REACH values which are:

- Respect
- Excellence
- Ambition
- Compassion
- Honesty

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Teachers' Pay and Conditions.
2. 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 construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time, after consultation with the holder of the post, to meet the changing demands of the academy at the reasonable discretion of the Headteacher.
4. There may be occasions when it will be necessary to cover other Administrative roles within the academy or to work with the administrative team when there are peaks and pressing issues.
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. The postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

Thomas Keble is committed to ensuring the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We adopt a robust, fair and consistent recruitment process which is in line with Keeping Children Safe in Education guidance. This includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check.

Equality, Equity, Diversity and Inclusion

At Thomas Keble we want all our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation