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Lead practitioner for drama and theatre



**Ormiston Academies Trust (OAT)** is a not-for-profit sponsor of 43 primary and secondary academies. Our vision is for all young people to have access to the highest academic, social and practical skills required to achieve their full potential, whether going on to study at a leading university or entering the world of work. We are determined to become the Trust that makes the biggest difference, both inside and outside the classroom.

Our successful family of schools educates over 33,000 students across many areas of the country. We are continuing to improve outcomes for our students despite being largely in areas of historic academic underachievement and high socio-economic deprivation.

We are looking to recruit an outstanding teacher to work as a lead practitioner for drama and theatre to work across our Trust.

The support you offer our leaders and teachers will be vital in ensuring that *all* of our schools achieve the same successes. Joining a school improvement team led by a national director, you will use your passion, subject knowledge and expertise in drama and theatre to drive forward the quality of the curriculum and teaching and learning. You will model great practice through a partial teaching timetable in a school within 20 miles of your home (your base school), but you will also travel to academies further afield coach and lead others. This in an exciting role that requires flexibility, a team spirit, and a willingness to learn, and it will suit individuals who want to take a step-up and work at a more strategic level in drama and theatre across a range of schools including primary, secondary, special and alternative provision.

Our expectations are high, as is the value we attach to these subjects. We are aiming to ensure that all our schools have a fantastic offer in drama and theatre so that students can progress onto further study, university or employment of their choice. We see having an expert lead practitioner for drama and theatre as a fundamental part of being able to make that happen.

The successful candidate will:

* be an outstanding teacher with a proven track record of securing sustained excellent outcomes
* have up-to-date knowledge of subject curricula and assessment requirements
* be proficient in teaching drama and theatre to A-Level
* have proven experience of identifying and implementing effective strategies for improving attainment in challenging schools at KS3 and KS4
* have a highly effective style that is both consultative and influential
* be able to demonstrate resilience, motivation and commitment to driving up standards of achievement
* be able to work across a group of schools and show significant impact in developing capacity and improving outcomes for young people

In return, we offer great career prospects in a supportive environment, commitment to your continued professional development, pension, health cash plan, EAP, 24-hour GP service and other generous staff discounts.

To apply, please submit your completed application form and supporting statement through the OAT Careers page by 12 noon on the 31 January 2022.

If you have any additional queries, please contact the national director for OAT teaching and training, Tuesday Humby at [tuesday.humby@ormistonacademies.co.uk](mailto:tuesday.humby@ormistonacademies.co.uk)

*OAT is committed to safeguarding children; successful candidates will be subject to an enhanced Disclosure and Barring Service check*.

# Job Description: Lead Practitioner for drama and theatre

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| --- | --- |
| Reports to: | National director of teaching and training |
| Start date: | Easter 2022 or later by negotiation |
| Salary: | Leadership pay range L11-L15 (£54,091 - £59,581) |
| Location: | Ideally within 20 miles of an OAT academy |

## The Role

Lead practitioners at all levels are given termly, or half termly, ‘assignment briefs’ which specify where they are being deployed to work, the actions that need to be undertaken in that academy and the intended impact during the assignment. No two assignment briefs are the same so this role is well suited to individuals who enjoy variability in their job role, enjoy meeting and working with new people and can adapt easily to new challenges. Building relationships quickly with staff and students is a key leadership competency needed to be successful in this position.

It is very important to our team that you still maintain a teaching commitment (and that you want to), we can work out the finer details of this when we have found the person we are looking for. Willingness to travel however, is a must as you will see from our website that our schools are spread out across England. Typically, you could expect to be away from home one night a week, possibly two.

The wider team of lead practitioners (and other roles within this team) are typified by their positive ‘can do’ attitudes. If it is going to help children, nothing is too much trouble. If it doesn’t help children, they will politely try and stop you doing it. They are curious to learn, they leave their ego at the door, they love their subject and they love working with children.

Essentially there are three main aspects to this role. These are split into the three areas below for clarity, with the key responsibilities under each.

1. **Curriculum development.**

Part of the role will be to support teachers in developing their curriculum. We do not standardise curriculum in OAT and have no desire to, which means the appointed person will need to be as comfortable supporting the design with schools that favour an issue-based drama approach as ones who predominantly teach theatre studies through the key stages. A confident knowledge of the history of theatre, influential theatre practitioners and genres is a must. Ideally, you would also be proficient at teaching production arts to be able to support schools who are keen to expand and improve their offer in these disciplines. Knowing that some schools come to us asking for more of a steer on curriculum design, we also want you to develop an OAT drama and theatre curriculum across all phases, from EYFS to KS5. Don’t worry, we know this can’t happen overnight, but it is an ambition of ours to build something very special that all can benefit from, using the very best of what you will see and experience in the role. We are just about to appoint a primary specialist to help with the design in EYFS and KS1 and 2 so we don’t expect you to have experience of these phases, but you will need to come with a willingness to learn if this is completely new to you.

1. Teacher and Leader Development

This will involve developing training for teachers at all levels, including ITT. You will not be able to be in the classroom with all our 120 performing arts/drama teachers at the same time (although that would certainly be fun!) but you may well have assignment briefs to work with subject teachers within a school and this may involve some ‘live coaching’ and working on specific teaching standards. You will therefore need to have the gravitas and confidence to do this in unfamiliar settings and across the range of teaching standards.

As a Trust, we deliver the early career framework in house to all our early career teachers and we want to further develop our offer by including many of the sessions through the subject specific lens, so this would also be a part of the role.

Another aspect of the job is to provide training for aspiring heads of department and those who are developing in that role. You are also very welcome to get involved in the delivery of the NPQS or the other internal leadership courses.

1. **Collaboration and enrichment**

With over 40 schools, the reality is that you will not be able to split yourself fairly across them in terms of time. However, it is important that all schools feel the benefit of this role. You will therefore have a responsibility to develop practice that ensures that they do, through being the leader of the networks for drama and theatre, running forums, ensuring that all heads of department or school leaders are fully aware of any new legislation that is coming out and other initiatives that are worth consideration. You will need to keep right up to date with research and enjoy this part of the role. You will be the ‘go to’ for advice on aspects of your subject in schools, the person that any one of our heads of your subject could ring or email for advice or support. You will need to be able to deliver training remotely so that they can support their teachers on the ground without you needing to be on site in every school. You will support on education reviews, ensuring that all great practice is disseminated.

Enrichment is very important to us. That our pupils could have access opportunities that they would not otherwise get was the reason why we were founded. We want to find someone that still loves, and sees the value in, a fantastic enrichment programme for this subject; someone that understands the true value of quality school productions despite the, let’s face it, massively increased workload. Part of this role is helping support and coach new teachers to the subject to balance a brilliant enrichment offer (which we see as fundamental to a thriving drama department) with the day to day. Fortunately, we have some stunning examples of this already within the Trust which exemplify what is possible to others. We also want someone that will lead an OAT national drama competition, which has been funded by our wonderful parent trust ‘Ormiston Trust’. Please take a look at their website to see where we came from as it tells you a lot about our values and mission [Ormiston Trust – Ormiston Trust](http://www.ormistontrust.org/).

## Key responsibilities

* Model outstanding teaching
* Support heads of department and teachers in each allocated academy as needed, ensuring agreed best practice is being followed, providing extra support and capacity where it is needed
* Support the development of teaching capacity within allocated academies, working in partnership with the academy’s teaching and learning leads
* Work with allocated academies to ensure that the curriculum, delivery model and assessments being used are of the highest quality
* Provide support to academy leadership teams and subject leaders to address underperformance
* Identify best practice locally, nationally and internationally in order to refine or bespoke the practice to the needs of the region
* Ensure that subject knowledge, curriculum understanding and pedagogy around GCSE and A-level specifications are facilitated in allocated academies
* Take part in monitoring and review work across the region as requested by the regional or national director
* Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues
* Support with recruitment as requested by principals

Other

* Undertake other various responsibilities as directed by the line manager

# Person Specification: Lead Practitioner – Drama and Theatre

## Qualification Criteria

* Qualified to degree level and above
* Qualified to teach in the UK
* Able to teach as a subject specialist to A-level
* Ideally a masters but this isn’t essential, it would be good to see evidence of an ongoing commitment to self-development in your application.

## Experience

* Demonstrable experience as a middle leader, you really need to have led a drama department (not just as a sole practitioner as you will be giving lots of advice about leading teams). If you have been a head of year rather than a head of department you will need to show in your application how you have led on aspects of curriculum development.
* Proven record in delivering outstanding attainment and progress in your subject
* Experience of identifying, implementing, monitoring and evaluating effective strategies for improving attainment in your subject
* Experience of leading, coaching and mentoring teachers, as well as delivering staff training

## Knowledge and skills

* Up to date knowledge of the current KS4/5 curriculums and assessment requirements
* Recent experience of teaching and delivering good results in a secondary school
* Excellent communication and presentation skills
* Ability to consider both the detail and the ‘bigger picture’
* Self-motivated and resilient
* Effective team worker and leader

## Values

* Personal vision is aligned with Ormiston Academies Trust’s vision
* Genuine passion and a belief in the potential of every student
* Motivation to continually improve standards and achieve excellence above norms

## Other

* This post is subject to an enhanced Disclosure and Barring Service check.

*Ormiston Academies Trust is committed to safeguarding and promoting the welfare of children and young people in our academies. All successful candidates will be subject to an enhanced Disclosure and Barring Service check.*