



**George Green's
School**

Aspiration • Equality • Excellence

Teacher of Drama

Information to Candidates **2026** | **27**

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Job Ad

Teacher of Drama

Inner London Allowance Salary MPS/UPS

Permanent Full-time
Required for January 2027

We are seeking an ambitious and highly dedicated, enthusiastic and energetic Teacher of Drama with a real passion for learning and teaching, to join our successful Expressive Arts Department.

Whilst we already have very high levels of academic success, with excellent exam outcomes in Key Stage 4 and 5, we remain restless for further improvement. Our overriding ambition is to be an exceptional school, characterised by high expectations, inclusion and anti-racism.

We are an unapologetically values-driven organization. We want every young person at our school to live happy, safe and economically secure lives. We expect every one of our students to be a change-maker, with an uncompromising commitment to social justice. Everybody who works at George Green's School believes in our mission to teach our students to be the best possible people they can be.

We are a UNICEF Rights Respecting School Gold Award winner, which means that the rights of the child are at the heart of everything we do. We are a traditional school with a traditional approach to the curriculum and behaviour. Most importantly, we are a happy school, where children from a wide mixture of backgrounds, thrive and flourish on a daily basis. We are delighted that Ofsted recognised these things when they visited us in May 2022.

Aside from an opportunity to transform lives, a career at George Green's School has many benefits. These include:

Investing in you:

- A first-class CPL programme, including dedicated weekly CPL sessions and the opportunity to take part in NPQ programmes at a senior level
- Early paid start from July for ECTs
- Large A Level cohort
- Staff wellbeing programme, including in-house counselling
- Excellent amenities on site, including a gym, secure cycle storage and free parking
- A strong, supportive teaching culture
- Embedded strategies for improving the work-life balance for staff, including our marking policy
- Exciting development and teaching opportunities with our partners in City of London and Canary Wharf.

Our prized, historic location on the River Thames provides endless prospects for our members of staff:

- A diverse and vibrant borough 15 minutes from the centre of London.
- Excellent public transport links including DLR, tube, and bus
- Closely located to a hub of entertainment: Westfield Stratford, the Royal Naval College, the O2 arena, Greenwich and lush, green parks.
- A diverse range of lively restaurants and pubs dotted throughout the area.

If you believe that you are the exceptional candidate we are seeking for our exceptional school, we would love to hear from you.

Closing date of applications: 9am, Wednesday 14th October 2026
Interview date: Week commencing, Monday 19th October 2026

George Green's School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, external agencies and volunteers to share this commitment. All appointments are subject to an enhanced DBS Check.

The postholder will be required to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection and safeguarding procedures adopted by George Green's School. Any safeguarding and child protection issues must be acted upon immediately by informing the Designated Child Protection Leads.



Letter from our Principal

Dear Candidate,

Thank you for your interest in the role of Teacher of Drama at George Green's School. This is a truly inspirational place to work. If you are interested in changing lives, this is the school for you.

We were visited by Ofsted in May 2022 for a Section 8 inspection. This reaffirmed our Good rating and gave us some incredibly positive feedback about our school, particularly our warm, inclusive and ambitious culture. They also gave us some things to work on, including improving our students' oracy and improving our approach to marking students' spelling, grammar and punctuation.

Our current offer includes a wide range of A levels and other L3 courses, together with a growing selection of L2 vocational courses. Full details of the current post-16 offer will be provided to all candidates invited to interview.

This is a tremendously exciting time to be joining us here at George Green's. All of us who work here are deeply proud of the improvements our school has made over recent years, particularly in relation to student achievement. Our results have improved rapidly, strong A level and GCSE results.

We attribute a significant degree of our success in this area to our commitment to and significant investment in the professional and personal development of every single person who works for the school in any capacity – and in our continuing belief in the importance of valuing and developing every single student.

Our commitment to Continuing Professional Learning (CPL) for all employees – both teaching and support staff – is absolute, as is our commitment to the personal development and empowerment of our students.

We are a values-driven school, utterly committed to providing our students with an exceptional education that impacts on both them and the community as a whole. We are proud to be a Rights Respecting Gold Award School, looking to 'do the right thing' by our students all the time.

This is particularly important because we are in an area of such significant poverty. 70% of our students are dis-advantaged and our community, whilst a vibrant and wonderful place, is enormously complicated. Consequently, everything we do at George Green's - from the principles that underpin our curriculum, to its organisation, to our approach to learning and teaching, to our management of the physical environment - is designed to confront the injustices of poverty. We really work hard to look after our students at George Green's School. Our ambitious vision is one of securing a happy future for every student. We have a range of systems and resources in place to help support our young people, including Place2Be, a full-time counselling service, funded directly out of our own resources, working with students across all our age groups.



We also have four full-time members of staff running our safeguarding team and three staff running our attendance team. CAMHS workers base themselves in school once a week. We have also built up our team of learning mentors over the past 2 years to include 6 fulltime members of staff working with a caseload of up to 80 young people.

We have developed strong, consistent and effective behaviour systems. As a result, student behaviour in lessons is nearly always excellent. We expect the highest standards at all times, best captured in our very simple school rules: 'Right place, right time, right thing. No excuses.'

Whilst our support for students is a given, our ethos is to be uncompromisingly supportive of our colleagues, too. The George Green's ethos is that every member of staff - no matter what their role, teaching or support - has a vital role to play in our students' achieving their own ambitions and our ambitions for them. SLT's proudest moments come when colleagues talk about how they have been helped to do their jobs even better or supported when something has not gone to plan.

Our continuing aspiration is for George Green's to be a learning organisation, where calculated risks are taken and mistakes treated as an opportunity to receive feedback that drives improvement.

If George Green's sounds like the sort of place where you would like to work – and where you feel you could make a major contribution to its continuing success – then we would love to hear from you.

I hope you will feel suitably excited and encouraged to **submit an application by the closing date 9am, Wednesday 14th October 2026.**

Please return your completed application form and letter by email to the HR Department - hr@georgegreens.com. If you do not hear from us within two weeks of the closing date, then your application has been unsuccessful on this occasion. I am sorry that we cannot reply personally to all applications.

I very much look forward to receiving and reading your application.

Best Wishes,

Jon Ryder
Principal

Jon Ryder
Principal



Job Description

Teacher of Drama

Grade: MPS/UPS

Department: Maths

Hours: Permanent Full-Time

Line Managed by: Head of Drama

In a time of rapid educational and administrative change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate and new needs arise. This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document in accordance with the School's policies and under the direction of the Principal. A summary of the key accountabilities is included below. The School is managed through a network of inter-related teams.

Key Responsibilities

Teaching

- Plan work in accordance with faculty schemes of learning and National Curriculum programmes of study.
- Liaise with relevant colleagues on the planning of schemes of learning for collaborative delivery.
- Work in collaboration with Teaching Assistants, SEND Team, EAL Team and others as appropriate.
- Take account of students' prior levels of attainment and use them to set targets for future improvements.
- Set work for students absent from school for health or disciplinary reasons.
- Maintain good discipline by adherence to the advice given to staff in the staff handbook and elsewhere.
- Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the school's behaviour code.
- Set appropriate and demanding expectations for students learning, motivation and presentation of work.

Assessment, Recording and Reporting

- Maintain notes and plans of lessons undertaken and records of students' work.
- Mark, monitor and return work within a reasonable and agreed time span providing constructive oral and written
- feedback and clear targets for future learning as appropriate.
- Carry out assessment programmes (e.g. reports) as agreed by the School, Department or Faculty.
- Complete student records of achievement in line with policy and as specified in the published calendar.
- Participate in Parent/Carer Evenings to keep parents informed as to the progress of their child.
- Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Learning Plans for students.



Job Description

Key Responsibilities

Pastoral Work

- Undertake responsibility for a tutor group as required including tutor/student interviews.
- Be the first point of contact for parents of students in the tutor group.
- Monitor (and set targets for) the social and academic progress of individuals in the tutor group.
- Take responsibility for of the PSHE programme to one or more tutor groups as appropriate.
- Promote good attendance and monitor in accordance with the school's attendance policy.

Professional Standards

- Support the aims of the School to promote an "Inclusive learning community".
- Treat all members of the community, colleagues and students, with respect and consideration.
- Treat all students fairly, consistently and without prejudice.
- Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.
- Promote the aims of the school by attendance at and participation in events such as open evenings, options evenings and the like (as appropriate to responsibilities).
- Support the ethos of the School by upholding the Code of Conduct, uniform, PFL rules, etc.
- Take responsibility for own professional development and participate in staff CPL, training and development.
- Reflect on own practice as well as the practices of the School with the aim of continual professional development.
- Read and adhere to the various policies of the School as expressed in the School Development Plan, the staff handbook, subject team/year team documentation, etc.
- Participate in the development and management of the School by attending various team and staff meetings.
- Undertake all duties as prescribed within School policies.
- Ensure that all deadlines are met as published in the School calendar.
- Undertake professional duties that may be reasonably assigned to them by the Principal (e.g. cover, after school duties, etc.).
- Be proactive and take responsibility for matters relating to health and safety.



Person Specification

Qualifications

- Qualified Teacher Status (QTS)

Knowledge and Understanding

- A clear and well-thought out understanding of current educational issues, theory and practice.
- Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements.
- Have a secure knowledge and understanding of their specialist subject(s).
- Understand progression in their specialist subject(s).
- Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s).

Planning and Setting Expectations

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught.
- Set appropriate and demanding expectations for students learning and motivation. Set clear targets for students learning, building on prior attainment.
- Identify students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).
- Plan effectively to meet the needs of students with a range of abilities in a mixed ability setting.

Teaching and Managing Student's Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well- focused teaching and through positive and productive relationships.

Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.
- When applicable, understand the demands expected of students in relation to the National Curriculum and Key Stage 4 courses.

Student Achievement

- Secure progress towards student targets by using appropriate assessment for learning strategies.



Person Specification

Relations with Parents and the Wider Community

- Know how to prepare and present informative reports to parents/carers.
- Recognise that learning takes place outside the school context and provide opportunities to develop students understanding by relating their learning to real and work-related examples.
- Understand the need to liaise with agencies responsible for students' welfare.

Managing own Performance & Professional Development

- Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects, they teach.
- Understand their professional responsibilities in relation to school policies and practices.
- Set a good example to the students they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.

Managing and Developing Staff and Other Adults

Establish effective working relationships with professional colleagues including, support staff and beginning teacher

Other Attributes Considered Desirable at George Green's School

- A record of excellent attendance and punctuality.
- Excellent written and oral communication skills, including appropriate ICT skills.
- The ability to work, and contribute, effectively within departmental and Year-based teams.
- The ability to work actively and effectively with parents, governors and other stakeholders.
- Flexibility and a willingness to be involved in the life of George Green's School.
- The ability to use own initiative and motivate others.
- A commitment to teaching and lifelong learning, and a willingness to continue to further own learning through continuing professional development.
- Commitment to implement the School's Equal Opportunities Policies.
- A developing range of successful teaching strategies.
- A secure knowledge of the importance of data as a means both to measure and to extend progress.
- A high level of organisational and planning skills.
- The ability to create a stimulating visual environment for the classroom.
- The ability to create a dynamic learning environment which values everyone equally.
- A commitment to the vision of George Green's School.
- An awareness of equal opportunities issues generally and specifically how they relate to this area of work.
- A willingness to be a life-long learner.

Other attributes considered desirable at George Green's School.

Safeguarding

“We are a ‘Good’ School”

Ofsted May 2022



“ The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf ”.

(Ref: Safeguarding Children and Safer Recruitment in Education 2007).

The postholder will be required to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection and safeguarding procedures adopted by George Green’s School. Any safeguarding and child protection issues must be acted upon immediately by informing the Designated Child Protection Leads.

The postholder will support and promote the school’s values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Application Process



All the details you need are available on the school website:

<https://www.georgegreens.com/Vacancies/>

We would prefer applicants to use the online facility to complete applications and return via email to the **HR Department** at

hr@georgegreens.com

However; you may download, print, and complete the application by hand if you wish. Please be aware that should you choose to do this you will need to allow plenty of time when using the postal service.

Below are details of how to complete the application electronically:

1. Having completed the application form, you should keep a copy for your own reference.
2. You may attach any other documents as additional information i.e. personal statement.
3. Send the application form and any other attachment via email to:

hr@georgegreens.com

Equal Opportunities

Policy Statement

This policy should be read in the context of George Green's School's policy statement on equality and diversity.

George Green's School wishes to make it clear that having a criminal record will not necessarily bar anyone from employment. This decision will depend on the nature of the post, and the circumstances and background of the offence(s).

Recruitment of ex-offenders

George Green's School is committed to the fair treatment of its staff and potential staff. As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions in the School, George Green's School complies fully with the DBS Code of Practice and undertakes to treat all applicants for posts fairly.

George Green's School undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

George Green's School has a statutory duty to request a Disclosure for all positions in the School. All posts in George Green's School are exempt from the Rehabilitation of Offenders Act 1974 and the School is entitled to ask questions about a candidate's entire criminal record, including 'spent' convictions and cautions, reprimands, warnings and bind-overs.

All applicants called for interview are encouraged to provide their criminal record at an early stage in the process. This information should be sent under separate, confidential, cover to the Principal, who guarantees that this information is only seen by those who need to see it as part of the recruitment process.

GDPR Information

Application forms of successful candidates will be kept for the duration of employment. In the case of resignation/retirement application forms and supporting documents will be kept for seven years from the date of termination and then securely destroyed. The supporting and supplementary forms (e.g. bank details, starter form, pensions details) will be sent to London Borough of Tower Hamlets Payroll for processing. Pre-employment health check information will be shared with the Local Authority's occupational health service. Unsuccessful application forms will be kept for a period of six months and then securely destroyed.

Privacy Notice for Job Applicants

In line with Keeping Children Safe in Education statutory guidelines, the School may use online searches, including social media searches, as part of due diligence checks on candidates in the course of recruitment.



George Green's School undertakes that all staff involved in recruitment and selection will be trained appropriately. They will also be made aware of relevant legislation pertaining to the employment of ex-offenders.

At interview, or in a separate discussion, opportunities will be pursued to ensure that all necessary evidence is collected upon which selection decisions can be fairly based. This will include the relevance and circumstances of offences.

Failure to reveal information which is directly relevant to the post will lead to a subsequent withdrawal of any offer of employment.

George Green's School makes every subject of a DBS aware of the existence of the DBS Code of Practice and will make a copy available on request. George Green's School will undertake to discuss any matter revealed in a Disclosure with the person seeking the post before any decision is made to withdraw a conditional offer of employment on the basis of the Disclosure.



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