

Briefing Pack for Applicants Teacher of Drama



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Teacher of Drama
Pay scale: Teachers Pay Scale- MPR/UPR
Contract: Full-time, temporary to cover maternity leave
Start date: 01 September 2026
End date: 18 July 2027 or earlier return of postholder

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision and employs just over 1000 staff. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

Handsworth Grange Community Sports College is an oversubscribed 11-16 school in the south-east of Sheffield. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We strongly believe in work life balance and we work with our staff to actively promote and improve wellbeing.

We are seeking to appoint a well-motivated Teacher of Drama to join our outstanding Creative Arts team, the successful candidate will:

- have very high expectations of all students at all times
- play a full part in the life of the school community, support the Trust and school mission and ethos and encourage staff and students to follow this example
- ensure the consistent delivery of good achievement and progress for all students
- contribute significantly to the continued development and success of the Drama Department
- be a positive team player with a strong commitment to professional development

Candidates are encouraged to have an informal discussion about the role with Chloe Queen SL for Performing Arts cqueen@handsworth-mlt.co.uk

The closing date is 27 April 2026 9.00am and interviews will take place week commencing 4 May 2026.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.* Please provide telephone numbers and email addresses for yourself and referees

Section 2: Letter from the Chief Executive – Bev Matthews

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Applicant,

Thank you for your interest in this role at our school. Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the South East of Sheffield. Our mission is to provide an exceptional education for every student, every day.

To achieve our mission, we will:

- Provide a broad and balanced curriculum that challenges everyone.
- Provide care and support to break down barriers to learning.
- Improve our students' vocabulary, comprehension and reading skills.
- Demand high levels of progress and achievement from all students.

Here at Handsworth Grange, we understand the power of education to transform lives, communities, and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every student's unique potential to make sure when they leave and enter the outside world, they are ready to succeed and make an invaluable contribution to the wider society.

We are fully inclusive and have a strong family ethos. Our student population is diverse, and we celebrate our beliefs and cultures which creates a rich, vibrant atmosphere. We have high expectations of everyone, staff, and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so we promote the following values: Together we:

- Be Brave
- Be Kind
- Be Present

We are currently on a rapid improvement journey and are working collaboratively across the school and the wider Trust to make Handsworth Grange the number one school in Sheffield and the school of choice for both students and staff. We are passionate about our school and the progress of all our students, if you have the drive and determination to make a difference, this is the school to make that happen.

We founded the Minerva Learning Trust; as a result, we work collaboratively and share best practice with other schools in the Trust and local area. As part of that role we work collaboratively and share best practice with other schools in the Trust.

Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

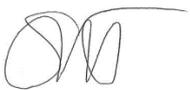
If you believe you have the necessary skills and experience to join our organisation and help us achieve our mission then we look forward to receiving your application.

Suzy Mattock
Headteacher

Handsworth Grange Community Sports College's Cultural Fit

Working in a school where you are not aligned with the culture and ethos can be a challenging and often miserable experience. So... we both need to have alignment if you come to work here!

- We live by the values of caring for each other, laughing with each other, learning from each other and celebrating with each other.
- We believe that the needs of children come first.
- We believe that every child has ability, character and potential to improve.
- We believe that we all have a professional obligation to improve so that we can provide the best educational experience possible for our children.
- We believe that every child deserves a hero and that for some of our students "if we won't, who will?"
- We believe in a culture of the possible, where we can all make progress beyond what anyone could have imagined.
- We believe that hard work and positive relationship are the key to success for staff and students.
- We believe in growing our own staff through quality support and CPD.
- We believe that truly great teaching is that which improves students' progress.
- We believe an evidence informed approach to teaching and learning helps us identify what works best in the classroom.
- We believe that feedback should be timely and respond to the needs of individual students.
- We believe that good literacy and numeracy skills are essential to students making progress and that we have a duty to teach these skills as part of our curriculum.
- We acknowledge that we all make mistakes and learn from them to make us better.
- We are dedicated to preparing our children to thrive in the next stage of their education.



Suzy Mattock
Headteacher

Section 4: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Teacher of Drama
GRADE/SALARY	Teachers Pay Scale MPR/UPR
HOURS/WEEKS	Full time
LOCATION	Handsworth Grange Community Sports College
RESPONSIBLE TO	SL for Performing Arts
RESPONSIBLE FOR	The provision of a full learning experience and support for students
PURPOSE OF THE JOB	Teaching and Supporting Drama across the school, the associated resources and facilities, the various teaching programmes, the achievement and attainment of pupils.
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified Teacher Status • A Degree in relevant field • Ability to teach Drama at Key Stage 3 and 4

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Planning, Development and Co-ordination

- To set challenging teaching and learning objectives which are relevant to all pupils' in their classes in line with departmental policy.
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess pupils learning.
- To select and prepare resources, and plan for their safe and effective organisation, considering pupils' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to teaching teams, meetings and events.
- To plan for the deployment of any support staff who are contributing to pupils' learning.
- To plan opportunities for pupils to learn in out of school contexts.
- To produce long and short-term planning in accordance with school policy and procedures and within required deadlines.
- To implement and review the subject development plan in conjunction with the Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to the use of Drama within school and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies for the use of Drama to promote new teaching methods and improve learning throughout the school and monitor their effectiveness in raising standards of teaching and learning.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- To manage the resources available for Drama and make recommendations in order to maintain and develop curriculum provision.

Monitoring and assessment

- To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils' as they learn.
- To involve pupils' in reflecting on, evaluating and improving their own performance and progress.
- To assess pupils' progress accurately against appropriate standards.
- To identify and support pupils' with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To identify the levels of attainment for pupils' learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record pupils' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.

- To report on pupils' attainment to parents, carers, other professionals and pupils' as appropriate.

Teaching and Class Management

- To have high expectations of pupils' and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where pupils' feel safe, secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils' in their age range.
- To teach clearly structured lessons or sequences of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage pupils' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils' to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.
- To be a Form Tutor when required to an assigned group of students, promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and

to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support it's mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 5: Person Specification



Minerva Learning Trust Person Specification



Post title: Teacher of Drama

Minimum Essential Requirements

Method of Assessment

QUALIFICATIONS AND TRAINING

Qualified Teacher Status

AF

Degree in related Subject

AF

Ability to teach Drama at Key stage 3 and 4

AF

KNOWLEDGE AND EXPERIENCE

Relevant teaching experience as a teacher or trainee

AF/I

Experience of working in a secondary education environment

AF/I

Prior experience with online learning environments and associated programmes

AF/I/AA

Knowledge of the Key Stage 3 and 4 subject requirements

AF/I

A thorough knowledge and understanding of the subject area

AF/I/AA

Knowledge of the requirements of the National Curriculum as applied to the subject area

AF/I/AA

Understanding of and experience of applying a range of appropriate assessment techniques

AF/I/AA

Experience of delivering good classroom management in secondary education

AF/I/AA

Experience of effectively using ICT in the classroom

AF/I/AA

Knowledge and understanding of the contribution their subject specialism makes to meeting present/future needs of young people

AF/I

PROFESSIONAL DEVELOPMENT

Evidence of a commitment to Continuous Professional Development

AF/I

Willingness to actively participate in professional learning.

AF/I

Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape

AF/I

SKILLS

Capacity to motivate, inspire and challenge young people

AF/I

Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students

AF/I/AA

Ability and commitment to supporting both literacy and numeracy strategies alongside their specialism/s

AF/I

Ability to inspire confidence in and establish excellent relationships with pupils, teachers and parents	AF/I
Excellent communication, planning and organisational skills	AF/I
Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students	AF/I
QUALITIES AND ATTRIBUTES	
Ability to empathise with young people	AF/I
Have a visible and positive presence around school	AF/I
High expectations of self	AF/I
The ability to motivate others	AF/I
The ability to remain calm and diffuse situations	AF/I
A commitment to support the Trust and the school's aims, vision and ethos	AF/I
Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion	AF/I
Energy and commitment to professional responsibilities and to the betterment of all students	AF/I
A willingness to contribute to the wider life of the school	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 6: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA akeeton@handsworth-mlt.co.uk.

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to akeeton@handsworth-mlt.co.uk by the closing date.