

## Drama Teacher

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We are looking for an excellent teacher of drama to join our team.

Do you love your subject? Are you dedicated to working with young people? Does inspiring students in their learning fill you with joy? If so, we want to hear from you.

We take pride in offering a knowledge rich drama curriculum that places key points in drama history under the magnifying glass. We enjoy deconstructing the important movements that have shaped the theatre that we see on the stage today and encourage students to engage with the transformational journey that Drama travels throughout time.

Our teachers are ambitious for our students; our curriculum is knowledge rich and we are unapologetic in our high standards.

We are a warm strict school with excellent standards of behaviour; we value good manners, etiquette and kindness and teach this to our students. At Malcolm Arnold Academy, enrichment is part of every student's entitlement; we offer a broad range of after school clubs for students to participate in.

Come and see us in action. Call us to arrange a school visit or conversation to find out more about our school.

### Our Academy

At Malcolm Arnold Academy, we ensure that all teachers are able to draw on the sources of scholarly authority and reservoir of thought and practice that have been developed within their specialist subject communities through our Trust- wide subject communities. This involves engagement for teachers with their wider subject education community through subject associations, subject education journals, subject-specific CPD on curriculum development and teaching. It also involves refreshing and constant renewal of subject knowledge, through reading and discussing scholarship, engaging in contemporary debates, and developing our own practice as teachers.

Subject communities are central to Malcolm Arnold Academy's vision for curriculum and teacher development, whereby each subject community is made up of subject specialist teachers deeply engaged with curricular questions, renewing and holding ownership of the Trust-wide curriculum and sustaining their own subject expertise. Through Trust-wide subject community meetings and in-school department meetings, all subject teachers have responsibility and involvement with the

Trust-wide curriculum development. We work collaboratively in our curriculum decision-making, so as to draw upon collective expertise and minimise unnecessary workload.

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## Job Description

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<b>Job Title:</b>	Drama Teacher
<b>Location:</b>	Malcolm Arnold Academy, Northampton
<b>Job Purposes:</b>	<p>To implement and deliver an appropriately broad, balanced, relevant and knowledge rich curriculum for students and to support a designated curriculum area as appropriate.</p> <p>Monitor and support the overall progress and development of students as a teacher/Form Tutor.</p> <p>To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</p> <p>Contribute to raising standards of student attainment.</p> <p>To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</p>
<b>Background:</b>	<p><b>The David Ross Education Trust (DRET) is a growing network of academies with a geographical focus on Northamptonshire, Lincolnshire and Yorkshire/ Humber region. The network is a mix of primary, secondary and special academies and a mix of those that have chosen to join DRET on conversion and those that are sponsored academies.</b></p>
<b>Reporting To:</b>	Subject Leader
<b>Grade:</b>	Teacher's pay scale (dependent upon applicant)

## Key Responsibilities

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### MAIN DUTIES AND RESPONSIBILITIES

#### Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of learning, marking policies and teaching strategies in the subject.
- To contribute to the Curriculum area and SIL development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to whole school planning activities.

#### Curriculum Provision

- To assist the Curriculum Leader, Faculty Leader, to ensure that the subject provides a range of teaching which complements the School's strategic objectives.

#### Curriculum Development

- To engage with Trust-wide subject community activity, including in-school curriculum/teacher development activity.
- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the School's Mission and Strategic Objectives.

#### Key Organisational Objectives

The post-holder will contribute to the School's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed.
- Ensuring compliance with Data Protection legislation.
- Operating at all times within the School's Equal Opportunities framework.
- Commitment and contribution to improving standards for students as appropriate.
- Acknowledging customer care and quality initiatives.
- Help to implement quality assurance procedures.
- Participate in the School's self-evaluation and review cycle.
- Implement modifications and improvement where required.

#### Staff Development: Recruitment/Deployment of staff

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.

- To continue personal professional development in the relevant areas including subject knowledge and teaching methods and strategies for effective learning.
- To engage actively in the Performance Management process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

### Quality Assurance

- To help implement school quality procedures and adhere to them.
- To contribute to the process of monitoring and evaluation of the subject in line with agreed school procedures and policies, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review methods of teaching and learning strategies and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

### Management Information

#### Management Duties

- To maintain appropriate records and provide relevant, accurate and up-to-date information for administration systems, registers, etc.
- To provide the relevant information to assist in the tracking of students.
- To track student progress and use this information and information about prior learning to inform teaching and learning.

### Communications

- Communicate effectively and respectfully with all stakeholders as appropriate and as required.
- Communicate with external agencies, as required.
- Adhere to agreed policies for communications within the School.
- Contact with students and their parents/carers, other employees at the School, must be in accordance with School policies and procedures. Liaise with professionals under the supervision/guidance of the Principal and/or Strategic Managers, as appropriate.

### Marketing, Liaison and Networking

- Contribute to the School's marketing activities by the promotion of a positive ethos and by supporting a positive image of the School.
- Take part in marketing, liaison and networking activities as required, for example, Open Evenings, events with partner Schools.

### Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Curriculum Leader to identify resource needs and contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective use of resources to the benefit of the School, curriculum area and students.

### Support and Guidance Systems

- To be a Form Tutor to an assigned group of students.
- Promote the general progress and well-being of individual students and of the Tutor Group as a whole.
- To liaise with the appropriate SIL to ensure the implementation of the school's support and guidance system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Evaluate and monitor the overall progress of students and keep up-to-date student records as required.
- To contribute to the preparation of individual PSPs, IEPs, progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents/guardians of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff in school.
- To contribute to PSHE, Citizenship, Enterprise and Work Related Learning, etc. according to school policy.
- Apply school behaviour management systems so that effective learning can take place.

### Teaching/Tutoring

- Teach students according to their educational needs, including the setting and marking/assessment of work to be carried out by the student in school and elsewhere.
- To plan lessons in accordance with school policy to ensure all students make effective progress.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students taught or tutored.
- Ensure that ICT, Literacy, Numeracy and subject specialism(s) are reflected in the teaching/learning experience of students.
- Undertake a designated programme of teaching.

- To ensure a high quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials.
- Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- Maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Undertake assessment of students as requested by external examination bodies, departmental and whole school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required using AFL strategies.
- Create a positive learning environment in the classroom.

### Other Specific Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Support the school in meeting its legal requirements for collective worship.
- To actively promote the school's policies.
- Continue personal professional development as agreed.
- Comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- Undertake any other duty as specified by STPCB not mentioned in the above.

### Expectation of All Staff (Teaching and Support)

- Support the Principal and Strategic Leadership Team in creating a culture for learning, high standards of achievement and success for all the students.
- Carry out all duties and responsibilities in accordance with the School's mission statement, policies, current practice and your duty of care for the students' well-being and safety. Do not do anything to bring the name or ethos of the School into disrepute.
- Work flexibly as a member of a team and undertake such other duties as may be required within the scope of this post.
- Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. Deal with enquiries efficiently, efficiently and sensitively.
- Ensure absolute confidentiality in all matters relating to the students, staff and School business, without exception.
- Be aware of and comply with policies and procedures relating to child protection, Health and Safety, security and confidentiality. Report concerns to your line manager, Executive Principal, a member of the Senior Leadership Team or the Local Governing Body and Trustees.

- Attend and participate in relevant meetings, training, performance development and other activities as required.

### Other Duties

- The duties and responsibilities in this job description are not exhaustive. The post-holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post-holder.

### Equal Opportunities

- The post-holder is required to carry out the duties in accordance with the School's Equal Opportunities policy.

### Health and Safety

- The post holder will ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.

### Safeguarding

- All staff have a responsibility to safeguard and promote the welfare of students and young people within the School.

### Job Description

- This job description is based on the relevant School Teachers' Pay and Conditions Document (STPCD). It should not be viewed as comprehensive description of the post. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from those in a position of responsibility to undertake work of a similar level that is not specified in this job description.
- This job description is current at the date shown. In consultation with the post holder, the job description may be changed by the Principal to reflect and/or anticipate changes in the job commensurate with TLR and job title.
- 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 for any employee who develops a disabling condition.

## Person Specification

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### Qualifications and Professional Development

#### Essential

- Qualified Teacher Status, including ECT
- Evidence of recent professional development or in-service training
- Degree in drama/theatre studies

### Management of Personal Teaching

#### Essential

- Experience of raising levels of achievement and attainment
- Effective use of data to inform planning
- Experience of lesson planning and effective assessment for learning

### Professional Knowledge and Understanding

#### Essential

- Maintaining a high standard of teaching and learning
- The central role of ICT in teaching and learning
- Curriculum issues and development
- Improvement – raising achievement

### Knowledge, Skills and Competencies

#### Essential

- An understanding of teaching in a secondary school
- Enable students to achieve high expectations through good quality teaching and learning
- Be able to teach to A Level
- Inspire students to have high aspirations and achieve their full potential
- Build and maintain relationships with staff, governors, parents, students and the community
- Demonstrate commitment, enthusiasm and motivation
- Foster an open, fair and courteous environment
- Demonstrate strong analytical skills to inform improvement
- Be innovative and able to manage change
- Communicate effectively with a range of audiences
- Have a genuine liking of young people
- Show they have a sense of humour and perspective
- Adaptability, flexibility and determination
- Work independently and as part of a team
- Suitability to work with children
- Be in possession of an enhanced DBS clearance

### **Desirable**

- Inspire, motivate, challenge and empower others
- Build and manage effective team(s)

### **Experience**

#### **Essential**

- Experience of teaching drama in a secondary school