



TEACHER OF DRAMA (MATERNITY COVER)

- SALARY:** MPS (with potential TLR 2a (£3,214) for curriculum leadership)
- LOCATION:** THE THOMAS ALLEYNE ACADEMY, STEVENAGE
- EMPLOYMENT TYPE:** Maternity Cover (Full time, although part time may be considered)
- EMPLOYMENT PERIOD:** FROM MONDAY September 2024 (ECT potential to start June 2024)

SUMMARY

- We are seeking an enthusiastic, creative, and committed Teacher of Drama to provide maternity cover from September 2024 (with ECT potential to start June 2024)
- The successful candidate will have experience of working with children aged 11-16 years, and be able to demonstrate they can implement the academy's commitment to the safety and welfare of children.
- They will also be able to demonstrate a passion for the subject, have the ability to inspire students, and have an awareness of curriculum developments across key stage three and four.
- There is also an opportunity for a candidate with an interest in teaching music to link with that department.

ROLE & RESPONSIBILITIES

As a Teacher you will:

- **Set high expectations which inspire, motivate and challenge students**
 - Establish a safe and stimulating environment for students, rooted in mutual respect
 - Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
 - Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

- **Promote good progress and outcomes by students**
 - Be accountable for students' attainment, progress and outcomes
 - Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
 - Guide students to reflect on the progress they have made and their emerging needs
 - Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
 - Encourage students to take a responsible and conscientious attitude to their own work and study.

- **Demonstrate good subject and curriculum knowledge**
 - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
 - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- **Plan and teach well-structured lessons**
 - Impart knowledge and develop understanding through effective use of lesson time
 - Promote a love of learning and children's intellectual curiosity
 - Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
 - Reflect systematically on the effectiveness of lessons and approaches to teaching
 - Contribute to the design and provision of an engaging curriculum within the relevant subject area.

- **Adapt teaching to respond to the strengths and needs of all students**
 - Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
 - Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
 - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development

- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- **Make accurate and productive use of assessment**
 - Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - Make use of formative and summative assessment to secure students' progress
 - Use relevant data to monitor progress, set targets, and plan subsequent lessons
 - Give students regular feedback, both orally and through accurate marking, and ensure students to respond to the feedback.
- **Manage behaviour effectively to ensure a good and safe learning environment**
 - Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the academy's behaviour policy
 - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
 - Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- **Fulfil wider professional responsibilities**
 - Make a positive contribution to the wider life and ethos of the academy
 - Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - Communicate effectively with parents with regard to students' achievements and well-being.
 - Deliver pastoral work as specified by the Head of Year
 - Take on any additional responsibilities which might from time to time be determined by the Headteacher

PERSON SPECIFICATION

- To work with honesty and integrity
- To have strong subject knowledge and to keep this up to date
- To be self-critical
- To possess excellent inter-personal skills in order to forge positive working relationships with staff, parents and students
- To be able to work collaboratively with other teachers in your department
- To manage your time effectively
- To understand how to act on student data to get the best from your classes
- Interest in continued professional development

WHO WE ARE

The Hart Schools Trust (the Trust) is a multi-academy trust that currently includes the Thomas Alleyne Academy and Roebuck Academy in Stevenage.

- The Thomas Alleyne Academy: a growing secondary school, with sixth form, in Stevenage. The school was graded 'Good' with 'Outstanding' leadership and management at its last Ofsted inspection in 2019.
- Roebuck Academy: a growing primary and nursery school in Stevenage. The school was graded 'Good' at its last Ofsted inspection in 2021.

The Trust is part of the Hart Learning Group, a charitable organisation with a mission to create social and economic value through learning.

The Hart Learning Group currently includes:

- North Hertfordshire College, a large general further education college in Stevenage and Hitchin.
- The Hart Schools Trust, a burgeoning schools trust that currently sponsors Thomas Alleyne's Academy and Roebuck Academy in Stevenage.
- Hart Learning & Development, a progressive new learning and development business which supports businesses of all sizes to engage with and invest in emerging talent.

We are currently working towards an ambitious five-year strategy. To realise our strategy, we need the best people around. We're building an amazing team, all of whom share our passion, pace and commitment to helping our students to get where they want to be in life.

To apply

To apply please send a completed application form to Mrs Stella Clark clarks@tas.herts.sch.uk by **9am on Tuesday 16th April 2024**. Interviews will take place the week commencing Monday 22nd April 2024.

SAFER RECRUITMENT STATEMENT

Hart Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Successful applicants will be required to undertake a Disclosure and Barring Service (DBS) check and provide proof of their right to work in the UK. In addition, Google searches will be conducted on shortlisted applicants.