Uckfield College

Recruitment Information Booklet

Teacher of Drama (MPS/UPS)
Full Time or Part Time

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Dear Candidate

We are delighted you are interested in applying for a role at Uckfield College and thank you for taking the time to discover more about life at our school.

The staff here, both teaching and non-teaching, are excellent. They are utterly professional and deeply caring people who have a strong moral purpose to make a difference to young people. Students in lessons are ready and eager to work. It is no surprise that the results are so good. Both personally and professionally, I am very proud of the work they do. While we are a 'students first' college and students are what we are here for, our greatest asset is our dedicated staff who strive and frequently go beyond the 'call of duty' to develop and maintain the very special learning environment that is Uckfield College. We are a Super Curricular school, which means that every student in years 7-13 (including those who are disadvantaged or have special needs) has to do at least one Super Curricular activity a week. There is an exceptional range of exciting opportunities on offer.

I feel sure that you will identify Uckfield College as an energetic and successful place in which to work. One aspect that stands out is the tremendous support for teachers. There are comprehensive shared resources, detailed schemes of learning, weekly Joint Professional Learning Time (JPL), a new, innovative Professional Learning and Development (PLD) programme and our research informed, nationally recognised framework for teaching and learning, called Uckfield Excellence. Uckfield Excellence has been very well received when presented at national conferences. Our professional development programme is exceptional and every member of staff in our team has tremendous training for their support role, teaching post or leadership position.

I feel sure that you will identify Uckfield College as an energetic and successful place in which to work. If, after reading about us, you decide to apply for the post, then we look forward to receiving your application form. Applications will be processed in line with the dates provided and we will write to successful and unsuccessful candidates as soon as possible to inform them of their progress.

There is further information about the College, including Prospectus and an electronic version of the briefing booklet and application form available on our website: www.uckfield.college. If there are specific parts of the application you would like to clarify, or if there is particular information you require, then please telephone me at the College. I can be contacted via my PA, Toni Fletcher, on 01825 764844, extension 1002.

In conclusion, I make no excuses for sounding so very proud of the enthusiasm, hard work and support of staff, students, parents and governors. Uckfield College is very much a team and I believe, fundamentally, a very happy and successful one.

I look forward to meeting short-listed candidates at interview.

Yours sincerely

Hugh Hennebry
Principal



About our College



Uckfield College is a rapidly improving school with excellent results, happy staff and students and highly engaged governors. In September 2022, Ofsted concluded that there was sufficient evidence that the school could be judged outstanding in a subsequent inspection. The lead inspector said 'this feels like an outstanding school'. We are expecting a follow up graded Ofsted inspection in one to two years and we are looking for a Teacher who can support the College to achieve the outstanding judgement the community of staff, students and parents deserve.

In the Ofsted feedback, the inspection team were full of praise for all aspects of College life:

- "The curriculum is very well planned, sequenced and developed."
- "Teachers make good use of assessment information to plan work that meets the needs of all pupils."
- "Teachers use technology highly effectively."
- "Teachers have worked collaboratively… to increase the level of challenge for pupils."
- "Teachers… ensure a consistent approach to feedback."
- "Pastoral leaders now have a more rigorous approach in place which ensures greater consistency across all year groups."
- "Pupils feel that their teachers listen to them in lessons and that they are well challenged."
- "Leaders have very high expectations."

Inspectors also said some wonderful things about our students:

- "The College Council are the most delightful group I have worked with in a very long time."
- "Pupils relish leadership roles."
- "Pupils are friendly, polite and there is a harmonious atmosphere in the school."
- "Pupils say that homework tasks extend their current learning and provide additional challenge."
- "Pupils appreciate the guidance their teachers give them and they say that they know very specifically how to improve their skills and knowledge."

Students are at the heart of everything we do. The positive relationships between teachers, parents and students have helped us to really sustain and drive significant improvements in recent years. We are very proud of our College and want to recruit a leader who will champion and celebrate our success, within the school and in the wider community.



Our Vision and Ethos

Our Vision: An inspiring College where every individual is supported and challenged to achieve personal excellence.

Our Aim: Is for everyone in our community to lead truly, deeply, happy, fulfilled and purpose-driven lives. Our curriculum is how we achieve those aims.

In feedback to the Lead Inspector during our last Ofsted Inspection, one parent summed up the ethos of the school as **"Encouraging the young people to love learning, be interested in the world around them, take care of it and take care of one another."**



Our Staff

We are exceptionally proud of our staff here at Uckfield College, both teaching and non-teaching. They are an amazing team who work together collegiately to support each other and help each and every one of us to be the very best we can.



Teacher Drama (MPS/UPS)

Hours	Full Time or Part Time Applications welcomed from full-time or part-time candidates, please state your preference on your application.
Commencement	1st September 2023
Contract	Permanent

The Application Process

We hope that after reading the information in this booklet you will be keen to apply to join our dedicated team of staff. If you would like to be considered for this role, please complete and return an East Sussex County Council Application Form, which is available electronically from our website. We will also be pleased to forward a hard copy of the application form to you if you prefer.

Please ensure that you submit your application before the closing date for this post of Monday 20th March at 9.00 a.m. Unfortunately applications received after this time cannot be considered. If you are short-listed for the post we will contact you as soon as possible to invite you to interview.

If you would like to discuss the post further, or arrange to visit the College prior to making your application, please do not hesitate to contact our HR Officer, Victoria Barden, on 01825 764844 extension 1008 or email hr@uckfield.college.

The Interview Process

We look forward to welcoming short-listed candidates on the interview day, when they will have the opportunity to find out much more about the College throughout the interview process. On the day you can expect the format to include:

- Welcome from the team
- Meetings with key members of the team
- Lesson Observation
- Tour of the College
- Safeguarding Interview
- Panel Interview

We are committed to the safeguarding of children. References and Enhanced Disclosure and Barring Service checks will be conducted on the successful applicant. Please note this role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

We are equally committed to eliminating discrimination and encouraging diversity. We aim for our workforce to be representative of society and that each employee feels respected and able to give their best. We are committed to providing equality and fairness in our recruitment and employment practices and not to discriminate on any grounds.

Job Description

Job Title: Teacher of Drama

Responsible To: Curriculum Leader of Drama

Main Purpose of the Job

- To carry out the professional duties of a teacher as circumstances may require and in accordance with the College's policies under the direction of the Principal.
- To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and develop standards of students' learning, achievement and attainment through the use of evidence-informed practice.
- To play a full part in the life of the College and its community, to support its mission and ethos of realising potential and to be a role model for staff and students.

Job Dimensions

- Students: accountable for the oversight of learning of those students allocated to the post holder, engaging and motivating in the classroom and building team commitment with colleagues.

Key Accountabilities

Strategic Direction and Development: Lead, develop and implement teaching and learning policies, plans, targets and practices to ensure contribution to whole College improvement.

Where appropriate to:

- promote the general progress and well-being of individual students and of any class or group of students assigned to the post holder;
- use evidence-informed practice to improve outcomes in each area of the role;
- identify clear teaching objectives through planning and specify how they will be taught and assessed;
- set tasks which challenge students and ensure high levels of interest and expectations for each and every student;
- set clear targets and intervene, when appropriate, based on prior attainment;
- provide clear structures and routines for lessons which regularly review prior learning using effective strategies, e.g. retrieval practice;
- use regular, specific feedback, both verbal and written, to provide clear and meaningful improvement strategies to students;
- effectively scaffold the curriculum and use adaptive teaching to ensure all students can access and excel at tasks within each lesson;
- have routines which maintain high levels of pace, motivation and challenge;
- ensure students' working memory is kept on task through cognitive offloading strategies;
- maintain discipline in accordance with the college's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework;
- use college strategies to improve literacy in all lessons, e.g. the explicit teaching of Tier 2 vocabulary;
- ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate own teaching critically to improve effectiveness;
- ensure the effective and efficient deployment of classroom support through explicit guidance;
- prepare students for public examinations where relevant;
- register the attendance of students in lessons in line with the college policy.

Leading and Managing Staff: provide the necessary support, challenge, intervention and information to sustain motivation and secure improvement in teaching and learning.

Where appropriate to:

- use performance data to evaluate students' progress and set appropriate targets for improvement;
- use strategies to promote self efficacy for every adult in the college;
- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- promote the use of educational research to improve both student and staff outcomes;
- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognize the level at which the students achieving;
- undertake assessment of students as requested by examination bodies, departmental and College procedures;
- prepare and present informative reports for parents and other external agencies as appropriate;
- make records of reports on the social needs of students;
- provide or contribute to oral and written assessments, reports and references relating to individual and groups of students.

Curriculum Development

- Contribute to the development of Schemes of Learning and lesson planning within the curriculum area which are inline with the subject's curriculum intent.

Teaching and Learning: secure and sustain effective teaching, evaluate the quality of teaching and standards of students' achievements and set targets for improvement to ensure high standards across all key stages and external assessments.

- Have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the College;
- establish effective working relationships, with students and staff, and set a good example through own presentation and personal and professional conduct;
- endeavour to give every student the opportunity to reach their potential and meet high expectations;
- to use strategies to promote self efficacy for all students;
- monitor student progress and implement intervention strategies;
- be committed to safeguarding and promoting the welfare of students in all lessons and related activities, and develop and implement policies and practices which reflect the College's commitment to every child;
- provide guidance and advice to students on educational and social matters and on further education and future careers;
- maintain good order and discipline among students and safeguard their health and safety when they are engaged in authorised College activities elsewhere;
- participate in arrangements for students presentation for examinations;
- supervise and so far as practicable teach any students whose teacher is not available to teach them following the current Pay and Conditions;
- participate in meetings at the college which relate to the curriculum, administration or organization of the college.

Communication

- Communicate and consult with the parents of students and Governors where appropriate;
- communicate and cooperate with persons and external agencies and participate in meetings arranged for any of the purposes described above;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review Days and events with partner schools;
- contribute to the corporate life of the College through effective participation in meetings and management systems necessary to coordinate the management of the College;
- cooperate with other staff to ensure sharing and effective usage of resources to the benefit of the College, department and students.

Deployment of Resources

- Review from time to time own methods of teaching and Schemes of Learning;
- participate in arrangements for own further training and professional development as a teacher;
- participate in arrangements for own supervision and training whilst serving in an induction period;
- participate in arrangements for the appraisal of own performance and that of other teachers;
- take responsibility for own professional development and duties in relation to College policies and practices;
- contribute to the professional development of other teachers e.g. the induction of new teachers.

Quality Assurance

- Embed the College's High Reliability practices in order to sustain and develop high quality teaching and learning.

Refer to the current 'Conditions of Employment for Teachers other than Head Teachers' from School Teachers' Pay and Conditions Document from the DfE.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually.

Person Specification: Teacher of Drama

	Essential Criteria	Desirable Criteria
Education and Training	• Qualified Teacher Status	• Good Honours Grade
Subject		• Able to teach subject to A Level
Personal	• Excellent classroom teacher • High quality interpersonal skills • Displays commitment to the protection and Safeguarding of children and young people • Team player • Flexible • Proactive and able to make decisions • Ambitious, personally and for the College • An educational vision focused on students • Excellent range of communication skills; listening as well as speaking, presenting, writing • Resilience • Positive 'can do' attitude	• Aware of strategies to raise student achievement

Role of Form Mentor

Line Manager: Director of Year

Professional Duties

- To act as the first point of contact between home and college and to advise and guide parents and students on a day to day basis.
- To get to know the students in the mentor group and strive to be aware of backgrounds as these will affect the student's performance in college.
- To establish a positive relationship between mentor and the student so that the mentor is aware of both danger signs and indications that the group and individuals are functioning well.
- To encourage each student to take a full part in college activities.
- To be a source of information about the college and to interpret college policy to the students as it affects them.
- To maintain high standards of college uniform with all students in the group.
- To liaise with senior pastoral staff about students in difficulty or trouble.
- To complete the form register and to do so in a well-controlled manner so that the information recorded is accurate and in accordance with the notes in the staff guide.
- To check (using Google Classroom) and encourage students to:
    - complete homework that is set; and
    - hand homework in on time.
- To ensure that all absences are covered by letters or telephone calls from parents. Directors of Year should be notified when a Form Mentor is unable to obtain a satisfactory reason for absence either from the students or from contact with the parents directly.
- To monitor students' academic progress through profiles/reports and data/progress analyses. To make a meaningful and appropriate comment on social and academic progress made as required by the style of the report.
- To coordinate appropriate intervention strategies to support students' academic and social progress.
- To deliver the set mentor programme during Personal Development Time and Life Learning (PSHCE).

Departmental Structure and Organisation 2022/2023

Drama Department

Staff

Curriculum Leader of Drama	Julia Harriyott
Teacher of Drama	Freya Hutchison
Gary Crawford	Senior IT & AV Technician

Accommodation

The Department has its own purpose built studio which also has a bi-folding wall with retractable seating that can be used for performances with full technical facilities to create a theatre.

Resources

- The college is fully networked and all colleagues have access to a computer.
- All teaching staff are currently issued with a free Chromebook. To enhance learning, all students have Chromebooks (Years 7 to 11) or their own device (Sixth Form).

Drama Provision

Years 7 and 8	One lesson per week for 50% of the academic year, on a half yearly rotation with dance.
Years 9, 10 and 11	GCSE Drama (currently 1 class in Y9, 1 in Y10 and 2 in Y11)
Year 12	First year of linear A Level
Year 13	Second year of linear A Level

Public Examinations

Years 9, 10 and 11	GCSE Drama AQA - 30% practical 70% written examination and coursework
Year 12	GCE Drama & Theatre Studies AQA Drama and Theatre - 30% practical 70% written examination and coursework
Year 13	GCE Drama & Theatre Studies AQA Drama and Theatre - 30% practical 70% written examination and coursework

Additional Information

The Department meets formally on a regular basis, in accordance with the College's meetings system. Agendas and minutes are supplied to each member and also stored centrally. Information is communicated by email, in person or in writing.

Departmental INSET is arranged as three 'twilight' sessions during the academic year, during which a range of issues might be addressed, from strategic decisions about syllabuses to practical concerns about resources and equipment.

As a training department for B Ed, PGCE and Schools Direct trainees from various East Sussex establishments, including University of Sussex and Brighton University, we have continuing, productive relationships with local training providers and their personnel and are able to contribute through meetings and other contacts to their programmes.

Students in Year 7 and 8 attend a weekly drama club. This club supports the work done within lessons on basic stagecraft, creating characters and working within a specific genre.

Students in Year 9/10 attend a weekly drama club that extends the work done within lessons and prepares students for the GCSE Drama course.

There is scope for a range of performances to audiences for students in Years 7 to Year 13, including:

- Annual, whole school, Christmas musical
- GCSE and A Level Examination Evening Performances throughout all three years
- Celebration/Presentation Evenings
- Performances as part of the Uckfield festival
- Performances and outreach work within the community

Students within Y12 and Y13 have opportunities to support and lead extra-curricular activities with the younger year groups.

Meetings:

- Weekly Joint Professional Learning within department team
- Department meetings throughout the year
- Weekly musical meetings

The Application and Appointment Arrangements

We look forward to receiving your application which should be returned to Victoria Barden, HR Officer at Uckfield College, hr@uckfield.college. Your application should comprise:

- A letter of application (2 sides A4 max), which includes reference to those aspects of your experience, personal qualities, knowledge and skills which will equip you for these roles;
- A fully completed application form.
- Your preference of full time or part time working.

The closing date for receipt of completed applications is Monday 20th March at 9.00 a.m. Short-listing will take place shortly afterwards and interviews will be held as soon as possible. The selection process will include meetings with key members of the team, a lesson observation, a tour of the College and formal interviews.

If you require any further information please contact Victoria Barden at Uckfield College on 01825 764844, extension 1008 or email hr@uckfield.college. Alternatively you may contact Toni Fletcher, PA to the Principal, on 01825 764844, extension 1002, or email t.fletcher@uckfield.college.

Uckfield College

Love Learning for Life



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