



John Kyrle High School & Sixth Form Centre

CANDIDATE INFORMATION PACK
TEACHER OF MUSIC & DRAMA
(FIXED TERM 01.09.2021—31.08.2022)



*New Style Academy
Specialist Technology College
Modern Foreign Languages College
Applied Learning College*

Headteacher's Welcome

Thank you for your interest in our school and the advertised post of teacher of music & drama. I hope you find the information you require. You will get a flavour of our successful, popular and unique school which I am immensely proud to lead.

The school gained excellent examination results which have ranked amongst the best in its history at both GCSE and A Level. Outcomes are, once again, above local and national averages for attainment. Student progress remains strong for all groups of learners.

My mantra, shared with students, is that I want them to be 'Happy, Healthy and Successful'. The school's moto, Carpe Diem—Seize the Day—means that we do all we can to ensure students and staff enjoy their time in school. I believe that students have one chance at education and it is our job to ensure they have every opportunity to fulfil their potential



The school is fortunate with hugely committed staff keen to provide extra-curricular activities in a multitude of areas. These include music, drama, sport and opportunities to travel. We run regular skiing trips and biennial sports tour to Canada or South Africa. We liaise with partner schools in France and Germany. The sixth form undertake an annual visit to another partner school, Kisiki College, Namatumba, Uganda.

Additionally the school is involved in system leadership nationally. In my capacity as a National Leader of Education, and supported by colleagues in school who are qualified Specialist Leaders of Education, we work formally with schools, academy trusts and local authorities across the West Midlands and Gloucestershire.

I look forward to receiving your application.

A handwritten signature in black ink, which appears to read 'N. Griffiths'.

NIGEL GRIFFITHS

Headteacher



Our Heritage



John Kyrle High School and Sixth Form Centre is situated in the historic town of Ross-on-Wye, Herefordshire, which overlooks the beautiful Wye Valley. It gained technology-college status in 2002 with additional specialisms in MFL and applied learning. John Kyrle aims to provide all students with a life-enhancing secondary school experience where students feel happy and secure, yet challenged. John Kyrle converted to new-style Academy status on 1st January 2011.

The school takes its names from the great local benefactor, John Kyrle (1637-1724). He introduced a public water supply to the town, built a causeway to Wilton Bridge and reconstructed the unsafe 14th century spire of St. Mary's Church. He was praised by the poet Alexander Pope as the 'Man of Rioss' a title he has been known by ever since.

John Kyrle is a popular high school with an 8-form entry and caters for 1400 students, including 300 in the sixth form. Students are drawn from the town of Ross and the surrounding rural area. The school was formed in 1979 from the amalgamation of the existing Grammar and County Secondary schools. The school is located on the Ledbury Road about half a mile from the Market House and adjoining the duel carriageway.

The school is organised on a year basis with form tutors and a head of year responsible for the pastoral care and monitoring of students. Form tutors stay with their tutor groups from Years 7 to 11. Years 7/8 are overseen by lower-school heads of year but from Year 9 a new head of year moves through the upper school with his or her year group. A head of sixth form oversees Years 12 and 13.

The sixth form is accommodated in a purpose-built block which contains a common room, kitchen, study rooms and a superb ICT facilities. Admission to sixth form courses is open but preferance is given to those students who achieve two grade 5s in subjects including English and maths. Those who achieve grade 4s may still be admitted but this will be in consultation with staff. Sixth form courses include a wide range of AS and A2 levels. The school is consistently in the top quintile for progress at KS4, and with 60% A*-B grades at A2, in the top 2% of schools nationally for A level.

John Kyrle High School encourages students to participate in the many societies. Out-of-school activities and clubs exist to suit a wide variety of students' interests. Overseas study visits to Europe, Africa and North America and a large number of sports teams which represents the school at rugby, soccer, hockey, netball, athletics, cricket, tennis and rounders, are just some of the activities offered.



The school has excellent facilities, including sports fields, an all-weather sports surface, tennic courts, a specialist drama studio, a purpose-built art and ceramics facility, and a modern library. There are also technology workshops, a recently-opened music-technology suite and practice rooms, computer and business rooms, languages and scientific data logging laboratories, a gymnasium and an on-site sports hall, which are used extensively. There is a strong tradition of music, drama and art at the school. A recent increase in student numbers has led to the installation of additional classrooms. In 2015, a brand new £1.2m Maths Centre of Excellence was opened with 10 specialist maths classrooms and a shared study facility for A-level students and staff.

In it's latest 'Short' Ofsted inspection in March 2017, the school's grading of *Good* overall with *Outstanding* Leadership & Management, Pupil Behaviour and Safeguarding and Sixth Form from September 2012 were endorsed. The March 2017 inspeciation feedback letter commended 'strong senior leaders and an effective board of trustees'. It also notes:

- *Staff are proud to work at the school*
- *Pupils are well behaved, polite and friendly*
- *Because of excellent attitudes to learning and strong academic results, pupils are well prepared for life after school.*

Partnerships with parents and the wider community are high on our list of priorities in order to help every student achieve his or her potential. Our school motto is 'Carpe Diem' - sieze the day! We try to live up this motto every school day.

The Role

For the period 1st September 2021 to 31st August 2022, we are looking to appoint a graduate teacher of music & drama on a 0.50 to 0.60 proportion. The successful candidate will join a forward-thinking department of teachers who are fully committed to innovative teaching methods, which motivate and engage all students.

Applicants must be able to teach across the whole ability range and should bring with them enthusiasm and expertise in the teaching of music and drama up to KS3. Applicants should also have the ability to offer either music or drama to all levels of ability up to KS4. Applications from well-qualified NQTs are encouraged.

Candidates should complete the application form in full (black or typewritten please).

Your letter of application should include the following points:

1. How your expertise fits you for the post
2. Your views and beliefs on what makes a good classroom teacher
3. Your views and beliefs on the teaching of music or drama

Open testimonials are not required and should not be submitted.

The closing date for receipt of application is **Friday, 23rd April 2021 (12.00 noon)**.

Shortlisted candidates will be invited to attend interview after the Easter holidays, dates yet to be confirmed.

The school is unable to directly inform candidates if they have been unsuccessful.

Music Department Profile

The music department is a dynamic and forward-looking department, committed to motivating and engaging students in music learning, both in the classroom and through extra-curricular activities. The department has two main members of staff plus support from musical members of other teaching staff. It also has the backing of the senior leadership team who understand the benefits a broad and creative curriculum can offer. The department has also seven peripatetic instrumental teachers.

Facilities

The music department is extremely well equipped and comprises of three full-size classrooms, two of which are specifically designed for KS3 and 4. These two classrooms are equipped with keyboards and networked IWBs. One of these classrooms has 18 networked computers and the other is open plan for space for orchestra and choir rehearsals. The third classroom has been adapted for the BTEC level 3 Music Technology course, comprising of 16 Apple iMacs running Logic Pro and Sibelius 6. This room is also used for KS4 BTEC level 2 lessons and for GCSE composing. All computers in the department have an audio interface to allow the recording of vocals or guitars.

The department also has a considerable number of band instruments including seven drum kits, a large range of electric, acoustic and bass guitars and an array of amps for practice and performance. There is also a half set of Samba drums and African djembes as well as general percussion, used mainly at KS3.

The music suite has two studios with a central control room, a MAC and their own mixing desks. There are also three general practice rooms. The department, which is purpose built, uses professional quality outboard hardware and a wide variety of dynamic and condenser microphones from Rhode, AKG and Shure. The studio equipment is also complemented by DJ and live sound equipment.

Curriculum

We pride ourselves on the provision of a curriculum which utilises the specialist skills of our teaching staff.

KS5—We offer Pearson Edexcel BTEC level 3 Extended Certificate in Sound Engineering. A-level Music has been successfully taught at the school and is offered as an option, but this does depend on student uptake.

KS4—The department offers both GCSE Music, presently following the Eduqas syllabus and the Pearson Edexcel BTEC level 2 First Award in Music, allowing students to specialise in different areas of music. These courses are run separately and there is good uptake for both.

KS3—Students presently receive 2 lessons per fortnight for Years 7 & 8 and one hour for Year 9. Lessons are taught primarily through performing and listening, following a broad curriculum that encourages reading of different notations and use of a wide variety of instruments. We also use computers at KS3 to support learning. We encourage students to be creative and ensure that students have a significant musical foundation to access music at KS4, either GCSE or BTEC.

Extra-curricular in Music

Under normal circumstances, we have a strong commitment to extra-curricular activities. There is an orchestra, two choirs, saxophone and clarinet groups, a flute choir, rock club and various bands. We put on one major concert each year and a Carol Service. We have also put on musicals—'We will Rock You' and 'West Side Story' are but a few. We have produced music for the school's pantomime and have put on band events. The BTEC level 2 groups have also produced and performed in lunchtime concerts as part of their course. The sound at most of these events is run by the sixth form music technology students, often as part of their coursework, under the supervision of the music technology teacher. Students may book the studios/practice rooms during lunch times for individual, band and small group rehearsals. Longer sessions can be booked after school.

Drama Department Profile

Facilities

The department has a bespoke Drama studio (110) with full black out facilities. It has a 24 channel lighting system and a good range of lanterns on a substantial lighting grid. This is run by a new Zero 88 lighting console. There is also surround sound, a projector and screen that are linked to the school system. The department is also well stocked with props and a large selection of costumes and staging materials as well as two complete mask sets from both Trestle and Vamos theatre companies.

The department also has use of the gallery, a large teaching space off the main hall. The main stage in the hall is well equipped with lighting, projection facilities, staging blocks and scenery for major school productions.

Curriculum

The school is very supportive of drama and we pride ourselves on the provision of a curriculum which utilises the specialist skills of our teaching staff.

At KS3 students are taught drama for one lesson a fortnight as a stand-alone drama lesson. Schemes are available for teachers to use or they may wish to adapt these to support the work they do in lessons.

At KS4 GCSE Drama students follow the Eduqas syllabus.

At KS5 the groups follow the AQA Drama and Theatre Studies course.

Features of the department

A strong commitment to extra-curricular activities.

The main school production is our annual showcase and we have a strong tradition of large scale productions in collaboration with the Music department.

The department is used by students to rehearse throughout the year for their exam performances.

We also support those applying to Drama schools to prepare for auditions.

Job Description

Responsible to: head of department (as teacher)/head of year (as form tutor)

Responsible for: the provision of a full and rich learning experience and support for students

Main Purpose of the role:

- to fulfil the “Teachers’ Standards”, as a teacher of music & drama, working as part of a departmental and a pastoral team
- to inspire, motivate and challenge students through the development and delivery of an appropriately broad, balanced, relevant and differentiated curriculum
- to promote, monitor and support good student progress and development, academically and pastorally
- to ensure a learning experience which provides students with the opportunity to achieve their individual potential.

Principal Responsibilities:

A teacher of music & drama at John Kyrle High School and Sixth Form Centre is responsible for meeting all the requirements as appropriate of the “Teachers’ Standards” and our career-stage expectations.

Teaching and Learning:

- to set high expectations which inspire, motivate and challenge all learners, within a safe, respectful and stimulating environment
- to promote and be accountable for good progress and outcomes by students, building upon prior learning and supporting students in reflecting upon their own learning
- to demonstrate good subject and curriculum knowledge, and a critical understanding of developments in these areas
- to demonstrate an understanding of and take responsibility for promoting high standards of articulacy and the correct use of standard English
- to plan and teach well-structured lessons, which make effective use of time and which promote a love of learning and intellectual understanding, and to reflect upon their effectiveness
- to set homework and plan other out-of-class activities to consolidate and extend the learning of students
- to adapt teaching to respond to the strengths, needs and stages of development of all students, using approaches which enable students to learn effectively
- to have a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these
- to have a clear understanding of the needs of all students, including those with special educational needs, those with English as an additional language and those with disabilities, and to use and evaluate distinctive teaching approaches to engage and support them
- to make accurate and productive use of assessment, including the effective use of assessment for learning strategies and of data to monitor progress, set targets and plan subsequent lessons
- to manage behaviour effectively to ensure a good and safe learning environment.

Care, Guidance and Support:

- to be a form tutor and to promote the general progress and well-being of individual students and of the tutor group
- to monitor and evaluate the progress of students, and to liaise effectively with the head of year and parents/carers
- to register students, accompany them to assemblies, encourage their full attendance and their full participation in all aspects of school life
- to ensure that any concern of a safeguarding nature is dealt with immediately and in line with school policy.

Wider Professional Duties:

- to make a positive contribution to the wider life and ethos of the school
- to develop professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- to deploy support staff effectively
- to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- to work effectively as a member of a team(s) and to contribute positively to effective working relations within the school
- where appropriate, to communicate with bodies outside the school
- to communicate effectively with parents/carers with regard to students' achievements and well-being
- to assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining/awarding bodies and the school development plan
- to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document, and/or any subsequent legislation
- to be a member of a duty team, when assigned, and carry out such duties punctually and efficiently.

General Information

The post holder will be required to comply with the school's policies and procedures. The school has a no-smoking or vaping policy. Staff are not permitted to smoke or vape on any of the school's premises nor in any vehicle used on school business. The post holder will promote the school's health and safety at work policies and ensure that they are implemented efficiently within his/her areas of responsibility.

Employees have a duty to safeguard and promote the welfare of children, young people and vulnerable adults. It is an essential requirement that staff are aware of the school's safeguarding procedures for sharing information about the welfare of any person whom they have safeguarding concerns. Staff have a duty to ensure that they attend training to enable them to recognise the indicators for concerning behaviour and receive safeguarding supervision as appropriate.

Person Specification

Post Title: Teacher of Music & Drama	
Essential	Evidence
Experience Ability to undertake teaching of music and drama to all levels of ability up to KS3 Ability to offer either music or drama to all levels of ability up to KS4	Application Interview
Qualifications Good honours degree Qualified teacher status achieved by July 2021 Willingness to undertake INSET and continuing professional development	Application
Skills & Abilities Able to motivate students and raise achievement Able to work as a member of a team Organisational skills Interpersonal skills Communication skills Administration skills Ability to use a variety of teaching/learning styles Ability to fulfil the “Teachers’ Standards” Good classroom management/appropriate attitudes to use of authority and maintaining discipline.	Application Reference Interview
Other Ability to form and maintain appropriate relationships and personal boundaries with children and young people Willingness to participate in extra-curricular activities Knowledge of wider educational issues Clear understanding of equal opportunities Initiative Flexibility Enhanced DBS clearance	



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