



## Information for Applicants

**Drama Teacher**

**Salary (MPR)**

Full-time / Fixed Term for 1 year

Starting in September 2020

Tadcaster Grammar School  
Toulston  
Tadcaster  
LS24 9NB

Telephone: 01937 833466  
Email: [c.earl@tgs.starmat.uk](mailto:c.earl@tgs.starmat.uk)

Headteacher: Mr A Parkinson



March 2020

Dear applicant,

Thank you for expressing an interest in applying for the post of Drama Teacher.

At Tadcaster Grammar School [TGS] we put the needs of students at the forefront of our decision making and practice. Our curricular and co-curricular offer responds to the aims and aspirations of individuals and we structure these as a 7-year experience. The school is fortunate to have a highly committed and talented staff and governing body and our students are motivated, articulate and keen to learn. TGS is a larger than average school, but we organise our care, guidance and pastoral systems so everyone is seen, heard and valued. Our recent entry into the STAR MAT as a partner school has strengthened our ability to ensure all students enjoy their learning and wider school experience across the 4-19 year old age range.

When I first arrived at TGS there were a number of things that immediately impressed me. The first was the very open and welcoming nature of the school from both the staff and students. The second was the sheer variety of activities which are offered both within the curriculum and after school hours. Finally it was apparent that TGS was a school with a strong reputation for looking after its students and where high standards of conduct are non-negotiable.

Our ambition for the school focuses on developing a culture where all students achieve highly whatever their background or ability. This relies on providing learning and teaching of the highest possible quality to engage, enthuse and motivate. At TGS we do not limit our definition of achievement simply to traditionally academic pursuits; we believe in developing well rounded individuals and, as such, we make a significant investment in the areas of sport, creative and performing arts.

Drama is a vibrant and highly successful part of the curriculum at TGS. Students tell us that they enjoy their learning and achieve very highly. Achievement in Drama is consistently strong at GCSE and A level. As such, we wish to recruit someone who will contribute something really special to our team. We are looking for a proven and skilled classroom practitioner who can inspire, enthuse and bring excellent teaching qualities.

If you feel you are ready for the challenge and would like to know more about the school and its activities please take a look at our website at [www.tgs.starmat.uk](http://www.tgs.starmat.uk). If you would like to speak with a member of the Drama Team please do not hesitate to contact us on 01937 833466 or [c.duckworth@tgs.starmat.uk](mailto:c.duckworth@tgs.starmat.uk)

If you chose to take your interest in the post further, I would encourage you to pay attention to the following whilst assembling your application:

- The School Vision and Values Statement
- The TGS 2019-22 School Improvement Plan Summary
- Job description and person specification for the role of Drama Teacher
- School performance data about the school available in the public domain
- The school website
- THE STAR MAT website

I hope the following information shapes your thinking and gives the guidance to help you apply.

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

I look forward to the possibility of meeting you soon.

Yours faithfully,

**Mr A Parkinson**  
**Headteacher**

## THE SELECTION PROCESS

If you wish to apply for the post of Drama Teacher, then you should:

- Fully complete the application form, ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with email addresses). Do not enclose additional CVs.
- Support your application with a covering letter (1 side of A4 Arial 11 point, 1.15 spacing, maximum) addressing the following:

**Side 1:** How your experience to date best fits you to the requirements of the following sections of the person specification:

- Experience
- Training
- Knowledge and skills

Please use *relevant and recent* examples and impact measures from your practice.

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word.

Your audience for your written work will be school staff and governors.

Remember when addressing the above, ***less is sometimes more.***

### Timeline for the selection process

Post advertised in TES	Friday 20 March 2020
Closing time/date for applications:	9am on Monday 20 April 2020
Short listing:	Tuesday 21 April 2020
Invitation to interview by telephone/ Confirmation by email:	TBC
Selection day:	TBC

Please address all return mail to:

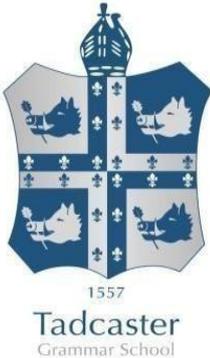
Mrs C Earl  
PA to the Headteacher  
Tadcaster Grammar School  
Toulston  
Tadcaster  
LS24 9NB

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## Appendices

<b>1</b>	The School Vision and Values Statement
<b>2</b>	The TGS School Improvement Plan Summary
<b>3</b>	Job description and person specification for the role of Drama Teacher
<b>4</b>	Drama Curriculum Team Information

## Appendix 1: The School Vision and Values Statement

	<p>Creating outstanding education in all of our schools to enable every young person to flourish and realise their full potential.</p>	 <p>Tadcaster Grammar School</p>	<p><b>Be your best self, be:</b></p> <p>Ambitious; Resilient; Responsible; Respectful to yourself and others.</p>
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### OUR VISION *(Our cause; our key belief)*

<p><b>Be your best self</b></p>	<p>During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should also be:</p> <ul style="list-style-type: none"> <li>● aware of the needs of others in their thoughts and actions;</li> <li>● empowered to control their own well-being;</li> <li>● able to achieve fulfilment in their current and future lives.</li> </ul>
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### OUR CORE VALUES *(These should be seen, experienced & lived)*

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the STAR Multi Academy Trust **values** of trust, openness and service. In addition:

All **staff** are expected to consistently model the following **values** which underpin everything we do, every day:

<p><b>Students considered first</b></p>	<p>All of our decisions should put the needs of students first. All students will be known well, included, valued and heard.</p>
<p><b>High expectations - no limitations</b></p>	<p>We do not prejudice potential by preconceptions about individuals or groups of students.</p>
<p><b>The right curriculum experience for each student</b></p>	<p>We respond to the aspirations and needs of individual students with a broad and balanced curriculum and diverse co-curricular offer.</p>
<p><b>The best support for each student</b></p>	<p>Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.</p>

All **students** are expected and supported to show the following **values** in everything they do in school, every day:

<b>Ambition and resilience</b>	To show a desire and determination to achieve success.
<b>Responsibility</b>	To take ownership for their actions and work in and out of school.
<b>Respect</b>	To be considerate to themselves and others.

## OUR SCHOOL

Tadcaster Grammar School is a partner school in the STAR Multi Academy Trust family. The school retains its local community identity and operates with autonomy.

By working in partnership with parents and other organisations, and utilising local and collective strengths within and beyond the STAR MAT, we aim to continue to achieve the very best outcomes for all students during their 7 years with us.

All STAR MAT partner schools offer their students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> <li>● Physically and mentally healthy</li> <li>● Informed risk takers, problem solvers and critical thinkers</li> <li>● Articulate communicators</li> <li>● Reflective, resilient and able to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>● Tolerant and respectful of others: different people, places and cultures</li> <li>● Responsible, aware and engaged citizens: locally, nationally and globally</li> <li>● Able to develop appropriate and successful relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Develop mathematical fluency and essential literacy skills</li> <li>● Be taught a broad, rich and age appropriate programme of study in every subject</li> <li>● Stimulating and exciting learning experiences both within and beyond the 'classroom'</li> <li>● Opportunities to take part in sport, performance and other creative activities</li> <li>● Careers education and guidance</li> </ul>

## Appendix 2: The 2019-22 School Improvement Plan Summary

OUR INTENT	QUALITY OF EDUCATION: CURRICULUM DEVELOPMENT (What we teach and why?)		
	<p><b>ONE:</b> All students will enjoy a <i>broad and balanced programme of education</i> that is responsive to their current and future needs and aspirations</p>	<p><b>TWO:</b> All students have the broadest access possible to <i>CEIAG, curriculum enrichment and extra-curricular opportunities</i> to further develop their knowledge, aspiration and cultural capital.</p>	<p><b>THREE:</b> Leaders at all levels <i>plan and sequence learning</i> so that previous knowledge and skills are consolidated and new work builds upon this.</p>
OUR IMPLEMENTATION	QUALITY OF EDUCATION: TEACHING & LEARNING DEVELOPMENT (How we teach)		
	<p><b>FOUR:</b> Teachers and leaders at all levels are supported in optimising the <i>effectiveness of their own and colleagues' classroom practice</i>.</p>	<p><b>FIVE:</b> To further embed a <i>whole school literacy development strategy</i>, with special reference to disadvantaged students and those with SEND.</p>	<p><b>SIX:</b> <i>Assessment, marking and feedback processes are efficient and proportionate</i> and assist teachers producing impactful actions for students.</p>
	Behaviour & Attitudes	Personal Development	Leadership & Management
<p><b>SEVEN:</b> To further develop students' <i>behaviour for learning &amp; attitudes</i> including recognition and reward, punctuality and attendance. <i>The school is a safe, calm, orderly and purposeful environment</i>.</p>	<p><b>EIGHT:</b> Spiritual, moral, social and <i>cultural (SMSC) and citizenship development opportunities are fully integrated into</i> the everyday experience and actions of all students.</p>	<p><b>NINE:</b> Leaders, managers and governors ensure that <i>the education the school provides has a positive impact on all students</i>, especially disadvantaged students and those with SEND.</p>	

## **Appendix 3a: Job Description**

### **Job Title: Drama Teacher**

#### **DRAMA TEACHER**

Post Title:	Drama Teacher
School:	Tadcaster Grammar School
Pay Range:	MPR
Line Manager:	Curriculum Team Leader

#### **Responsibilities**

To be accountable for students' attainment and achievement. To ensure all students make progress by promoting, monitoring and supporting the overall learning and personal development of students. To uphold the aims, policies, procedures and ethos of the school.

Teachers should work with their Curriculum Team Leader and Assistant Team Leader/Key Stage Leader (as appropriate), whilst taking direct responsibility for the following:

- Work in accordance with the Teacher Standards (2012)  
<https://www.gov.uk/government/publications/teachers-standards>
- Work within the School Teachers Pay and Conditions Document
- Promote the school's stated ethos
- Contribute to and implement the annual School Improvement Plan and agreed policies
- Teach as directed throughout the school subject ~~to~~ with appropriate training
- Monitor, expect and improve progress in student learning
- Participate in the pastoral management of the school as requested
- Take part in performance management procedures outlined in an agreed school policy
- Take responsibility for their own professional development

#### **Specific Responsibilities – All Teaching Staff**

- Plan and deliver lessons using a range of strategies to meet students' individual learning needs
- Have a thorough knowledge and understanding of their subject, its teaching and place in the National Curriculum and that of the school
- Set and mark homework according to the school and subject policies
- Mark, assess, record and report on students' achievements, setting appropriate targets for improvement
- Meet deadlines for reporting, marking, submission of assessment data, coursework, marks and forecast grades
- Prepare students for examinations, taking part in standardising and moderating activities required within the subject and by examination boards

- Contribute to the development of schemes of learning, school and subject policies as appropriate
- Attend and contribute to appropriate meetings and professional development activities
- Contribute to the process of subject self-evaluation and improvement planning
- Undertake whatever other duties might reasonably be requested by the Headteacher or Curriculum Team Leader

**Specific Responsibilities – Form Tutors**

- Take responsibility for day to day discipline routines and attendance in the form group
- Review and discuss students' work and welfare, setting targets as necessary
- Promote good behaviour and positive attitudes at all times
- Support form, house, year and school activities as appropriate

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed.

[STAR MAT policy is to assess the performance of all new staff during the first 6 months of their contract to determine suitability for continued employment.] *Only applicable to staff joining the school after September 2019.*

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

**Appendix 3b: Person Specification****Job Title: Drama Teacher**

<b>Factors</b>	<b>Characteristics</b>
<b>Qualifications</b>	Degree(s) or equivalent
	Qualified teacher status
<b>Experience</b>	Experience of teaching in an 11-16 school
<b>Training</b>	Evidence of Continued Professional Development or keeping abreast of recent development
<b>Knowledge and Skills</b>	Thorough knowledge and understanding of the subject and how it can effectively be taught across the spectrum of age and ability
	Good knowledge of curriculum development and improvement in your subject area, together with a willingness to contribute to Schemes of Learning
	Confident about using data systematically to evaluate performance, together with an ability to monitor and assess progress and providing feedback to students
	Proven, excellent teaching and classroom management skills and an ability to relate well to and motivate <i>all</i> students
	An understanding of how students learn and improve their skills, knowledge and understanding
	Excellent verbal, written and communication skills
<b>Personal Qualities</b>	Clear educational aims and values
	A professional approach to all aspects of the role
	Ability to filter, judge and act decisively
	Ability to work in a way that promotes the safety and wellbeing of children and young people.
	The ability to motivate students
	A willingness to be involved in extra-curricular activities

## **Appendix 4: The Drama Curriculum Team**

### **Introduction**

The Drama Department provides a creative outlet for students and is vital to an inclusive education. The Department aims to provide a supportive and stimulating learning environment for our youngsters, promoting self expression, confidence and an enthusiasm for learning and achievement.

The Department offers a wide extra curricular programme that enhance the whole school learning experience for students of Tadcaster Grammar School

The successful applicant will be part of a thriving, innovative, supportive department contributing to the continued success of the department.

### **Aims**

The Drama Department aims to provide a broad, balanced and structured programme of practically-based study for all students, incorporating the fundamental activities of making, performing and responding.

### **Staffing**

Miss C Duckworth - Associate Assistant Headteacher: Teacher Development  
Curriculum Leader: Drama  
Mrs E Lindsay - Drama Teacher  
Mr G O'Neill - Drama Teacher  
Mr D Harris - Drama Technician (part time)

### **Accommodation and Resources**

The Drama Department enjoys a suite which includes two classrooms with whiteboards and projectors. Both are decorated to facilitate the use of stand-alone lighting and there is a simple lighting grid in one room and stand-alone stage lights in the other. The Department also has occasional use of the Main Hall for productions and a smaller Hall in Toulston Lodge. The Main Hall has a proscenium arch stage, a sound system and a computerised lighting system.

### **Leadership Link**

Mr Andy Sykes, Assistant Headteacher.

### **Key Stage 3**

In Years 7 – 9 students are taught in mixed prior attainment classes. Students are assessed at the end of each project using Departmental assessment descriptors. In class lessons, all students participate in drama activities individually, in small groups and as a class, using a range of explorative strategies, stimuli and texts. Progressive Schemes of Learning are in place supported by powerpoints and resources but are flexible to allow the development of individual teaching skills and individual learning needs.

## **Key Stages 4 and 5**

GCSE and A levels (AQA Specifications) are offered. Students enjoy their lessons and there is a consistent track record of excellent results in the subject.

## **Opportunities for Professional Development**

Training which will benefit both students and staff is strongly encouraged. Professional development opportunities and course evaluations are discussed at Departmental meetings.

## **Extra Curricular**

Students are encouraged to extend their drama experience and enjoyment outside of lessons. The Department runs very popular Drama Clubs for Key Stage 3 students and puts on occasional whole school staged Musical Productions in conjunction with other Faculty members. There are opportunities for engagements with the local community and our feeder primary schools.

Equipment and rehearsal space is made available to students at lunchtime and after school.

## **Qualities of the Successful Candidate**

- A well qualified teacher of Drama
- A teacher with outstanding subject knowledge
- A teacher with experience of teaching GCSE Drama?
- A competent user of ICT to extend student learning
- An ability to cooperate, contribute and create as part of a successful team
- An enthusiasm for the subject to extend knowledge and motivate students
- An adaptability to a wide range of age and ability groups using a variety of teaching methods
- An enthusiasm for initiating and leading extra curricular and enrichment activities
- Experience of Directing or participating in live theatre performances