



Subject Leader Drama Job Description & Person Specification

Job Description

Job Title	Subject Leader Drama
Line Manager:	Designated Line Manager/SLT

Main purposes of the job

To lead and manage all aspects of the Drama department and provide an effective and efficient teaching service.

To ensure high standards of teaching and learning of drama across Key Stages 3, 4 and 5 as set out in the curriculum in accordance to departmental and school policy.

To line manage the Drama department providing high quality leadership and to ensure it is well managed and organised in a way that meets the aims and objectives of the school.

General Responsibilities

TEACHING, LEARNING AND ASSESSMENT

- To oversee the planning and preparation of all teachers within the Department, providing support and guidance where necessary
- To ensure that all lessons have good pace and a level of challenge that enables all students to make good progress
- To continually improve the standard of Teaching and Learning in the Department
- Develop good practice in assessment within the department
- To manage the resources of the Department efficiently to maximise the potential for making lessons stimulating and varied
- To have overall responsibility for the learning and progress of every child's learning in the department
- To use prior attainment and predictive data to set targets for student progress in KS3, 4 and 5
- To work with SLT in the setting of targets for department results at KS3, 4 and 5
- To identify individuals and groups who are making insufficient progress, and organise interventions which will help put their learning back on track
- To monitor the progress of particular groups of children (e.g. pupil premium, ethnicity, LAC, SEND)
- To take overall responsibility for public examination entry, coursework or equivalent practical assessments and preparation
- To use data and information from Primary colleagues to prepare for the smooth transition of students from KS2 to KS3.
- To be responsible for fostering an ethos of aspiration and challenge within the Department
- To take a lead role in Quality Assurance within the Department, including lesson observation, work scrutiny and learning walks
- To recruit students from KS3 to take up courses offered by the Department at KS4.
- To recruit students from KS4 to take up courses offered by the Department at KS5, including promoting the offer externally.

CURRICULUM

- Select appropriate programmes of study and exam board syllabi for the courses within the department
- Ensure that curriculum plans are differentiated to meet the needs of all students
- Use sound assessment practice to track progress throughout KS3, 4 and 5.

LEADERSHIP AND MANAGEMENT

- Review progress towards targets and outcomes laid out in the Department Improvement Plan and to amend the plan accordingly
- To be responsible for department's performance management in accordance with school policy
- To have overview of each staff members CPD needs and to take responsibility for helping each colleague to fulfil these
- To promote strong working relationships between all colleagues, and to facilitate positive relationships between students and staff in the Department.

MONITORING, ASSESSMENT, AND REPORTING

- Mark and monitor students' work and set targets for progress in accordance with schools marking policy
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving
- Undertake assessment of students as requested by examination bodies, departmental and school procedures
- Prepare and present informative reports to parents and attend ARD and parents evenings.

PASTORAL DUTIES

- Be a Form Tutor to an assigned group of students
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
- Liaise with the Pastoral Year Co-ordinator to ensure the implementation of the school's pastoral system
- Register students, accompany them to collective worship, encourage their full attendance at all lessons and their participation in other aspects of school life
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- Contribute to PSHE and citizenship and enterprise according to school policy
- Contribute to the broader life of the school by supporting and leading curricular and extra-curricular events.

OTHER PROFESSIONAL REQUIREMENTS

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and procedures of the school
- Know subject(s) or specialism(s) to enable effective teaching
- Take account of wider curriculum developments
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet high expectations
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students
- Support the school's distinctive Church of England vision and ethos
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school

- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings and Academic Review days
- Take responsibility for own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors.

GENERAL

- To work according to the School’s policies and procedures.

EQUALITIES

- Ensure implementation and promotion in employment and service delivery of the School’s equal opportunities policies and statutory responsibilities.

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 their Line Manager, SLT or Headteacher to undertake work of a similar level that is not specified in this job description. It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

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.

Person Specification

<p>Qualifications and Professional Development</p>	<ul style="list-style-type: none"> • Degree in relevant subject • QTS • Record of excellent classroom practice • Evidence of continuing professional development relating to leadership and management • Evidence of further professional/educational study 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Desirable
<p>Experience</p>	<ul style="list-style-type: none"> • Experience of delivering outstanding outcomes through own teaching and working with others • At least 3 years successful experience of teaching, including teaching students from diverse backgrounds and across a broad range of abilities • Experience of teaching widely across the age and ability range at Key Stages 3, 4 and 5 • Involvement in school self-evaluation and development planning • Evidence of the successful impact of working with students with special educational needs • Evidence of leadership and management qualities that demonstrate the ability to be both a successful leader and member of a team • Record of participation in activities beyond own classroom designed to have an impact on students’ progress either at subject or year level, such as organising extra-curricular activities or working for an exam board. 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Desirable • Essential • Essential

	<ul style="list-style-type: none"> • Adaptability to changing circumstances and new ideas • Committed to the ethos and values of the school • Willingness to be flexible and take on additional duties as and when require. 	<ul style="list-style-type: none"> • Essential • Essential • Essential
Equal Opportunities	<ul style="list-style-type: none"> • A commitment to equal opportunities, awareness of diversity issues and working in a positive and non-discriminatory way • A commitment to working in a multi-cultural environment and with students from diverse backgrounds and abilities • A commitment to working in a flexible and collaborative manner with all members of the school community. 	<ul style="list-style-type: none"> • Essential • Essential • Essential