



Teacher i/c Drama

Dates:	Apply by Monday 22 nd January 2018 – for job start April 2018
Salary:	MPS/UPS TLR 2a
Location:	East Sussex
Contract type:	Full Time
Contract term:	Permanent

Chailey is a thriving, successful school set in rural Sussex within easy reach of Brighton. We are proud of our traditional values and innovative approaches to Teaching and Learning. Staff are friendly, dedicated and supportive; our students are happy and proud to be part of the school. Chailey is a school where teachers and students can thrive. We are seeking a talented, innovative colleague who would be keen to work with motivated and responsive young people. Visitors to Chailey School often comment on the calm teaching environment and fantastic relationships between students and teachers.

We had our last Ofsted visit in January 2017 and we are very pleased with the feedback that we received. The Ofsted report contained comments such as:

- 'an established culture and ethos of the school, which is enhanced by the strong relationships between staff and pupils'
- 'pupils make good, and sometimes better, progress'
- 'pupils appreciate what staff do for them and, therefore, their conduct is typically exemplary, both in lessons and around the school'

We believe that this is a very strong foundation from which to aspire to excellence in everything we do.

The Governors and Leadership of the school are fully committed to a broad and balanced curriculum which includes Drama as an essential and vital subject. The school has a good track record in Drama GCSE results and in providing students with opportunities to enjoy drama both inside and outside of the curriculum. Drama is part of the school's Arts and Technology Faculty. The successful candidate will work with a group of supportive and dedicated colleagues.

If you have a strong desire to help students of all abilities to achieve the best they can, whilst fulfilling your own potential, then we would be very pleased to hear from you. The school is keen to hear from teachers who wish to further their career within our successful setting.

We would be very pleased to show any potential candidates around the school and to discuss the position further. Please contact Amanda Hilton, PA to the Head Teacher, at the school address shown or email: ahilton@chaileyschool.org.

Closing date: Monday 22nd January 2018

Chailey School
Mill Lane, South Chailey
Lewes, East Sussex
BN8 4PU
Tel: 01273 890407

Head Teacher: Mrs Helen Key

East Sussex County Council is committed to equality of opportunity. We positively welcome applications from all sections of the community. This authority is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake, or currently hold, a Disclosure & Barring Service (DBS) clearance for this authority.



Job Description

School: Chailey School
Post: Teacher in charge of Drama
Responsible to: Faculty Team Leader: Arts & Technology

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document (STPCD) as set out for staff on the Main or Upper Pay Scale for Qualified Teachers.

Job Purpose:

To support the Faculty Team Leader (Arts & Technology) in the provision of high quality teaching, learning and achievement in Drama

Areas of Responsibility and Key Tasks:

- To support the Faculty Team Leader (Arts & Technology) in ensuring there is high quality delivery of teaching and learning in Drama within curricular and extra-curricular activities
- To take overall responsibility for Drama
- To co-ordinate, management and collate all assessment data for Drama
- To share responsibilities with the Faculty Team Leader (Arts & Technology) necessary for the effective running of the department and to increase standards of attainment in Drama (e.g. intervention, preparation of examinations, setting arrangements etc.)
- To monitor, develop and review schemes of work for Drama
- To organise and develop resources within the Faculty for Drama
- To share responsibility, with the Faculty Team Leader, for the care and proper maintenance of the Faculty's equipment and resources
- To attend, from time to time, in-service training courses, as appropriate, both for the needs of the Faculty and for personal professional development
- To actively support key initiatives across the school, for example, the contribution of the Faculty to the achievement of the Artsmark and the Arts Award programme

This post has a key responsibility, as an integral part of the role, for safeguarding and promoting the welfare of children.

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The post holder will undertake such other specific duties as may, from time to time, be reasonably assigned by the Head Teacher. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it will be amended accordingly, although such changes will not necessarily result in a regrading of this post. It will, in any case, be subject to periodic amendment whenever circumstances or review processes dictate changes in the post holder's role within the School.



Person Specification

Post: Teacher in charge of Drama

Attributes	Essential	Desirable	Evidence
Education and Qualifications	<ul style="list-style-type: none"> Graduate in a degree subject relevant to the post Qualified Teacher Status 	<ul style="list-style-type: none"> Good honours degree in relevant subject 	<ul style="list-style-type: none"> Application form
Experience	<ul style="list-style-type: none"> Successful teaching experience across Key Stages 3 and 4 	<ul style="list-style-type: none"> Successful teaching of exam courses relevant to the post as advertised 	<ul style="list-style-type: none"> Application form and letter Reference Observation
Skills and abilities	<ul style="list-style-type: none"> Ability to plan and deliver varied and relevant learning experiences for students in secondary education Evidence of the ability to work well with colleagues. The ability to use a range of data to monitor and analyse student progress Effective communication skills both written and oral Excellent subject ICT knowledge and skills and able to use all relevant applications 	<ul style="list-style-type: none"> Ability to deliver outstanding lessons 	<ul style="list-style-type: none"> Application form and letter Interview References
Professional knowledge and understanding	<ul style="list-style-type: none"> Knowledge and understanding of current developments in the relevant area of the curriculum and assessment. Understanding of the process of performance appraisal Understanding of successful behaviour management strategies Understanding of a teacher's duty of care and safeguarding 	<ul style="list-style-type: none"> Evidence of strong commitment to own professional development Knowledge of the exam specifications followed at this school 	<ul style="list-style-type: none"> Application form and letter References Interview
Motivation and Personality	<ul style="list-style-type: none"> Ability to cope with the duties and responsibilities of the post Stamina, drive, resilience, energy, enthusiasm and determination to succeed Good team worker Ability to demonstrate sound and balanced judgement, and flexibility Understanding and sensitivity Ability to establish relationships built on trust Ability to promote excellence in the school Commitment to and belief in the equal value of all students 	<ul style="list-style-type: none"> Evidence of success in promoting the life-chances of young people 	<ul style="list-style-type: none"> Application form and letter References Interview
Health and Well-Being	<ul style="list-style-type: none"> Ability to manage work/life balance Ability to work under pressure as and when necessary 		<ul style="list-style-type: none"> Application form References



Generic Person Specification for teaching posts at Chailey School

The following outlines our expectations of the characteristics we look for in all appointments we make.

Professionalism – a core of strongly held and enacted values
Respect for others – The underlying belief that individuals matter and deserve respect
Challenge and support – A commitment to do everything possible for each student and enable all students to be successful
Confidence – The belief in one’s ability to be effective and take on challenges
Self Learning – A commitment to developing understanding and learning new skills to become a better teacher
Creating trust – Being consistent and fair. Keeping one’s word
Thinking – the drive to ask ‘why?’ and see patterns
Analytical thinking – The ability to think logically, break things down and recognise cause and effect
Conceptual thinking – The ability to see patterns and links, even when there is a lot of detail
Planning and setting expectations – targeting energy and effort where it will make the most difference to students
Drive for improvement – relentless energy for setting and achieving challenges
Information seeking – a drive to find out more and get the full story. Intellectual curiosity
Initiative – the drive to act now to anticipate and pre-empt events
Leading – directing, inspiring and motivating others
Flexibility – The ability and willingness to adapt to the needs of a situation and change tactics
Holding people accountable – The drive and ability to set clear expectations and parameters and to hold others accountable for performance
Managing students – The drive and ability to provide a clear direction to students and to enthuse and motivate them
Passion for learning – The drive and ability to support students in their learning and to help them become more confident, independent learners
Relating to others – managing one’s interactions and relationships effectively
Impact and influence – The ability and drive to produce positive outcomes by impressing and influencing others
Empathy – The drive and ability to understand others and why they behave as they do
Team working – The ability to work with others to achieve shared goals
General
Capacity to be a good role model for all members of the school community
Willingness to accept both support and challenge leading to improved practice
Ability to teach outstanding lessons