

JOHN COLET SCHOOL JOB DESCRIPTION

POST: Subject Team Leader (STL) for Drama

This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

Main Tasks

- To organise, plan, deliver, monitor and evaluate the Drama curriculum including examination classes.
- To organise, plan and deliver extra-curricular opportunities for Drama including an annual school production.
- To undertake the normal classroom responsibilities of a class teacher and form tutor as set out in the School Teachers' Pay and Conditions and the Teacher Standards.
- To promote and work within the school's ethos.

Position in Structure

Report to a member of the Senior Leadership Team (SLT)

Teaching and Learning Responsibility

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Strategic direction and development of the subject

Within the context of the school's aims and policies, to develop and implement subject policies, plans, targets and practices.

Teaching and learning

To secure and sustain outstanding teaching of and behaviour within the subject, evaluate the quality of teaching and standards of students' achievements and set challenging targets for improvement.

Leading and managing staff

To provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

Efficient and effective deployment of staff and resources

To identify appropriate resources (human and material) for the subject and ensure that they are used efficiently, effectively and safely.

The job description allocates duties and responsibilities. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed. It is not necessarily a comprehensive definition of the post and should be seen as enabling rather than restrictive. It reflects the position at the current time only and it will be reviewed annually. It may be subject to modification or amendment after consultation with the post holder.

Notes for the above

Strategic direction and development of the subject will include

- develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning;
- create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life;
- use data effectively to identify students who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those students;
- analyse and interpret, relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which;
- contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
- are based on a range of comparative information and evidence, including in relation to the attainment of students;
- identify realistic and challenging targets for improvement in the subject;
- are understood by all those involved in putting the plans into practice;
- are clear about action to be taken, timescales and criteria for success;
- monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

Teaching and learning will include

- ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs;
- ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students;
- provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students;
- ensure effective development of students' literacy, numeracy and information technology skills through the subject;
- establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement;
- ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject;
- set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for student

achievement, and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs;

- evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
- ensure that teachers of the subject are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens;
- ensure that teachers of the subject know how to recognise and deal with racial stereotyping.