



APPLICANT Information Pack

Drama Teacher
(Maternity Cover)



Highcliffe School



Dear Colleague,

I am delighted you are considering applying for a post at Highcliffe School, part of HISP Multi Academy Trust. Please find alongside this letter information, which, I hope, provides an insight to our school and the opportunities that await the successful candidate.

Highcliffe is a remarkable school with a special atmosphere. We are very highly respected in our community, with whole generations of families coming here for over 50 years from Christchurch and the New Forest. Former students, current students and their parents frequently speak of their powerful emotional bonds to our school lasting a lifetime. Always popular, and usually over-subscribed, in the last two years our identity and success has attracted a rapidly growing number of admissions requests for Year 7. Although we have raised our PAN twice in three years, demand for places still exceeds availability. This is a result of our caring and aspirational ethos combined with our engaging curriculum and excellent extra-curricular opportunities, although our track record of exam success is surely another factor. Our students are lovely young people to work with who respond enthusiastically to good teaching and are keen to learn.

Former students go on to work in international finance, law, education, politics, engineering, medicine, science, and in the Paris fashion houses, or as great chefs, carers, artists, musicians, mechanics, gardeners and much more – but not before they have thrived at Highcliffe academically, creatively and socially. We have an excellent record of success placing students into the top universities in their chosen field. Every year for the last 10 years at least one of our Sixth Form students have, for example, gone on to study at either Oxford or Cambridge universities. We have successful programmes for students accessing careers in medicine, the law and engineering. We are an outwardly focused community with extensive school links in Germany, France, Spain and Japan including a unique exchange programme with a school in Hiroshima.

Our teaching staff are highly experienced, knowledgeable professionals who work together superbly. Our SEND, pastoral, clerical, financial, technical and site staff, who form a good team, are also extremely good at their jobs and committed to the school's success. We are a friendly, welcoming and supportive environment in which to work or learn, located in a great part of the country. As part of the HISP Multi Academy Trust we offer our team extensive opportunities for professional development; direct collaborative working with Thornden School in Chandler's Ford and more widely across the Trust region; and career progression routes associated with our development as a regional Hub for school improvement and professional development delivering NPQs, the local ECT programme, the Science Learning Partnership. We are a happy and upbeat school, characterised by warm and trusting relationships between staff and students; one big family. We recently completed a £1.8 million capital project improving heating and hot water, and in December 2022 successfully entered the School Rebuilding Programme to replace 18 classrooms with brand new buildings.

We welcome applicants who share our ethos, bring outstanding professional skills and personal qualities, and have an unshakeable drive to make a difference to young lives through education. Unfortunately, we will not be able to contact every applicant who applies and take this opportunity to thank you for considering our school.

I look forward to hearing from you if you apply, but whatever your decision, I wish you all the best for your professional future.

Patrick Earnshaw (BA) Hons, MA
HEADTEACHER



Application:

Submit a completed application form.

Submit a personal letter or statement of no more than 2 sides of A4, 11-point Calibri font, explaining your vision, skills and experience relevant to the post.

Please note that CVs only will not be accepted.

Application Form

The form must be completed in full and signed. Please use black ink or word processing as your form will be photocopied. Please complete all sections of the application form and ensure that your employment record is set out in full with an explanation of any gaps.

Please do not include photocopies of open testimonials. We will always write to your current or previous employer for a reference and to ask for a professional assessment of your suitability for the post. We reserve the right to approach any previous employer for a reference.

Please complete the application form carefully and ensure that you sign it at the end. You should use section 5 to set out your relevant skills, knowledge and experience.

Your completed application form and letter should be returned to Angie Parsons, PA to the Headteacher, Highcliffe School, Parkside, Highcliffe, BH23 4QD by email aparsons@highcliffeschool.com. Due to usually high volume, applications will not normally be acknowledged.

Information about the area

Highcliffe School is ideally situated minutes from Highcliffe and Avon beaches, Mudeford Quay and Christchurch Harbour. A few minutes' drive or cycle away are the beaches of Bournemouth while Poole Harbour, a mecca for watersports, is approximately 12 miles away. As a result, sailing, kitesurfing, kayaking, paddle boarding, surfing and beach life are prominent parts of life in the area.

Highcliffe is also on the doorstep of the New Forest, meaning that equestrian sports, cycling, walking and running are also prominent features of local life. There is an extensive range of top-class pubs, cafes, clubs, theatres and cinemas throughout the area catering for people of all ages and tastes.

Highcliffe School is easily accessible from the urban centre of Bournemouth and Poole. With its large student population Bournemouth uniquely offers a multicultural city buzz combined with the relaxed South Coast surfing and holiday culture. London, the South East and the South West are easily reached by road or rail links. The European mainland is easily reached by ferry from Weymouth, Poole, and Portsmouth, while Bournemouth and Southampton airports offer continental and worldwide flights.



Information about the School

We encourage potential applicants to explore in depth the School's website which includes recent publications and a prospectus. Potential applicants are also encouraged to read both the most recent Ofsted reports which are available via the school website or directly from www.ofsted.gov.uk and the published performance data available on the DfES performance tables site. www.education.gov.uk/schools/performance



DEPARTMENT INFORMATION

At Key Stage 3 all students study Drama for one hour every cycle. In Year 7 and 8, all students follow a drama curriculum aimed at developing creativity, confidence, analytical and performance skills. They cover a range of topics where they learn about devising, the study of a script and genres of theatre. Through these units of work confidence is nurtured and students work both as team and independent workers to be creative learners. In year 8 students take a mini option within the expressive arts. If they opt for Drama, they complete a foundation year which gives them an introduction to the GCSE and covers key skills preparing them for key stage four.

In 10 year, students begin their GCSE options and they can choose to study OCR GCSE Drama. Within the OCR specification students undertake devising coursework in groups. They also study their set text 'Blood Brothers' in preparation for the written exam in year. In year 11 students then complete a scripted examination which is marked by an external examiner which is worth 30% of their grade. Trips are arranged to watch professional performance work. This is something that supports the learning of Drama but provides opportunity to learn how to analyse and evaluate live work in preparation for their written examination for both key stage four and five students. In Key Stage 5, students study the OCR A-Level in Drama and Theatre. This provides the chance for students to continue to build their knowledge within theatre. Within key stage five students take part in many studio performance evenings which showcases work that explores a range of practitioners, scripted and devised work. Students who study Drama make excellent progress.

There are also opportunities to participate in various workshops with external practitioners. Students are encouraged to become involved in the full school musical production either in a performance role or by helping backstage in stage management, sound or lighting. We offer drama clubs for key stage three and have launched 'High Definition Drama' which is a group of key stage four and five students who have been working towards the 'National Theatre Connections Plays'. Within this project students work alongside a professional director assigned from the National Theatre and have the opportunity to showcase their scripted performance work in a professional theatre. The Drama/ Performing Arts Curriculum area is very well-resourced with a dedicated Performance Hall, including a lighting rig. Drama also shares the use of the Dance studio for Key Stage 3 and 4 lessons.



Teacher Person Specification

CONTEXT: Before making an application, candidates are asked to match their qualifications, experience, skills and abilities against the criteria listed below.

ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCE
QUALIFICATIONS	<ul style="list-style-type: none"> Qualified teacher status. Good Honours degree (2:2 or above) or equivalent in relevant subject. 	<ul style="list-style-type: none"> 2:1 Honours degree or above. Further relevant qualifications and or In-Service training. 	Application
EXPERIENCE	<ul style="list-style-type: none"> Secondary School teaching experience of 12 months or more, which may be as a trainee. . 	<ul style="list-style-type: none"> Evidence of outstanding teaching practice with a positive impact on student progress/outcomes Using information technology in the classroom and for management. Working in partnership with parents. Experience of curriculum planning 	Application Reference
TRAINING AND PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> Knowledge and understanding of excellent practice in learning, teaching and assessment. Knowledge and understanding of current issues relevant to the subject. Familiarity with & involvement with the National Curriculum, assessment, reporting & recording procedures at KS3 & KS4. 	<ul style="list-style-type: none"> Familiarity with & involvement with the National Curriculum, assessment, reporting & recording procedures. . 	Application References Interview.
PERSONAL QUALITIES AND SKILLS	<ul style="list-style-type: none"> Energy and presence to lead by example, in terms of both departmental development, classroom management and organisation. Commitment to raising achievement. Commitment to staff development. Ensure that issues of equality are addressed in all aspects of work. Commitment to the success of an extra-curricular programme. IT Skills appropriate to the role. Ideas for implementing the school's vision. The ability to develop good relationships with students, staff, colleagues & community members. Manage time effectively and be highly organised. Good interpersonal skills communicate effectively (both orally and in writing) to a variety of audiences. Create a happy, challenging and effective learning environment. 	<ul style="list-style-type: none"> Experience of partnership working and dissemination of ideas/materials. 	Application References Interview.



	<ul style="list-style-type: none">• Plan for changing needs and circumstances and be able to adapt quickly.• Report clearly and thoroughly on work completed.• Have the drive, determination and enthusiasm to work effectively.		
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Academic Year 2024/25

Job Description

Name of Teacher:

Line Manager: Subject Leader/Assistant Subject Leader

Core Purpose

It is the role of the subject teacher to deliver high quality lessons to maximise students learning and contribute to the realisation of our mission statements:

- To provide a safe, nurturing environment that promotes happy confident learners possessing self-discipline, self-motivation and respect for others, who acknowledge their responsibilities toward each other and the wider community
- Through our teaching to allow students to develop into talented, ambitious young adults equipped with the intellectual and practical skills to enhance their own lives and of those around them
- To use our resources responsibly to secure maximum achievement in all aspects of our students' education

Responsibilities

Assessment and Feedback:

- To complete KS3 Continuous Assessments and KS4/5 progress checks and profiles carefully and promptly
- To adhere to the school's procedures for formal assessments and examinations

Attendance and Punctuality:

- To record attendance electronically in line with the school student information system
- To ensure that class registers are accurate and maintained on a timely basis.
- To insist on punctuality and to lead by example in this respect
- To ensure that each lesson starts and ends in an orderly fashion

Preparation:

- To ensure that all lessons are thoroughly prepared and carefully structured in line with the scheme of work and that the work is appropriate to the needs and abilities of each student
- To ensure that assessment tasks are well planned, organised and hold value.
- To utilise the most effective Learning and Teaching strategies in the planning of individual sequences of lessons.
- To use SEN profiles to inform learning, teaching and assessment practice
- To plan opportunities to utilise the expertise of support staff to aid all students in their learning on a 1:1 or small group basis within the classroom

Homestudy:

- To set homestudy that is relevant, meaningful and reasonable in length which extends the studies undertaken in school and provides students with valuable life-skills, experience in self-discipline and individual responsibility.
- To set homestudy regularly on the night/s specified in the homestudy timetable in accordance with the school policy and record it online on the homestudy log
- To expect home study to be completed and handed in on time. If home study is not handed in then appropriate action should be taken (for example, issuing a demerit)

**Marking:**

- To ensure that over time marking, and feedback reflects the purpose and principles of the school's 'Marking and Feedback' policy
- To mark work regularly using agreed strategies from the marking and feedback toolkit (i.e. in line with faculty practice)
- To maintain a secure overview of the starting points, progress and context of all students

Meetings:

- To attend and contribute to subject, faculty, year team and learning and teaching development group meetings as per the school's calendar
- To attend parents' evenings and any other meetings as directed by the Headteacher.

Students:

- To praise students in line with school policy on rewards (for example rewarding individual or collective achievements using commendations (the basic currency of all rewards))
- To adhere to the schools Behaviour Management Policy and utilise effective behaviour management strategies.
- To ensure that any unacceptable behaviour is recorded using a demerit. Any further unacceptable behaviour should be followed up as set out in the school's behaviour policy

Whole School Development:

- To assess, plan and teach to the same consistent high standard with common long-term goals in mind:
- To improve the impact of teaching and assessing on all our students, to improve their learning
- To improve the behaviour and learning skills of all our students, to improve their learning and improve the general learning ethos
- To improve the attendance of the lower attenders so they progress better
- To motivate a higher number of the brightest students from inside and outside Highcliffe School into joining our Sixth Form

Working Environment:

- To ensure that teaching areas are organised appropriately and provide a pleasant, stimulating and tidy working environment

General Conduct (including corridors and external areas):

- To work within the Code of Conduct and Guidelines for Safe Working Practices for the Protection of Children and Staff
- To be courteous to colleagues and students and provide a welcoming environment for visitors.
- To maintain high expectations which inspire, motivate and challenge our students
- To ensure high standards of personal and professional conduct consistently displayed

Duties:

- To know when and where your weekly duties are. All teaching staff will have two duties on a set day of each week. Duties should be attended promptly.
- To inform the Operations Manager (with as much advance notice as possible) if unable to attend a particular duty.
- To be proactive whilst on duty, moving around the duty area and interacting with the students, maintaining a positive presence
- To promptly address any examples of inappropriate behaviour from students



Associated Responsibilities:

- To work collaboratively within and across teach to monitor, self-evaluate and improve the quality of teaching
- To engage in the learning and teaching strategy by fully participating in the activities of the Learning and Teaching Development Groups
- To follow subject specifications and schemes of work and contribute to their enhancement and development
- To contribute to and make good use of the relevant curricular performance and student progress data to inform Learning and Teaching
- To take responsibility to extend professional expertise by seeking, identifying and undertaking relevant personal professional development
- To contribute to and comply with agreed policy and priorities as per the Learning and Teaching policy
- To undertake any other reasonable duty, as required, and from time to time, by the Headteacher
- To undertake any other duty as specified by STRB (not already mentioned)

Professional Entitlements and Expectations:

- As set out in the schools 1265 time budget
- 44 teaching contact periods 10% PPA
- Gained time: Work programme - subject to direction and delegations of the Headteacher through Senior Curriculum Leaders/Directors of Learning
- Additional 'non-contact' (over 10%) will be assigned to priorities as outlined in the School Development Plan
- Rarely cover. Please note: Schools are required to ensure that teachers may be required to cover only rarely (paragraph 53.7 STPC 2016). This is consistent with current practice and therefore should not be interpreted as 'if ever' or 'never'
- ECTs: reduced contact time in Year 1 and 2 as required by the Early Career Teacher Framework
- We are strongly focused on investing in the best possible teaching in each subject in the curriculum to ensure lessons are stimulating and absorbing for students. As such we are heavily committed to the on-going professional development of our staff

Signed: **Teacher** **Date:**.....

Signed: **Headteacher** **Date:**.....

This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder will be expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.



Equal Opportunities

This school is an equal opportunities employer. Our policy is to ensure that no job applicant or employee receives less favourable treatment because of race, colour or nationality, sex, marital status, religion or disabilities. Selection criteria and procedures will be frequently reviewed to ensure that individuals are selected or promoted on the basis of their individual relevant merits and abilities. All employees will be given equal opportunities and, where appropriate, further training to progress within and beyond the organisation.

Disclosure of Criminal Convictions

The post you have applied for is subject to a police check with the DBS. If you are offered the position you will be required to complete an online Disclosure Form. The result of the police check will be sent to you.

The school will need to see and note some original documentation as part of the police check procedure. To speed up the process and avoid important documents getting lost in the post, if you are called to interview please can you bring the following documents which establish your identity and date of birth in addition to certificates of qualifications gained and in order to meet the requirements of the Asylum and Immigration Act, and a formal document showing your National Insurance Number.

- Pay slip, P45 or P60
- Passport or driving licence.
- Birth certificate/marriage certificate (proving name change)/deedpoll
- Current Council tax bill
- Utility bill showing your current home address and dated within the last 3 months

Medical Fitness

In accordance with the Education (Teachers) Regulations 1999, all teachers are required to satisfy their employers of their medical fitness on entry to the teaching profession and also during the subsequent employment. In this connection, teachers will be required to complete a medical questionnaire, which is then considered by a Medical Officer. A medical questionnaire will also need to be completed by support staff.

No Smoking Statement

The School operates a No Smoking Policy.

Social Media Checks

An online search which is publicly available online will be carried out on all shortlisted candidates, including any social media accounts. Any data collected during this search will be retained in line with our retention schedule.

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