



THE CORBET SCHOOL

INSPIRE • ACHIEVE • SUCCEED



Teacher of Drama 0.2 FTE
January 2025 to August 2025 (Fixed Term)
Application Information Pack



November 2024

Dear Applicant,

**POST: TEACHER OF DRAMA (MPS/UPS)
PART-TIME 0.2 FTE (Friday only)
Fixed Term to August 2025
Reporting to: Head of Performing Arts
Responsible for: See role of Drama Teacher**

This post is an excellent opportunity for those wishing to work in a supportive and progressive school. The Corbet School is committed to the development of its staff members in order to maximise benefit to the school as well as support individual career opportunities.

To aid your application, please read the overview containing details of the job description, person specification and the role of the class teacher.

Please note the deadline for applications is **12:00 noon Tuesday, 10th December 2024.**

We hope this information is useful in allowing candidates to gain a wider understanding of the school and the post.

We look forward to receiving an application from you. We hope that you find the enclosed information helpful and are excited by the opportunities of this post.

Best wishes,

A handwritten signature in black ink that reads "Jane Tinker."

Dr Jane Tinker
Headteacher



The Post

The Corbet School requires from January 2025 until August 2025 a well-qualified graduate to join our Performing Arts Department.

We are seeking to appoint an enthusiastic qualified teacher of Drama to start in January 2025. This is an excellent opportunity to work in a supportive, progressive and outstanding Performing Arts department.

Over recent years the department has maintained an excellent record of outstanding Performing Arts results at GCSE level, and therefore the post is most suitable for an experienced teacher, but applications from ECT's would also be welcome.

The day of work will be a Friday and it will include 3 x KS3 Drama lessons, 1x Year 7 English lesson and a PPA.

The successful candidate must be able to teach Drama and English.

The successful candidate may be required to become a Form Tutor .

A person specification and job description follow in this pack.

Application

Application should be received by the Assistant Business Manager, **midday Tuesday, 10th December 2024.**

The Interview

Interviews are scheduled to take place on: **Date to be confirmed.**

OUR SCHOOL

The Corbet School is an, 11-16, Converter Academy. It is a mixed comprehensive school situated in a pleasant, rural position eight miles from Shrewsbury and eleven miles from Oswestry. The Welsh border is about twelve miles to the west and some fifty miles away is the attractive Mid-Wales coastline. Housing in Shropshire is cheaper than in some other areas of the country.

Originally opened in 1957, Corbet was re-organised as a comprehensive school in 1977. It serves a circular attendance area of some eight miles radius and therefore a large proportion of the 736 pupils travel by the school bus and take school meals. The school enjoys a good reputation in the county and a number of children attend from outside the attendance area. The school day commences at 8.45 am and ends at 3.20 pm, and is organised into a 5 period day (one hour per period). The day is split two: two: one with a break at 11.10 am and lunchtime starting at 1.30 pm.

The school chose to adopt Foundation Status as from September 1999, and from September 2011 applied for and adopted Academy Status.

The Corbet Parent Association is very supportive and fosters both parental contact and involvement. It has proved to be extremely helpful to the school in raising considerable, financial sums.

OFSTED REPORT – MARCH 2022

The Corbet School provides a happy and kind environment where pupils thrive. Pupils say that staff are friendly and approachable. They feel safe and trust staff to help them if they have a problem. Behaviour is good and bullying is rare. If it does occur, staff deal with it well.

Leaders, want the best for every pupil. They have designed an ambitious curriculum which is broad and balanced. Teachers deliver the curriculum well. Lessons are thoughtfully planned. Pupils say that work is challenging, and teachers help them to do their best. As a result, pupils are achieving well.

The school offers pupils a wide range of extra-curricular opportunities. Examples include sports, art, astronomy, chess and drama clubs. Attendance at these activities is flourishing, with many pupils keen to get involved. For example, large numbers of pupils were seen participating in auditions for the current school production, 'Into the Woods'.

The vast majority of parents and carers would recommend the school. They praise the quality of teaching and pastoral support. Many comment that their children were well supported through the COVID-19 pandemic. One parent summed up the views of many by saying 'I could not be happier, and neither could my child.'

CURRICULUM

We have 32 full-time and 16 part-time teachers who deliver a wide curriculum in academic, practical and leisure pursuits. Although broad-based, the curriculum remains balanced with setting in core subjects. In the Upper School, pupils experience a core curriculum, including for many, languages. In 2023 we achieved

- Progress 8 +0.16
- Standard Pass (9-4) in English (Literature or Language) 78%
- Strong Pass (9-5) in English (Literature or Language) 58%
- Standard Pass (9-4) in Maths 76%
- Strong Pass (9-5) in Maths 53%
- Standard Pass (9-4) in English and Maths 67%
- Strong Pass (9-5) in English and Maths 46%
- Students achieving a standard pass (9-4) in two sciences (Combined or Separate) 75%
- Students achieving 5+ standard passes (9-4) Inc. English & Maths 62%
- Students achieving at least one qualification (9-1) 100%
- Attainment 8: 47.77
- Percentage of pupils entered for EBacc: 55%
- Percentage of pupils achieving the EBacc Standard Pass: 26%
- Percentage of pupils achieving the EBacc Strong Pass: 16%

Pupils transfer for further education to either Shrewsbury Colleges Group, the Walford and North Shropshire College and some into other local schools who are Sixth Form providers as well as some private sector schools.

Children's pastoral needs are recognised by organising the pupils into small, tutor groups in each year on a horizontally grouped basis, with some continuance of tutors between KS3 and KS4. Each year group is assigned a Pastoral Assistant overseen by an Assistant Headteacher

We have a house system which creates healthy competition and the opportunity to develop pupil interests and aptitudes both within and outside the formal curriculum. The five houses are directed by Heads of House.

Extra-curricular activities are well established. Some take place at lunchtime due to the high proportion of pupils who use school buses before and after school (approx. 80%). Others, including inter-school sports matches and visits to the theatre, etc., take place after school and parents arrange for the collection of their children. Each year, various school parties enjoy visits further afield in Britain and on the continent.

STAFFING

The departmental structure within the school is as follows:-

English, Mathematics & Computing, Science, Art & Design & Technology, Humanities, Modern Languages, Performing Arts, Physical Education, PSHEE, and Learning Support.

The Head believes in distributed leadership model, with a wide measure of responsibility given to senior and middle managers. Teachers have considerable freedom and leadership is encouraged at all levels of school. The school has good systems to monitor performance and ensure accountability.

The Leadership Team consists of the Head, Deputy Head, three Assistant Heads and the Director of Business, Finance & Operations. Various staff meetings are held which make recommendations to the Head on all aspects of school policy and give the staff opportunities to participate in decision-making. Working parties address themselves to specific issues. We feel that this open style of management ensures that staff accept collective responsibility for the implementation of all aspects of school policy and feel committed to shaping the school's future.

BUILDINGS AND FACILITIES

In addition to normal classroom provision, there is specialist accommodation for:-

Art, Food Technology, Textiles, Technology resistant materials, Graphics Studio, electronics, five Science Laboratories, Music, Humanities, Library, assembly/dining hall, 3 Computer Rooms, Gymnasium, Sports Hall, Modern Foreign Languages and Drama.

The school is always seeking to improve, refurbish and extend its buildings. The most recent refurbishments include roofing, heating and electrical works, and classroom refurbishments to Science Laboratories and Music.

The school has also up graded the IT Network capability, and communication systems, and introduced High-Definition Interactive Screens into all appropriate classrooms.

All teachers are issued with a laptop that enables them to access the network within school, and remotely via wi-fi.

Teacher of Humanities (Maternity Cover)

Role: Part-time Teacher of Drama 0.2 FTE (Fixed Term to 31st August 2025) Friday's Only

Pay Range: Main Pay Scale / Upper Pay Scale

Line Manager: Head of Performing Arts

The successful candidate will:

- have qualified teacher status
- experience of teaching Drama and English at Secondary level
- a commitment to raising standards and to gaining the best outcomes for all students.

We can offer:

- a calm and supportive school community
- a strong leadership team and a dedicated team of staff
- a committed and supportive Governing Board
- a firm commitment to your ongoing professional development.

APPOINTMENT OF PART-TIME TEACHER OF DRAMA

The Corbet School requires from January 2025 a well-qualified graduate to join our Performing Arts Department. The ability to teach Drama and English at both KS3 would be desirable. The successful candidate will have a real desire to build on the strengths of the department. Enthusiasm, ambition and vision are essential requirements. You will need to be committed to curriculum development and ensuring high quality teaching and learning across the Department. This is a fantastic opportunity to join a very successful and ambitious school.

The Corbet School is "Very Good" and over-subscribed, rural, 11-16 comprehensive with outstanding pupil behaviour and consistently high results, highlighted by our progress scores.

PERFORMING ARTS

The curriculum plan for Drama is based on a 25 hour weekly timetable, as follows:-

AT KS3

Year 7, 8, 9 in mixed ability sets = 1hr per week

AT KS4

Year 10 GCSE = 2 hours per week

Year 11 GCSE = 3 hours per week

The department has consistently had good results in examinations.

The most recent results are shown below:

Drama GCSE Examination Results 2023

<i>Numbers Entered</i>	<i>GCSE – ACTUAL GRADES</i>									
	<i>9</i>	<i>8</i>	<i>7</i>	<i>6</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>U</i>
<i>14</i>	<i>0</i>	<i>0</i>	<i>5</i>	<i>4</i>	<i>2</i>	<i>3</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

The teaching staff within the Performing Arts Department from September is expected to be:-

Head of Performing Art Department	Part-time 0.8 FTE
Head of Music	Full-time
Teacher of Drama	Part-time (This post)

LIFE SKILLS

In year 7/8 at KS3 and year 10/11 at KS4 life skills is taught as a lesson a week, within year 9 this is delivered via drop down days. This follows the PSHEE program and includes the statutory requirement of RSE. This is taught by teachers across the school at KS3. At KS4 these lessons are taught by teachers from the humanities faculty. Any successful candidate would be expected to be actively involved in this program.

FORM TUTOR

The successful applicant may be required to undertake the role of form tutor.

JOB DESCRIPTION: CLASS TEACHER

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, Qualified Teacher Status standards, other current educational legislation and the school's articles of government.

This job description may be amended at any time following discussion between the Headteacher/Team Leader and member of staff, and will be reviewed annually.

DUTIES AND RESPONSIBILITIES: PLANNING

Plan teaching to achieve progression in pupils' learning through:

- identifying clear teaching and learning objectives and specifying how they will be taught and assessed
- setting tasks, including homework, which challenge pupils and ensure a high level of interest
- setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work
- setting clear targets building on prior attainment
- identifying the needs of individuals and groups within the class, taking note of individual education plans and the requirements of the Code of Practice
- making effective use of assessment information when planning lessons
- planning opportunities to contribute to pupils' literacy and numeracy, and to their personal, spiritual, moral, social and cultural development
- the use of Teaching Assistant time as appropriate.

DUTIES AND RESPONSIBILITIES: TEACHING & CLASS MANAGEMENT

- establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure and confident
- set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- provide clear structures for lessons maintaining pace, motivation and challenge
- use a variety of teaching methods to:
 - (i) structure information well, including outlining content and aims and summarising key points as the lesson progresses
 - (ii) instruct, demonstrate and give accurate, well paced explanations using appropriate vocabulary
 - (iii) use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- select appropriate learning resources and develop study skills through library, ICT and other sources

- ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- critically evaluate teaching to improve effectiveness

DUTIES AND RESPONSIBILITIES: MONITORING, ASSESSMENT, RECORDING, REPORTING

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- mark and monitor pupils' work and set targets for progress
- assess and record pupils' 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 pupil is achieving
- prepare and present informative reports to parents

OTHER PROFESSIONAL REQUIREMENTS

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- 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
- contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school
- take responsibility for their own professional development and duties in relation to school policies and practices
- liaise effectively with parents and governors as necessary
- in addition to carry out other duties as reasonably required by the Headteacher.

GENERAL

- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Ensure all duties and services provided are in accordance with the school's Equal Opportunities policy.
- The members and the trustees are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task needing to be undertaken may not be identified.

The postholder will be expected to comply with any reasonable request from a manger to undertake work of a similar level that is not specified within the job description.

The job description may be amended at any time following discussion with the Line Manager and will be reviewed annually.

PERSON SPECIFICATION

Job Title: Teacher of Drama

Responsible to: Head of Performing Arts

Category	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Degree • Qualified Teacher Status 	
Experience	<ul style="list-style-type: none"> • Experience of teaching Drama and English at secondary level (successful teaching practice acceptable). 	
Professional Development	<ul style="list-style-type: none"> • Willingness and desire to undertake further professional development. 	
Skills & Abilities	<ul style="list-style-type: none"> • Passion for Drama education • Commitment to raising standards and to gaining the best outcomes for all students • Ability to inspire and motivate students • Commitment to using ICT to maximise learning • Commitment to safeguarding • Commitment to extended learning activities (clubs/enrichment activities, etc) • Ability to work as a team player • Ability to work on own initiative • Strong organisational skills • Commitment to CPD • Effective communicator • Good inter-personal skills 	

The Corbet School is committed to Safeguarding and promoting the welfare of children, therefore the successful applicant will be required to undertake an enhanced DBS Disclosure.



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.