

CANDIDATE INFORMATION PACK Drama Teacher (with Media) Salary Scale: MPS/UPS

Closing date: Friday 29th May 2026
Interview date: W/C 8th June 2026
Start Date: Sept 2026



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1. Letter from Headteacher

Dear Potential Colleague

Thank you for your interest in Alder Grange and the role of Teacher of Drama. This role is available on a full time basis but we will not rule out part time applicants. We are looking for someone with a passion for teaching Drama across the full range of academic abilities and from Key Stage 3 to 5, additionally there could be opportunities to to deliver Music and Media lessons.

We are currently rated 'good' by Ofsted and our most recent report is January 2022. We are rightly proud of our school ethos and values. Every experience we offer our students must reflect these values, and all members of our team have a role to play.

You will find Alder Grange to be a great place to work: despite being constantly busy we enjoy each other's company and always seek to be a warm, friendly, and welcoming team. Well-Being of pupils and staff is our number one objective.

You would be joining an innovative and supportive Creative Arts department with 2 other experienced team members. The department has a strong history of supporting teachers through training and newly qualified/early careers – therefore this role could also suit someone in their first or second year of teaching or a more experienced teacher.

All our teachers are actively involved in pastoral support – and the successful candidate would also be a form tutor.

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

As an equal opportunities employer, we intend that no job applicant or employee shall receive less favourable treatment because of his or her sex, marital status, race, colour, nationality, national origin, ethnic origin, disability, age or sexual orientation, nor be disadvantaged by any other conditions or requirement which cannot be shown to be justifiable.

If this sounds like the school for you, and you are interested in looking around the school ahead of your application, then please do make contact and we will arrange a mutually convenient time

Yours sincerely

A handwritten signature in black ink, appearing to read 'Joanna Griffiths'.

Joanna Griffiths
Headteacher

School Information

The school has approximately 50 teaching staff and regards all as 'Leaders'. The Senior Leadership Team is led by the Headteacher Mrs Joanna Griffiths. The Headteacher assumes responsibility for all that the school does and focuses on leading the school's work on strategic planning, self-evaluation and leadership development, school effectiveness and oversight of the day-to-day running of the school and its systems.

The Senior Leadership Team comprises the Head Teacher, Mrs Joanna Griffiths; two Deputy Heads: Mr Adam Good and Mr Kenny Riddell; and the School Business Manager, Mr Paul Seery. The wider Senior Leadership Group also includes the Assistant Head Teachers, Associate Assistant Headteachers, and Senior Operations Managers (non-teaching).

The academic departments are the responsibility of Curriculum Leaders. Teams of Form Tutors are led by Heads of Year whose roles are to work as partners with Curriculum Leaders in securing every pupil's academic attainment and personal achievement.

At Alder Grange the majority of our teachers are form tutors, and stay with their form throughout years 7 to 13. Whilst we try to ensure teachers teach within their specialism, on occasion, staff may be required to teach second subjects at KS3: such as PSHE, RE, IT or computer science. Teaching of second subjects is well supported by subject and curriculum leads, and the sharing of best practices and ideas is strong across curriculum areas. Should you have a second subject specialism please indicate this in your letter of application.

There is a regular calendar of meetings for all these teams and there are various working groups and key committees in operation at any time.

Our commitment to all colleagues' professional development is an important part of our school culture.

The school has strong safeguarding procedures and these are used in making all appointments. Alder Grange also has strong Equal Opportunities and Staff Attendance Policies.

The entire school site is designated as a no smoking area. All appointees are required to respect this.

Department Information: Creative Arts

The Creative Arts Department comprises the subject areas of Drama, Media Studies, and Music. Each subject area features specialist staff and all staff have experience of supporting curriculum delivery in other areas of school.

The members of the Creative, Expressive and Performing Arts staff have high professional standards and an excellent knowledge and understanding of their subjects. Staff are dedicated, enthusiastic and actively encouraged to develop themselves as individuals and members of the team.

Subjects in Creative Arts are taught across KS3, KS4 and KS5. All students in KS3 receive one period of 50 minutes per week of Drama and Music. In KS4, option choice students receive three periods per week in Drama, Music and Media Studies. KS5 lessons are delivered over six periods throughout the week. A range of GCSE, A Level and vocational courses are offered to KS4 and KS5 students including BTEC Music, GCSE Drama GCSE Media Studies, Level 3 Music Technology and A Level Drama and Media.

Accommodation comprises a purpose built Music room and Drama Studio with sound and lighting facilities to enable students to both perform and develop technical skills. Sixth form students are able to access industry standard software in music and media production.

Productions and events are an integral part of school life and they frequently involve industry professionals working alongside students to further enrich their experiences. The most recent production was “ Into The Woods” in December last year, and was a great experience for everyone involved.

Peripatetic music lessons are available to all students in school throughout the week. Using visiting specialist instrumental teachers, we are currently able to offer tuition in drums, guitar, piano, keyboard and voice. A range of extra-curricular activities are provided throughout the week including a range of various drama and music activities leading to performances.

Post Specification

Post Title: Teacher of Drama with Media
Salary Scale: MPS/UPS

Terms and Conditions: All the post holder's responsibilities are subject to the general duties and responsibilities contained in the current School Teachers Pay and Conditions (STRB) Document.

Responsible to: The Designated Curriculum Leader

Purpose of the Post:

The school's Values and Aims statement emphasises the right of every child to experience an outstanding educational experience with excellent outcomes in terms of academic progress and attainment and of personal achievement. This commitment can only be translated into reality through outstanding teaching, learning and care for every pupil and student in our care. It is the purpose of this post to ensure that this outstanding provision, fit for purpose in the 21st Century, exists for every child, across the entire curriculum and over the whole age and ability range of the school.

Areas of Responsibility:

1. To contribute professional judgement and experience to the evaluation and further enhancement of the school's and department's values, aims, ethos, policies and procedures (and to do so through the established means, including the calendar of meetings).
2. To remain familiar with, and to support, the strategic priorities of the school and the relevant school teams.
3. This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment, and to follow all designated procedures and guidance.
4. To carry out all professional duties within the spirit and letter of the school's values, aims, ethos, policies and procedures.
5. To maintain and refer to as necessary any Staff and Department Handbooks as appropriate.
6. To act as a role model for all pupils, parents/carers and other staff.
7. To support the continuing development of Schemes of Work and Programmes of Study for the department(s) to ensure they deliver the highest possible educational experience for all pupils and students.
8. To teach the specialist subject(s) to which the post holder was appointed (and any other subject area as required) across the school's age and ability range, to implement the designated Schemes of Work and, in so-doing, ensure that all lessons:
 - a. have clear aims and learning objectives that are shared with and clearly understood by all pupils/students;
 - b. are planned around the identification of the learning needs of all pupils;
 - c. incorporate identified skills, knowledge, understanding and behaviours that are used and further developed during the learning
 - d. generate personalised means to meet these needs;
 - e. are effectively prepared and resourced to meet lesson objectives and pupils' needs;
 - f. are effectively delivered through sound preparation, delivery, good pupil management and good pupil-teacher relationships;

- g. are subject to accurate records of pupils' attendance and punctuality, work covered, homework set, work completed, pupils' progress and pupils' attainment (as specified in the appropriate Policies and Procedures);
 - h. apply effectively and appropriately the Assessment for Learning strategy;
 - i. apply the Positive Behaviour for Learning policy and procedures;
 - j. apply the Inclusion and Pupil Welfare strategies;
 - k. generate evidence of attainment, progress and personal development data for statutory and other reports, and to inform teaching and learning activities
 - l. generate evidence for collation into oral or written reports as required for parents/carers, Curriculum and Achievement Leaders, other educational institutions, employers, partner agencies, governors and Senior Leadership Team members.
9. To support the partnership between the school and Governors, Parents & Carers and partner agencies in the children's workforce.
10. To contribute to the school's strategy for the development of professional knowledge and understanding, especially regarding:
- a. How children learn;
 - b. Effective teaching and learning strategies;
 - c. Most effective deployment of educational technology to contribute to this "knowledge capture".
11. To play a full, committed and active part in the school, pastoral teams' and department teams' Self Evaluation work via the Strategic Agility Loop (including statistical analysis of outcomes and pupils progress, interviewing pupils, lesson observation and scrutiny of pupils' work) in order to identify, celebrate and consolidate strengths and to highlight and address any areas for further development.
12. To contribute to the processes of development planning in school, pastoral and department team "settings" in order to translate actions identified as necessary into reality.
13. To take responsibility for personal professional learning, the evaluation of all aspects of the post holder's professional practice and the outcomes in terms of pupils' learning, progress and achievement.
14. To play a full and active part in Performance Management and Personal Professional Development systems to:
- a. identify professional ambitions and development needs;
 - b. take part in appropriately identified PPD activity (related to personal development goals and School, Pastoral and Department Development Plans.
15. To take personal responsibility for playing a full part, as appropriate and as opportunities present themselves, in PPD networks (via direct personal contact, visits, email, exchanges and any other appropriate means):
- a. within the department/pastoral team;
 - b. between departments/pastoral teams;
 - c. with staff in other schools, Authorities, HEIs, regions and nations.
16. To retain an oversight of the principal lines of development related to Teaching and Learning, subject knowledge and wider educational thinking within and beyond the school.
17. To be a Form Tutor to a designated tutor group and fulfil all aspects of this role under the direction of the designated Head of Year.
18. To contribute to the supervisory and behaviour management systems within the school's framework.

19. To contribute to the effective running of the House System and, as appropriate, the wider enrichment activities of the school.
20. To be aware of, attend regular in-school training and take due note of all legal requirements relating to
- Child Protection;
 - Health and Safety requirements;
 - Educational Visits Off Site.
21. To undertake any other duties as may be required by the Headteacher in the light of developing circumstances.

| Post Title: Teacher of Drama (with Media) | Grade/Scale: MPS/UPS | |
|---|--------------------------------------|--|
| Requirements (on the basis of the Job Description) | Essential (E) Or Desirable (D) | To be identified by: Application Form (AF), Interview (I), Reference (R), Other (specify) |
| Qualifications | | |
| Graduate Status in Drama | E | AF, I |
| Qualified Teacher status in Drama | E | AF, I |
| Relevant Post-Graduate Qualification(s) | D | AF, I |
| Experience | | |
| Successful teaching/teaching experience across the full ability range | E | AF, I, R |
| Ability to teach Drama up to KS5 | D | AF, I, R |
| Effective work in a pastoral role (including Form Tutor, Mentor etc) | E | AF, I, R |
| Commitment to PPD | E | AF, I, R |
| Effective team membership | E | AF, I, R |
| Knowledge/skills/abilities | | |
| Clear educational philosophy | E | AF, I |
| Excellent subject knowledge | E | AF, I |
| Excellent subject application | E | AF, I |
| Sound classroom management | E | AF, I |
| Strong competence in ICT | E | AF, I |
| Experience in teaching Media | D | AF, I |

The above form sets out the area of work in which duties will generally be focused, and gives an example of the type of duties that the post holder could be asked to carry out. **PLEASE NOTE** that this is for guidance only. Post holders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

Other Information

Attendance Policy Statement | This School is committed to achieving and maintaining a high level of attendance from all employees through the application of good management practice. All employees must recognise the importance of good attendance and ensure that any sickness absence is kept to a minimum.

Whilst supporting employees during periods of sickness, the School Management Team monitors levels of sickness absence in school regularly and takes action in accordance with the Guidelines adopted by the school to deal with unacceptable levels and frequency of sickness.

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. All employees in this school must understand the importance of good attendance to the operation, performance and image of the school and must show a commitment to achieving and maintaining a high level of attendance.

Child Protection Policy Statement | This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment and to follow school safeguarding procedures and guidance for safer working practice.

In this school, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

Equality of opportunity | Alder Grange school is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition. We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Medical Clearance | Appointment to this post is subject to satisfactory medical clearance. If you are selected for appointment, you will be contacted by Occupational Health who will arrange for you to complete their on-line health declaration form.

Policies | Alder Grange School has a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand some of the key policies, e.g. Child Protection, Health & Safety, Acceptable use of IT and Code of Conduct.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.