



# St Augustine's

## PRIORY

Independent Girls' Catholic Day School In Ealing, West London



### 'Quietly Brilliant'

THE GOOD SCHOOLS GUIDE



## Drama Teacher Part Time

### Applicant Information



# DRAMA TEACHER PART TIME

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## Letter from the Headteacher

Dear Applicant,

Thank you for the interest you have shown in the post of part time Drama Teacher, at St Augustine's Priory and welcome to our inspirational school which is at a very exciting stage of its development. Our priority is to deliver excellence in all aspects of this wonderful school - we have done this through nurturing and empowering our passionate staff, by fostering a culture of ideas, energy and possibilities and by a relentless focus on developing each girl to the best of her ability. We are expanding our school roll and have ambitious plans for the development of facilities.

St Augustine's Priory is a leading Catholic, independent day school for girls aged 3-18 (with boys in the Nursery). The four parts of the school (Prep, Junior, Senior and Sixth Form) are located on the same site. We are an all-through school and it is an enormous benefit to girls and parents that pupils who join us in the Juniors are able to move seamlessly up with us through to the Sixth Form years. As a Catholic School we hold the care of the whole person as central to what we do.

Described by the Good Schools Guide as 'quietly brilliant' and rated 'Outstanding' by the Independent Schools Inspectorate, the Nursery & Preps Department of St Augustine's Priory is a key entry point for pupils joining Ealing's top performing GCSE school. The school's most recent Diocesan Inspection Report graded St Augustine's Priory as 'Outstanding', the highest possible grade, in all categories across both *Classroom Religious Education* and *The Catholic Life of the school*. Inspectors observed "The sense of community, underpinned by Catholic tradition and practice, provides a nurturing environment where pupils flourish academically and spiritually."



The 13 acres of grounds in which the school sits provide a physical freedom unique in the heart of London. The Farm, Forest School, Meadow, Astro-turf and Open Air Theatre all utilise the natural setting, encouraging pupils to enjoy an emotional freedom to grow intellectually and spiritually. Our examination results are exceptional and we pride ourselves on instilling in girls a love of learning.

We have been in Ealing for over one hundred years and we represent a wonderful continuity of expertise in educating women of the future. Our founders were exceptional, visionary women who strove to offer girls the best education possible; we continue in this tradition and rejoice in the generations of staff and of families who continue to work and study here. We offer a broad and varied curriculum with rich opportunities for personal development.

Girls are assessed on initial entry and move automatically through to the Seniors. External candidates who join us at 9+, 10+, 11+, 13+ and 16+ sit entrance examinations. Scholarships and Exhibitions are available. The school is highly sought after. Throughout Lockdown the school delivered an ambitious programme of remote learning. We are now offering Blended Learning for any students who are quarantining. Applicants with experience in remote technologies will be most welcome but training will be offered for all.

We warmly welcome candidates from a range of backgrounds and invite you to contact Ms Nadia Chandler (HR Officer) [nchandler@sapriory.com](mailto:nchandler@sapriory.com) – if you have any questions.

Yours sincerely

*Sarah Raffray*

Mrs S. Raffray MA NPQH  
Headteacher



## Mission Statement

We are an all-through, inclusive Catholic girls' school with boys in the Nursery. As a girls' school we are committed to preparing girls for life long effectiveness and success. As part of their journey, girls will learn of intellectual risk-taking and emotional strength, reflection and self-knowledge, persuasiveness and team building as well as a cultural curiosity for an enriched enjoyment of life.

In our stunning 13 acres of grounds, girls have a physical freedom unique in central London. We aim to instil in them the emotional freedom to grow intellectually and spiritually and to understand the truth about themselves, others and our complex world. We will give them the courage to be ambitious and compassionate and we will provide a secure, happy and nurturing community in which to explore all of the above.

To this end we seek, develop and retain the best teachers who value well-being and the individual progress of each girl as much as they are relentless in their pursuit of academic excellence. Their goal is life-long success for each girl and they set the pace of energy and dynamism within which the girls flourish.



## A Letter from the Head of Drama

Dear Applicant,

Thank you for the interest you have shown in the post of Part-time Drama Teacher. This is a dynamic and vibrant department and the role is suitable for an NQT or an experienced practitioner.

This brochure aims to give you a clear picture of life at our School, offer some information about how the teaching of Drama is organised, planned and delivered here, as well as give clear and transparent guidance and information about what the post involves, the criteria for selection and the process of selection itself.

### Contents

1. Information about Drama Teaching at St Augustine's Priory
2. The Job Description
3. The Person Specification
4. An outline of the selection procedure

There is a separate application form and applicants should pay particular attention to its accurate completion. I also enclose some information about the school.

Should you have any further queries please do not hesitate to contact the School. You are also welcome to arrange a preliminary visit to the School at a mutually convenient time.

I trust this brochure will be informative and helpful in making the decision to apply for this post, and we look forward to receiving your application.

Kind regards,

C Brown



## The Drama Department - Curriculum

Information by years

### Preps: Ages 5 -6

In the early years the emphasis is on the development of **self expression, creativity** and **confidence**. In Prep II and Prep III Drama is delivered discretely within the English curriculum. Public speaking and listening are encouraged through 'show and tell' sessions. Each term girls prepare a performance to an audience; nativity plays in the Michaelmas Term, the Spring Concert in the Lent Term and Songs and Certificates in the Summer Term.

### Co-curricular drama activities at this stage:

LAMDA Solo Introductory examinations, which are designed to introduce students to basic communications skills, including speaking poetry from memory and holding a conversation with an examiner

### Juniors: Ages 7-11

The aim of Drama at this stage is to develop the girls' confidence, drama skills and teamwork. Girls in Lower II and Upper II benefit from dedicated drama lessons once a week. Girls in Upper I and Upper II produce performances for an audience, which are always hugely popular. In 2019/20 Upper I performed Treasure Island and Upper II performed Olivia. Public speaking is encouraged through individual oral presentations to class and occasionally to whole junior audiences.

### Co-curricular drama activities at this stage:

LAMDA Acting, Speaking Verse & Prose, and Speaking in Public examinations. Students who show flair in Drama by the end of Lower II are invited to join the Drama Gifted Pathway (DGP); allowing them access to drama skills-based workshops and audition opportunities, stretching their performance techniques and breadth of experience.

### Key Stage 3: Ages 11 - 14

The aim of Drama at this stage is to encourage girls to explore the human condition through drama. They also scrutinize genres, dramatic conventions and challenge



stereotypes through characterisation work. They devise and present scripted and improvised dramas in response to a range of stimuli and gain an understanding of how theatre can communicate in innovative, challenging ways. These explorations encourage empathy and higher order thinking skills. They take part in scenes from plays by a range of dramatists and recognise the particular contributions that directors, designers and actors make to a production.

At the end of the Summer Term, all Form III (Year 7) girls contribute to a short film and all girls in Lower IV will perform in our Shakespeare Festival presented at Association Day. Girls in Upper IV produce end of Key Stage productions, which this year will be *Emil and the Detectives* by Carl Miller and *Ash Girl* by Timberlake Wertenbaker.

#### **Key Stage 4: Ages 14 – 16**

Drama is a very popular choice at GCSE. The OCR Drama GCSE requires the presentation of devised and scripted work, through either performance or design, the examination of the girls' knowledge and understanding of different dramatic techniques and forms. Theatre-going is essential to this course, and at A Level, as it nurtures the girls' critical thinking as dramatists, performers and critics.

#### **Key Stage 5: Ages 16 – 18**

Drama and Theatre Studies at A Level develops students' understanding of how theoretical and analytical study of drama is integrated with practical work, through either performance or design. Students study and create theatre through drawing on various historical, cultural and contemporary theatre practices. A Level Drama and Theatre Studies further develops an understanding and appreciation of drama and theatre in a social, cultural and historical context.

#### **Co-Curricular & Enrichment**

The biennial Senior Production is usually at Questors Theatre in Ealing. These shows offer wonderful opportunities for girls from Form III to Upper VI to work together both on stage and backstage in a professional theatre environment. The sense of enthusiasm and community that is developed through the production process and public performance nurtures the social inclusion we so value as a whole school. Recent

shows include: Chicago: High School Edition (2019), Little Shop of Horrors (2017), The Comedy of Errors (2015) Guys and Dolls (2013), and The Ash Girl (2012).

Senior students with an aptitude for performance and performance support are invited to participate in workshops and public performance projects, such as the Shakespeare Schools Festival at Watermans Arts Centre, which in 2019 was King Lear, and as part of the Drama Gifted Pathway (DGP). Casting agencies, such as Nina Gold, also come into school to audition pupils for film and television roles.

LAMDA Examinations in Acting, Speaking Verse & Prose, Musical Theatre and Speaking in Public examinations, which gain UCAS points at Advanced Level.

Over a third of the school participate in LAMDA examinations and LAMDA pupils from Prep II to Lower VI have the opportunity to perform in a medley of poetry, prose, speeches, musical theatre and drama in the immense LAMDA Showcase. We had impressive LAMDA exam results this year with over 76% of pupils passing with Distinction.

LAMDA Volunteers: girls can assist the teacher in weekly LAMDA lessons of girls from younger years.

Providing excellent work experience of working with younger children, directing, and being of service to the school community. This volunteering contributes towards the Volunteering activity of the Duke of Edinburgh Awards.

- Professional Television and Film Audition Opportunities
- Talks by visiting West End actors
- Professional workshops



## Job Description: Drama Teacher

### Salary:

The post-holder will be paid on the appropriate point of the St Augustine's Grading Scale. We have our own pay scale, which is above the maintained sector. The role is part time and likely to be 3 days a week.

### Line of Responsibility:

The Drama Teacher is directly responsible to the Head of Drama on curriculum matters and the Head of Year for pastoral issues. The Drama Teacher is expected to maintain close professional dialogue with the Drama Coordinator for the Juniors to ensure excellent continuity between the phases of the school.

### Job Content:

Drama and creativity is vital for St Augustine's Priory. This role has a key strategic place in positioning the school in terms of academic excellence. The post holder will ensure that Drama has an outstanding reputation in the school and local community.

### Strategic Purpose

- The basic duties of a teacher are outlined in the staff handbook and include other duties such as the form teacher role.
- All members of staff are expected to contribute to the rich extra-curricular life of the school.

## Operational Responsibilities

### Teaching

- Be a qualified, enthusiastic and experienced teacher with a good honours degree or equivalent qualification.
- Be passionate about the Creative Industries and show a willingness to promote the subject.
- Teach Drama as required at KS2 and KS3, with the opportunity to teach KS4 and 5.
- Plan work in accordance with departmental Schemes of Work.
- Think innovatively and creatively, adapting Schemes of Work and providing opportunities for learning, where and when they arise.
- Show an enthusiasm and dedication to providing an enriching and inspirational teaching environment, leading by example.
- Take account of students' prior levels of attainment and use them to inform planning and intervention sessions, where needed.
- Maintain good discipline in the classroom by following the school's policies and procedures.
- Set appropriate and challenging work for all students.

- Contribute to the Department's vast and engaging extra-curricular provision, to include lunchtime and after-school clubs and participation in workshops and external competitions.
- Contribute to the Department's various productions, trips and events that take place throughout the academic year.
- All members of staff are expected to contribute to the rich extra-curricular life of the school, which includes running a weekly extra-curricular activity.
- Set work when required for absent students and ensure internal cover as required to ensure continuity of teaching for pupils.
- Identify and work appropriately with 'Special Educational Needs and Disabilities' students, 'Gifted and Talented' students and 'English as an Additional Language' students.
- Ensure the learning environment is inspirational

### Assessment, Recording and Reporting

- Keep appropriate records of students' work.
- Mark and return work set, including homework, within an agreed and reasonable time.
- Carry out assessment programmes as agreed by the School or department.
- Complete student reports in line with School Policy.
- Attend parents' evenings as required and keep parents informed about their child's performance and future targets.
- Proactively monitor groups of students, to ensure all attainment relative to ability is excellent.

### Pastoral Duties

At all times the welfare of pupils is paramount, and the post-holder has a professional duty to exercise sound judgment in upholding the School's systems and to make all necessary referrals to line-managers in a timely fashion. As a Form Teacher, the post-holder will be required to:

- Ensure that registration of pupils is completed in accordance with the school's agreed procedures and be aware that this is a legal duty for children of school-age
- Care for children in the form as a reasonable parent might be expected to do
- Be respectful of appropriate boundaries in the exercise of professional duties and care
- Support other staff with regard to the pastoral care and academic welfare of members of the form
- Support members of the form in their dealings and relationships with parents, school staff and other pupils
- Ensure all administrative tasks in relation to the duties of a Form Teacher are

- carried out within the agreed deadlines and to an acceptable standard
- Accompany the form during school functions e.g. Mass and assemblies
- Develop positive working relationships and communicate effectively with parents and carers
- Deliver the school's PSHEE programme
- Provide pupils with a positive role-model

### **Performance Management and Professional Development:**

The teacher will be part of the School's Performance Management Scheme. S/he will have an appraiser who will set agreed targets and monitor professional development.

### **General**

In addition, the post is subject to compliance with:-

- School policies and guidelines on the curriculum and school organisation
- Local area safeguarding procedures

The duties and responsibilities detailed within the job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers as set out in the Staff Handbook.

### **School Involvement**

For all staff appointed to the School there is an expectation that they will:-

- Play a full part in the organisation and decision making of their specific department in the School generally through the structure of formal and informal meetings and thus contribute to the consultative process by which the School attempts to operate.
- Undertake a pastoral role such as a form tutor or member of a pastoral team thus contributing to the support of students in the widest context.
- Within their individual interests and capacities, contribute to the wider, extracurricular activities on offer to students.
- Carry out other duties that are reasonably assigned by the Headteacher.

### **Conditions of employment:**

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- The post-holder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body.
- The post-holder must uphold the School's Policy in respect of all matters related to safeguarding and Child Protection.
- The post-holder may be required to perform any other reasonable tasks, after consultation.

- This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This Job Description is not necessarily a comprehensive definition of the post. The job description will be reviewed and may be amended annually, within the terms of your Conditions of Employment.





## Person Specification: Drama Teacher

Applicants should:	Essential	Desirable	Primary means of assessment
Subject Delivery			
Have a good Honours Degree in Drama or related specialism, and a teaching qualification to deliver Drama at KS2 and 3	x		Application Form
Have a good Honours Degree and a teaching qualification to deliver Drama at KS4 and 5		x	Application Form
Have experience of teaching Drama at GCSE and A level		x	Application Form
Be able to teach LAMDA		x	Application Form
Be willing and able to teach Preps/ infants		x	Application Form
Be willing and able to teach Juniors	x		Application Form
Show they maintain an up-to-date knowledge of subject, contemporary Drama and innovative teaching methodologies	x		Application Form
Have good understanding of assessment and curriculum reforms (knowledge of OCR preferred)		x	Application Form
Be willing to organise extra-curricular activities	x		Application Form
Have Qualified Teacher Status	x		Application Form
Have high expectations of girls as dramatists	x		Interview
Be able to communicate effectively with pupils	x		Interview Teaching
Be able to communicate effectively with colleagues	x		Interview
Manage and work well within a dynamic and hard-working team	x		Interview
Act upon advice	x		Interview
Have an excellent range of teaching strategies to foster excellence in the classroom	x		Interview Teaching
Be able to use data effectively and analytically to help children learn	x		Supporting Letter

Show knowledge of how to plan for effective learning	x		Interview Teaching
Be able to teach challenging, organized, sequenced lessons	x		Interview
Know how to adapt teaching strategies to the needs of all learners	x		Interview Teaching
Make highly effective use of assessment	x		Interview
Promote independent learning	x		Interview
Use homework tasks effectively	x		Interview
Give developmental and constructive feedback to pupils	x		Interview Teaching
Be able to promote Drama as a learning tool in other departments	x		Supporting letter
Have good ICT skills, and be able to use these skills to benefit and aid teaching	x		Supporting Letter
Have excellent written English skills and be able to use these skills to teach critical essay writing (Personal Study component) at A Level standard	x		Supporting Letter
Willingness / ability to remote teach on a variety of digital platform	x		Supporting Letter
<b>Whole School</b>			
Have a sound understanding of safeguarding	x		Interview
Understand Special Educational Needs and be able to implement Individual Education Plans as required to enable all children to access the curriculum	x		Supporting Letter
Deal effectively and sensitively with parents	x		Interview
Be willing to participate in the wider extra-curricular life of the School	x		Interview Exercise
Understand the roles of colleagues and managers in the school and support them in their work	x		Supporting Letter

## The Application and Selection Process

1. Applicants should complete an application form in full and write a letter in support of their application paying particular attention to the Job Description and Person Specification.
2. The completed application form and supporting letter should be emailed to [hr@sapriory.com](mailto:hr@sapriory.com) no later the midday Friday, 7 May 2021.
3. The Selection Panel will then convene to determine a shortlist of applicants who will be invited to interview by email to invite them to interview and it is anticipated that the interviews will be held during the week commencing Monday, 17 May 2021, but this will be subject to confirmation.
4. On the day of the interviews all applicants will be asked to teach a lesson observed by a member of the appointments panel. They will then be asked to complete one written task, and there will be a formal interview before the appointments panel.
5. On the day of the interview all applicants should bring with them proof of identity and address, as listed on the application form.
6. Following the interview the successful applicant will be invited to accept the post by telephone, but only once a contract has been signed, will unsuccessful applicants be informed. All applicants should be aware that this is a normal part of our selection procedure and should make no assumptions based on a short delay.