

High Expectations
and Aspirations

Candidate Information



Light Hall School

The best from everyone, all of the time.

Subject Leader of Drama

Introduction from the Headteacher

I am delighted that you are interested in this key post of Subject Leader of Drama at Light Hall School.

Light Hall School is a very special place, our students are friendly, enthusiastic and eager to learn. Our staff are caring, supportive and completely committed to ensuring that every child achieves their very best.

This is an excellent opportunity to gain experience working within an enthusiastic and experienced team in a happy, harmonious school. You will have the commitment and passion to find the true potential in every one of our students. We have a team of dedicated and hardworking teachers, Lead Practitioners and an experienced leadership team, to support you.

Our Sixth form opened last year. This brings with it numerous opportunities for continued development.

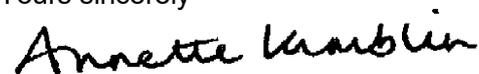
The enclosed information should give you a flavour of Light Hall. Do please come and visit us if you would like to know more.

To arrange a visit to the school, please contact Anna Williams, HR, Cover and Office Manager on 0121 746 5060 or email awilliams@lighthall.co.uk

To apply please write a letter of application (2 sides of A4 - maximum), which explains how you can fulfil the person specification and what you will bring to the role, together with completing all questions on the application form. Please remember to include contact details of two referees, one of whom should be your current/most recent Headteacher (if applicable). This should be emailed to HR@lighthall.co.uk

We look forward to hearing from you.

Yours sincerely



Annette Kimblin
Headteacher



Light Hall School is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

An enhanced DBS check is required for all successful applicant

Our Ethos & Values

Light Hall School is very special place, our students are friendly, enthusiastic and eager to learn. They are at the heart of all we do. Our staff are caring, supportive and completely committed to ensuring that every child achieves their very best with us, no matter what their starting point.

Our aim is that every student leaves us, not only having achieved their full potential academically, but with a lifelong love of learning, a sound moral compass and high aspirations and expectations of themselves.

Care and respect for others and our environment are the given norm at Light Hall and there is an expectation that everyone will participate actively and positively in the life of our learning community. The numerous opportunities and experiences we offer, aim to equip every student with the skills, knowledge and confidence they need to become valued and successful members of society.

The leaves of the Light Hall tree in our emblem stand for each of our core values. They are: excellence in all we do, love of learning, sound moral compass, care and respect, Active participation and high aspirations and expectations.



Excellence, High Aspirations and Expectations

We strive for excellence in all that we do at Light Hall. Our motto, "The best from everyone, all of the time" informs the way we work and play. We believe that every student, with the right mind-set and a willingness to work hard and learn from their mistakes, can and will achieve great things. Our dedicated teachers motivate students to aim high and encourage every student to exceed their own expectations.

Love of Learning

Learning is our core purpose. At Light Hall School we structure learning to excite our students' curiosity and to inspire them to become successful, lifelong, independent learners. Our teachers are enthusiastic and extremely passionate about their subjects, spending considerable time planning interesting lessons, so that their love of their subject is passed on to the students.

Sound Moral Compass, Care and Respect

Our students at Light Hall are our greatest asset and it is a privilege to work with them. We expect very high standards of behaviour and courtesy, both in and out of the classroom and we encourage our students to be aware of the needs of everyone in the immediate and wider community.

Active Participation

We are an inclusive school which offers the very best opportunities for all our students. Our dedicated team of teachers and support staff pride themselves on offering a safe, caring and happy environment in which students can learn and develop and are confident that we are preparing them well for the future. Our pastoral support team is extensive and has as its mission to ensure that every student feels valued and that their achievements, both academic and personal, are recognised. At Light Hall we recognise that students thrive when offered additional experiences outside of school. Education goes beyond the reaches of the classroom and we believe that young people can learn a great deal by taking part in educational visits and activities away from school and home



Our School



Introduction to Light Hall School

We are a co-educational comprehensive of 1200 students aged 11-18, located to the west of Solihull Town centre in the district of Shirley. We draw students from Solihull and Birmingham. Our intake has a broad mix of both attainment and socio-economic backgrounds.

Our Sixth Form opened in September 2024.

We have an excellent staff team. Each individual, be they teacher or support staff, is committed and hard working. Our students are enthusiastic and friendly. They are respectful, polite and very well mannered. Relationships between students and staff are highly positive.

In our annual surveys, both parents and students rate the school highly.

The school has doubled in size since it was first built and enjoys an excellent setting. It has good sporting facilities and has developed a community ethos within the area that it serves.



The Life of the School



Pastoral Care

Light Hall School is a very friendly and welcoming place for both students and staff. Students feel cared for and relationships between students, and between staff and students, are overwhelmingly positive.

The pastoral system is centred on the form tutor, the head of Key Stage 3, 4 and 5, the Progress and Development Leader and the non-teaching pastoral manager.

Almost every member of staff is involved in the pastoral system in some way. The house system contributes to this too, providing links between students of different ages and healthy competition in a wide range of activities. A small sample of these include the visual arts, "Dragon's Den" enterprise cup, cake bakes, "Light Hall's Got Talent", dance, basketball, cricket, rounders, netball and football.

Academic and Extra Curricular Life

Our broad and balanced curriculum is delivered through a three year Key Stage three and a two year Key Stage four, to ensure that students have time to develop the depth of their knowledge and skills in their GCSE subjects. The majority of students follow the Ebacc route. All students study Life and Morality (Religious Education) to GCSE level.

In addition to striving for excellence in academic study, our provision aims to prepare our students for life beyond Light Hall. Our curriculum, which incorporates PSHE and SMSC, makes a strong contribution to our students' personal development and welfare. This is enhanced by a weekly programme of extracurricular activities, which includes after school sports, drama and musical activities, as well as a variety of subject enrichment clubs. The house system also provides many opportunities for students to participate in a variety of different activities and charity events. Careers and work related learning are promoted in every year group and are very strong.



Facilities

We are fortunate to have a high quality learning environment at Light Hall with the latest technologies to enhance the curriculum.

Our modern classroom facilities help to provide greater variety in teaching methods and therefore make learning more effective.

Opportunities to nurture independent learning skills are provided through our virtual learning environment.

Our vibrant and welcoming library supports learning throughout the school. It is well stocked, has good ICT facilities and provides high quality services to everyone.

Our purpose built drama studio, music rooms and state of the art recording studio support our extensive extra-curricular programme. In addition to this we have excellent sporting facilities, including tennis courts, sports hall, fitness room and an astro-turf.



Working at Light Hall

Our staff team are friendly and welcoming. Here at Light Hall School we pride ourselves on providing a full range of CPD opportunities to support all staff to continually deliver the best in all they do.

Our Teaching & Learning CPD takes many forms such as department meetings where staff have regular time to meet with each other, plan and share resources, personalised coaching and research groups.

In order to support our middle leaders to keep abreast of developments in their subject areas and share good practice, we have a rolling CPD programme where middle leaders regularly meet with their counterparts in neighbouring schools.

We also have a full induction programme for our ECTs and have continuous opportunities for those wanting to develop their leadership potential.

Staff Benefits

- Free on-site staff gym
- Subsidised healthcare cash plan
- Cyclescheme (tax exempt loans for purchase of bicycles and equipment)
- Pension
- Enhanced maternity scheme
- Free staff wellbeing benefits including a confidential counselling service and access to a 24 hour GP service and physiotherapy;
- Life insurance through the pension scheme

The Role: Subject Leader of Drama

The Vacancy

The post is an excellent opportunity to gain experience in leading Drama within an enthusiastic and friendly team. The successful candidate will be required for a full-time position starting in September. Prior knowledge and experience of the GCSE AQA Drama course currently taught in the department is not required, but the ability to develop new skills that allow for the continued teaching of the curriculum is essential. A willingness to participate and lead aspects of the wider life of the school, such as the whole school production is essential.



Drama Department

Drama is enjoyed by students across all year groups of the school. We currently offer our Key Stage 3 students (years 7, 8 & 9) one curriculum hour a week. We offer our Key Stage 4 students (years 10 and 11) five curriculum hours a fortnight. We currently follow the AQA GCSE Drama specification. Attainment is strong. Drama is housed in our Gandhi building which is a modern building incorporating some excellent facilities, including a drama studio with a fully rigged lighting board to support theatrical productions. We look forward to annual drama productions that have recently included 'The Wizard of Oz' which involve a large number of our students. This year our production is Matilda Jr.

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Job Description

Job Title:	Subject Leader of Drama
Responsible to:	Assistant Headteacher
Responsible for:	Delivering high quality Drama outcomes to students across the age range

Light Hall School Purpose

Light Hall School is committed to providing an excellent education for every student in its care. Mutual respect, high expectations and a relentless focus on progress are the expected norm. Professional development and support will be offered to all, to ensure that staff have the necessary skills and knowledge to meet the Teachers Standards.

Key purpose of this post

The subject leader will take lead responsibility for providing leadership and management for their subject to secure:

- A high-quality curriculum
- Effective use of resources
- Continuously improving standards of teaching, learning, behaviour and achievement for all

Duties and responsibilities

Strategic direction

- Develop and implement a curriculum for the subject in line with our school's commitment to high-quality teaching, learning and student outcomes;
- Promote the subject, its importance, and the value that it brings across the school;
- Have a good understanding of how well the subject is being delivered, the impact it has on student achievement and use this understanding to produce a subject improvement plan;
- Promote students' spiritual, moral, social, cultural, physical and mental development alongside British values in the teaching of the subject;
- Consult with students and parents about the subject and its effectiveness and assess the feedback against the subject/school's values, visions and aims;
- Work accordingly with the Special Educational Needs & Disabilities Co-ordinator (SENDCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND);
- Promote careers education through the subject and ensure that teaching and learning illustrates how the subject might lead to career opportunities;
- Use additional staff in the subject area to ensure there is a framework for deployments and that teaching assistants are deployed effectively;
- Liaise with our feeder primary schools on the transition of the subject to secondary school to ensure that progression is built into the curriculum;
- Lead and develop a vibrant extra-curricular drama programme, including school productions and performance opportunities that enrich students' creative experiences beyond the classroom;
- Liaise with other schools within subject groups accordingly on subject-related events, projects and activities;

Leading the curriculum

- Regularly develop and review the vision, aims and purpose for the subject area;
- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress;
- Ensure the planned curriculum (including homework) is effectively and consistently implemented across the subject. Support senior leaders in their evaluation of the subject area;

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- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning;
- Have an overarching responsibility for pupils' achievement and standards in the subject area;
- Lead and manage any co-curricular activities where appropriate.

Leading and managing staff

- Establish an effective team and hold regular meetings on the subject in line with the school calendar to keep staff informed on any developments or changes;
- Provide support to staff regarding teaching and learning, resources and planning in the subject area;
- Monitor teaching and learning by visiting lessons, evaluating books and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school;
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area;
- Coach and model high quality subject teaching;
- Liaise effectively with exam boards to ensure that subject teachers understand and are familiar with the syllabuses that are being delivered;
- Support subject teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises;
- Take responsibility for the appraisal of your team, appraising staff in line with the school's appraisal policy;
- Contribute to timetabling and manage setting pupils into attainment groups where appropriate;
- Support your subject team in establishing good routines for behaviour and homework.

Efficient and effective deployment of resources

- Provide support with online subject material and textbooks in the subject area to enhance the quality of teaching and learning;
- Create a safe, welcoming environment and take care of the classroom accommodation in the subject area, ensuring classroom displays are stimulating, of high quality, and inspire curiosity in pupils;
- Audit, check and manage resources to ensure they are up to date and match student and curriculum needs;
- Manage the subject budget effectively to ensure it is spent on resources that add value and enhance the learning experience;
- Prepare appropriate resources for remote learning to ensure the curriculum can be delivered to students learning from outside of the classroom due to illness or poor behaviour.
- Ensure cover work is appropriately managed in the event of staff absence in the team.

Other aspects of the role

- Attend and participate in Parent, Open, Options and Information evenings as required;
- Uphold the school's policies on behaviour, discipline, uniform and adhere to the staff code of conduct. Be an exemplary role model in terms of professionalism, dress, punctuality and attendance;
- Undertake the duties of a form tutor and promote the safety and welfare of students in the group;
- Attend meetings as required;
- Communicate within school and to parents professionally at all times and as appropriate;
- Take an equitable share of statutory duties;
- Ensure work is set in the event of known absence and in cases of unplanned absence where appropriate;
- Provide cover for staff in line with the "Rarely Cover Agreement";
- Take part in the school's programme for CPD. Help identify personal training needs required to help implement school priorities and enhance own job performance;
- Adhere to Light Hall's policies regarding health and safety, ICT usage and educational visits/trips;
- Undertake such duties as their respective Line Manager or the Headteacher may determine as reasonably falling within the role.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not an exhaustive list of all tasks that the post holder will carry out. The post holder may be required to do other duties appropriate to the level of the role.

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In accordance with Department for Education statutory guidance 'Keeping Children Safe in Education (KCSiE), Light Hall will conduct an online search of publicly available information as part of due diligence in the recruitment process. The outcome of an online search will be used only to meet the intended purpose of the KCSiE guidance, in relation to whether an applicant is suitable to work with children and young people.

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Person Specification

The following person specification indicates those areas of skills and personal characteristics, qualifications, training and experience that are either desirable or essential.

Qualifications	Essential	Desirable	Method of Assessment
Qualified Teacher Status (secondary age range)	✓		<ul style="list-style-type: none"> • Application form
Evidence of further study beyond degree		✓	
Degree in Drama or relevant subject	✓		
Experience			
Teaching Drama at KS3 and KS4	✓		<ul style="list-style-type: none"> • Letter • Interview • Interview tasks • References
Teaching Drama at KS5	✓		
Knowledge of Post-16 curriculum	✓		
Ability to undertake KS4 and A-Level course delivery and assessment in Drama	✓		
Assessment at KS3	✓		
Experience of raising attainment in a classroom environment	✓		
Experience of leading key developments		✓	
Performance management experience		✓	
Evidence of improving the teaching and learning through schemes of work and extra-curricular activities		✓	
Professional Development			
Evidence of recent relevant professional development	✓		<ul style="list-style-type: none"> • Application form • Letter • Interview
Skills and abilities			
Demonstrate high expectations which inspire, enthuse, motivate, and challenge students to achieve their best:	✓		<ul style="list-style-type: none"> • Letter • Interview • Interview tasks • References
Excellent classroom teacher	✓		
Excellent behaviour management skills	✓		
Ability to tailor lessons to student needs	✓		
Ability to use assessment data to generate appropriate and effective intervention work	✓		
Demonstrate a strategic and creative approach to problem solving	✓		
Ability to build and maintain effective relationships through excellent interpersonal skills	✓		
Demonstrate excellent communication skills (verbally and written)	✓		
Ability to develop effective teamwork	✓		
Demonstrate inclusive approach to education	✓		
Ability to work under pressure, maintaining a high sense of perspective	✓		
Ability to lead and develop a high quality extra-curricular drama programme	✓		
Ability to manage own time effectively	✓		
Commitment to regular and on-going professional development	✓		
Personal Qualities			
Professional, enterprising	✓		<ul style="list-style-type: none"> • Interview • References
Outgoing, approachable, inclusive	✓		
Positive, adaptable	✓		
Energetic and enthusiastic	✓		
Self motivated, self confident, reliable	✓		
Generosity of spirit, sense of humour	✓		
Committed to improving outcomes for all students	✓		
Team player	✓		

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Head Teacher: Annette Kimblin
Hathaway Road | Shirley | Solihull | West Midlands | B90 2PZ
T: 0121 744 3835 | **E:** office@lighthall.co.uk
www.lighthall.co.uk