

Candidate Information Pack

Head of Drama

£37,869-£56,154+TLR 2A-£3,525

March 2026

Appointment for September 2026

Permanent, Full time, Outer London Pay Scale (M1-UPS3 + TLR 2A)

Closing date: 16th April 2026

For further details and an application form, [click here](#).

An early application is advised, as we reserve the right to close the vacancy early if sufficient suitable applications are received.

If you are interested in learning more about the school and the role, we invite you to contact us to book a time to visit.

Thank you for your interest in working at Park High School.

Park High is a school of character and opportunity. Visitors to the school recognise its caring and harmonious ethos providing our students with the opportunity to truly be themselves. Having high standards and aspirations for all our students from day one, allows them to flourish both academically and personally throughout their seven years at the school.

Introduction

Are you an ambitious Drama specialist ready to take the next step in your career, or a current Deputy or Head of Department seeking a new challenge? This is an exciting opportunity for an experienced educator with a proven track record in teaching Drama and curriculum development, whose flair for the subject is matched by a drive to shape the strategic direction of the department and deliver outstanding outcomes for students.

As Head of Department, you will play a pivotal role in leading, developing, and supporting a talented team, ensuring the highest standards of teaching and learning across all key stages. If you are passionate about Drama education and ready to make a significant impact, we would love to hear from you.

We can offer:

- An exciting learning environment where challenging, innovative and engaging learning is at the core of all we do.
- An award-winning vibrant school which continues to achieve extremely high standards, both in Harrow and beyond.
- A genuine and active pursuit of well-being for all members of our community.
- Outstanding outcomes with a significantly positive Progress 8 score and zero NEETS.
- Students who exhibit excellent behaviour for learning and a desire to acquire knowledge and improve themselves.
- A supportive, enthusiastic and inspiring team within which to grow and develop.
- An opportunity to develop your craft of teaching across three Key Stages.



Head of Drama Job Description

This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.

Responsible to: Senior Leadership Team

Responsible for: Lead the delivery of Drama education across all designated classes fostering a culture of excellence in teaching and learning.

Job Purpose:

- Actively supporting the vision and values of Park High School, the post holder will work to provide professional leadership and management for the performing arts department, ensuring the faculty delivers high quality teaching, effectively using the resources available and aiming to raise standards of learning and achievement for all students.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of students as Head of Department.
- To facilitate and encourage a learning experience which provides students with opportunities to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.



Responsibilities

Strategic direction and development of the Drama Department

- To have an enthusiasm for drama which motivates and supports other subject staff and encourages a shared understanding of the contribution the subject can make to all aspects of students' lives.
- To raise the profile of the subject, both within school through extracurricular events (clubs, competitions and a calendar of performances) and through outreach work to local primary schools for example.
- Develop and implement policies and practices for the department which reflect the school's commitment to high achievement through effective teaching and learning.
- Ensure that staff are clear about the importance and role of the Head of Department in contributing to students' spiritual moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.
- Use data effectively to identify students who are underachieving in the subject within the department and, where necessary, create and implement effective plans of action to support those students.
- Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.

To involve all department colleagues in the creation and execution of the yearly Department Development Plan and Review. This will establish clear development and maintenance targets aligned with the SDP. These targets will:

- be informed by a range of comparative data and evidence, including student attainment;
- set realistic yet challenging goals for departmental improvement;
- be clearly understood by all staff responsible for implementation;
- specify required actions, timelines, and success criteria;
- monitor progress against departmental plans and evaluate the impact on teaching and learning to inform further improvement;
- be regularly reviewed, with ongoing updates provided to the SLT link to ensure full visibility of progress, successes, and emerging concerns.

Teaching and Learning:

- To monitor and evaluate the department's specification and schemes of work within the department.
- To engage all department staff in the creation, consistent implementation and improvement of the schemes of work.
- To ensure curriculum coverage, continuity and progression in the subjects within the department for all students, including those of high ability and those with special educational or linguistic needs.
- To ensure that examinations or other suitable methods of assessment are devised and applied at appropriate times. To ensure that all tests, examinations and assessments are based on the department's specification and marked according to a scheme common to the whole year group.
- To initiate and, where appropriate, organise curricular, extra-curricular and educational enhancement activities related to the department.
- To ensure effective development of students' literacy, numeracy and information technology skills through the subject.
- To establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement.
- To ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- To set expectations and targets for staff and students and establish clear targets for student achievement and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs.
- To evaluate the teaching of the subject within the department in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching.
- To use a variety of methods to monitor and evaluate the teaching and learning offered by the subject staff and take appropriate action to improve further the quality of teaching and learning.
- To provide quality assurance monitoring and intervention with all department staff.
- To monitor progress and evaluate the effects of any improvement strategies on teaching and learning by working alongside subject staff, analysing work and outcomes.
- To provide regular feedback to the SLT link to help the school evaluate its practice.
- To assist the SLT link in the regular review of the standards of leadership, teaching and learning in the subject area.
- To ensure that department staff are aware of the implications of equality of opportunity which the subject raises.

Leading and Managing Staff:

- Help staff to achieve constructive working relationships with students.
- Establish clear expectations and constructive working relationships among staff involved within the department, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability.
- To be responsible for inducting ECTs and new staff.
- To participate in Performance Development as required by the school policy and use the process to develop the personal and professional effectiveness of the staff.
- To act as a Performance Development mentor for identified teachers.
- To ensure the Performance Development arrangements are effectively discharged by the other members in the department.
- Lead professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LEAs, subject associations.
- Work with the Head of Learning Development, SENDCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject- specific targets and match work well to students' needs.
- Ensure that the headteacher, SLT members and governors are well informed about department policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.
- To monitor and evaluate the contribution and impact of Support Staff.
- Take initial responsibility for the pastoral care and welfare of all department staff.

Staff Development:

- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Development process.
- To participate in whole school CPD programmes.
- To take part in the staff development programme by participating in arrangements for further training and professional development.

Safeguarding:

- To be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices Policy within the school.
- To comply with the school's Safeguarding Policy in order to ensure the welfare of children and young people.

Communications, Marketing and Liaison:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, liaison events with partner schools.



Personal Responsibilities:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To actively promote school policies and procedures.
- To be responsible for own continued professional development.
- To comply with the school's Health & Safety Policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- To undertake duties at break times.
- To attend meetings scheduled in the school calendar punctually.
- To set cover work during any leave of absence.
- To adhere to the school's Safeguarding Policy.

Notes:

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- 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 construed.
- This job description is not necessarily a comprehensive definition of the post.
- It will be reviewed at least once a year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- The duties may be varied to meet the changing demands of the school at the discretion of the Headteacher.

Person Specification

We will be looking for the following:

- Appropriate academic qualifications (to degree level), QTS and the ability to lead and manage Drama throughout the school.
- Proven experience of successfully leading initiatives and improvements which had measurable impact on standards.
- Successful experience as a teacher of Drama in a current post or during teaching practices and both the ability and drive to develop further.
- Experience of driving forwards and achieving very high standards and challenging existing practices and levels of performance.
- A good understanding of the Drama curriculum and the changes in GCE/GCSE assessment frameworks and vocational qualifications.
- The ability to work and learn in a collaborative, innovative team with high standards, committed to raising expectations and achievement of all students.
- Evidence of excellent communication and organisational skills.
- The willingness to teach a second subject if required.
- Ability to actively contribute to the strategic development of the school.
- Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community.
- The ability to contribute to the wider work of the school, including our work as tutors and other activities.
- Flexibility and adaptability, in order to be able to mix and work with a wide range of people and a commitment to equality and diversity.
- A commitment to professional development.
- To be alert and active on issues relating to student welfare and child protection.

Curriculum, Staffing and Resources

The Park High School Performing Arts Department is seeking a creative, passionate and highly motivated Head of Drama to lead the department as it continues to grow from strength to strength. The school recently achieved the coveted Artsmark Gold Award, recognising the use of performing arts to empower students, support wellbeing and build community throughout the school.

The Performing Arts Faculty is a thriving area of school life, with an extensive and inclusive extra-curricular programme including an annual musical. Previous performances have included 'Matilda', 'Pippin', 'Chicago', 'Little Shop of Horrors' and 'Grease.' We have also worked on drama projects with Shakespeare Schools, The Globe and A New Direction.

Within the curriculum, students are taught Drama on a carousel with Dance in Year 7 and Year 9, with one discrete lesson a week throughout Year 8. GCSE Drama is always a highly popular subject, with excellent numbers studying the EDUQAS Specification. Additionally, we teach EDUQAS A Level Drama and Theatre. Our students consistently perform very strongly in national performance measures.

If you wish to be a middle leader in a school that celebrates and supports the Arts, has a diverse, ambitious and challenging curriculum which celebrates the power and magic of theatre, then we would love you to apply.

"Park High is offering a broad, ambitious and creative curriculum that builds character, resilience and lifelong skills." –

Dr Darren Henley OBE, CEO of Arts Council England



**Artsmark
Gold Award**
Awarded by Arts
Council England

History of our School

Park High is an 11-18 mixed multi-ethnic comprehensive school of almost 1500 students, situated in the London Borough of Harrow. There are very high achievement levels and excellent facilities.

Park High School opened 29th August 1939. Originally as two schools Chandos Girls School and Chandos Boys School. Both Schools closed shortly after, as on 3rd September 1939 Prime Minister Chamberlain declared war on Germany, and it was announced: "all schools should be closed until further notice."

On 23rd October 1939 the school was operational once more. On the reopening of the school student numbers were limited until adequate protection could be provided. The Anderson shelters which were built now reside under the 'grassy knoll' beside the English block; these were concrete shelters five or six steps below ground level, each shelter holding two classes and two teachers. As raids became more frequent, more lessons were delivered by the teachers in the shelters, using the back of the toilet doors as a blackboard.

Chandos Girls School and Chandos Boys School continued to co-exist and provide education until 1974 when they were amalgamated and became Park High School.

In 2007 we welcomed our first sixth formers in a Harrow schools' response to the movement of post 16 young people out of Harrow.

In 2010, our first cohort of Year 7 students arrived, as Harrow joined other boroughs nationally in removing middle schools from the system.

In August 2011 Park High converted to an Academy status.

We have partnered with Challenge Partners, a national network of schools and trusts committed to reducing educational inequality. In particular, we work closely with the Chrysalis Hub, who provide us with training and bespoke programmes to support whole school improvement.-school improvement.

We have been awarded three prestigious Areas of Excellence in SEND, CEIAG, and CPD, and were judged to be Leading in all areas in our most recent Quality Assurance Review. These accolades highlight our dedication to providing an inclusive, aspirational, and forward thinking education for every student.

Our latest Ofsted inspection 2024 found us to be 'GOOD' in all areas.



Values and Ethos

Our Vision

To inspire young people to be confident and successful learners who contribute positively to society as responsible citizens.

Our Ethos

Investing in each other to be the very best we can be.

Our Character Virtues

Resilience: *“The ability to recover quickly from struggles and setbacks.”*

Integrity: *“The ability of having and following strong moral principles.”*

Curiosity: *“The ability to be eager to know or to learn something new.”*

Teamwork: *“The ability to work with others effectively and efficiently.”*

Compassion: *“The ability to show care and concern for others.”*

We use these terms as part of our daily language and encourage their use in classrooms by using the praise points system. These Character Virtues underpin everything we do at the school and are seen across all areas of the Academy.

School Priorities

Adaptive teaching: *Every teacher is an expert in their subject. All planning must be underpinned by adaptive teaching and learning strategies to meet the needs of every student.*

An inclusive school: *All staff are precise in the identification and removal of barriers to learning for individual students.*

Intentional and precise leadership at all levels: *Leaders at all levels are responsible for driving school improvement. They are accountable for empowering those they lead and the outcomes for students.*

“Pupils, and students in the sixth form, at Park High are welcoming and polite to visitors. They show respect to the adults who work with them and consideration towards each other. They understand and embody the school’s ‘character virtues’ of curiosity, integrity, resilience, teamwork and compassion. They are helped to be the best version of themselves and expected to achieve well, which most do.”

Ofsted 2024

Investing in each other to be the very best we can be.

The Park Way of Teaching and Learning

To ensure all our classes are up to the highest standards, and students and teachers know what is expected of them, we developed the 'Park Way' of teaching.

A key part of The Park Way are The 5 Cs:

Creativity & Challenge

- Lessons should be planned to impart new knowledge, stimulate the student's intellectual curiosity, and create a lifelong love for learning through **creative** teaching.
- New knowledge should be delivered with clarity and in manageable chunks.
- Set a range of challenging (not extension) tasks which extend and deepen learning.

Checking for understanding

- Make sure that students have a clear understanding of what success looks like through modelling strategies, e.g. I do - We do - You do.
- Actively use effective formative assessment to **check** for understanding; encourage all students to think; demonstrate knowledge; and inform teaching. For example, cold calling, whole class and higher order targeted questioning.
- Ensure that students receive specific and timely feedback that promotes progress and to which they respond in green pen.

Communication

- Ensure that students' literacy is addressed, whether in written **communication** or developing their oracy.

Context

- Lessons should be inclusive and accessible to all students, taking into consideration individual learner needs and context.
- Effective deployment of support staff to support students' progress, based on expert knowledge of their needs.

Character

- Promote the Park High **Character** virtues: Integrity, Resilience, Curiosity, Compassion & Teamwork.



"The 'Park Way' is embedded. Students know their learning routines. They behave very well and are respectful."

Challenge Partners 2024



Pastoral Role

All staff are involved in the tutorial system, most as tutors with tutor groups. This is an important part of our work. We are committed to the delivery of Personal Social Health Citizenship & Economic Education (PSHCEe) which all teachers as tutors are expected to teach. As part of a whole-school approach, PSHCEe develops the qualities and attributes students need to thrive both as individuals and members of society. We have a high-quality provision of PSHCEe at Park High which has been recognised nationally.

Extensive support and CPD is provided for practitioners of the subject. Teaching this subject provides an invaluable opportunity to further develop your pastoral provision as a tutor, in addition to growing professionally by participating in the delivery of our outstanding provision.

Staff Benefits

At Park High School, we recognise that our employees are our greatest asset, and we take pride in offering a comprehensive range of benefits designed to support your wellbeing, professional development and work-life balance:

- Teacher Pension Scheme with an employer contribution of at least 28.68%.
- Paid lunchtime duties with a free lunch
- Comprehensive CPD programme
- Own laptop for all teaching staff
- Comprehensive support and mentoring programme for ECTs
- Collaboration with local high schools
- Cycle to work scheme.
- Staff well-being and counselling service
- Annual Staff Voice
- Staff social committee

Staff Development

Park High School recognises that its staff are our greatest resource and so we invest time and effort into everyone's professional development. We offer an extensive programme of professional development, which offers a whole range of opportunities for colleagues to develop their potential within and beyond Park High School. Recent visitors to our in-house offer include Ross Morrison McGill, Isabella Wallace and Martijn Van der Spool. Professional development underpins all our work.

"Quality assurance, continuing professional development and performance development all work together well. Training is high quality and often personalised. There is an impressive suite of in-house training resources and these match school values and priorities."
Challenge Partners 2024

Staff development is highly regarded, and we have strong partnerships with universities and other higher education institutions and we actively support our staff in pursuing Master's and other higher qualifications.

Equal Opportunity

We are an equal opportunities employer, recently achieving the Bronze Equalities Award by EqualiTeach in recognition of our commitment to equality of opportunity and to providing a service and following practices which are free from unfair and unlawful discrimination.

The aim of this policy is to ensure that no person receives less favourable treatment on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation, or is disadvantaged by conditions or requirements which cannot be shown to be relevant to performance. It seeks also to ensure that no person is victimised or subjected to any form of bullying or harassment.



Safeguarding

"Pupils are kept safe. They can identify trusted adults and know who to go to for help if they need it."

Ofsted 2024

The school is committed towards safeguarding and promoting the welfare of all pupils and young people under the age of 18. This commitment includes:

- preventing maltreatment and/or abuse
- preventing their health or development being detrimentally impacted
- providing safe and effective care in School
- taking positive action to enable each pupil to succeed.

We recognise that the treatment of a pupil during their learning years can have a significant impact on their future. Every member of the school, from governors to support staff, has a role to play in providing pupils with the best possible grounding for their personal and educational development.

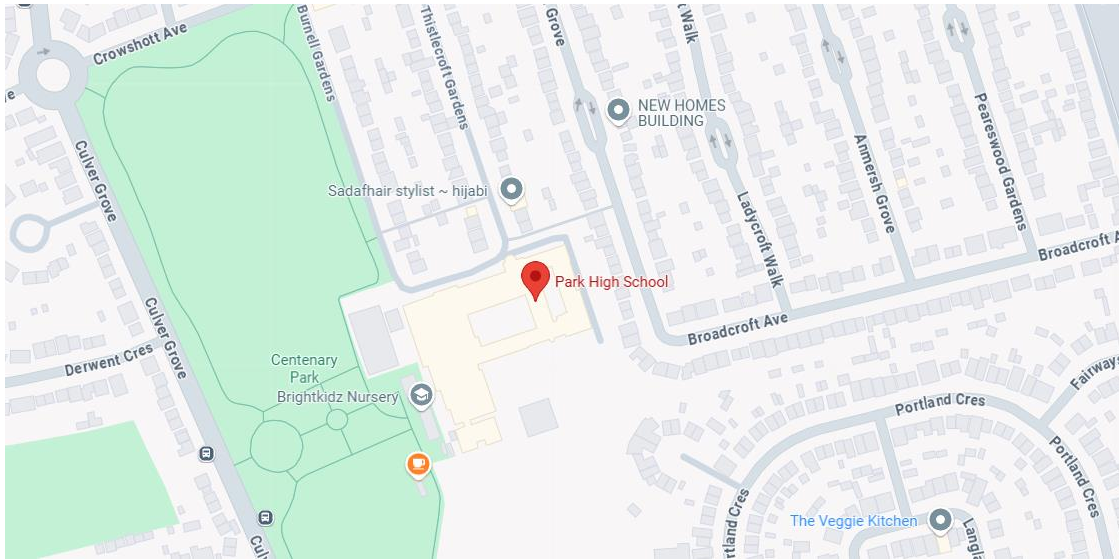
We are committed towards implementing a high standard of behaviour and conduct within our school. This policy applies to every member of staff working or volunteering within the school.

The school is committed to safeguarding and promoting the welfare of children and young people, and the successful applicant must provide satisfactory references and will be subject to an enhanced Disclosure and Barring Service check.



Investing in each other to be the very best we can be.

Getting Here



By Car

There is no visitor parking on site. You can park on the surrounding roads but please be mindful of our neighbours. We operate a one-way system so please approach the school via Burnell Gardens and exit via Thistlecroft Gardens.

Please note Harrow Council have introduced ANPR cameras at the beginning of Burnell Gardens and Thistlecroft Gardens, the restrictions are in place from 8.15am to 9.15am and 2.30pm to 3.30pm.

By Tube

Canons Park on the Jubilee Line is the nearest tube station with a 20-minute walk to the school (or take the No. 79 bus towards Alperton).

By Bus

79 bus to Honeypot Lane (Wigton Gardens)

324 bus (Hail & Ride) to Culver Grove

114 bus to Streatfield Road (Kenmore Road)

186 bus to Wemborough Road (Abercorn Road)

All followed by a 5-minute walk.

Headteacher: Mrs Colette O'Dwyer

Park High School

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