



THE KING ALFRED SCHOOL

Appointment of a Drama Assistant (0.5), term time only plus 2 weeks holiday working

From Autumn term

**Information for Candidates
September 2026**



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For further information about The King Alfred School please visit our website at www.kingalfred.org.uk

1. THE KING ALFRED SCHOOL



For over 100 years, The King Alfred School [KAS] has stood for a rational, nurturing and enlightened educational experience. Founded in 1898 by a group of parents in opposition to Victorian educational practices – authoritarian discipline, regimentation, religious instruction, collective worship – KAS was created as a demonstration school committed to encouraging learning for its own sake and informed by research. It sought to provide a well-rounded education that focused on what was best for the whole child and on the development of character and individuality.

KAS still stands out from the prevailing educational environment as a school that achieves academic success without unnecessary pressures, and social success through the development of relationships and responsibility rather than external discipline. It is a school that is genuinely loved by students, parents and staff alike.

KAS has often been referred to as a “progressive” school. Certainly, it subscribes to many of the concepts of the progressive movement. We emphasise child-centred education, which aims to draw out the best in the individual child. We believe that the principles of mutual respect, of relationships based on trust rather than authority and punishment, and of allowing each child to develop at his or her pace in an atmosphere that is free from fear, provide the best learning environment. The school places a strong emphasis on creative and active learning and on the value of play. Co-education, mixed ability, all ages and non-denomination are its essential and enduring characteristics. Informality is typified by the use of first names, the absence of uniform and as few rules as can be managed within a community.

The village green setting of the main site, next to Hampstead Heath, contributes to the community feeling of KAS. The school has 715 students, from age 4 to 18. Most children will join at Reception and continue on to the end of their school lives. Transition from Lower to Upper School is a natural one and for KAS pupils does not depend on assessments, tests or examinations. Even though KAS is divided into two sections [Lower School, from Reception to Year 6; Upper School, from Year 7 to Year 13], it perceives itself as one school in which all parts belong to a whole. Age groups are encouraged to mix. We aim to provide a happy, compassionate environment in which the emotional, physical and social developments of the child are held in equal regard to academic progress.

A high teacher/pupil ratio enables the committed and professional staff to provide a rich variety of activities. Alongside preparation for GCSE and A levels, teachers strive to provide a broader and more generous education. KAS measures the success of its philosophy by the acknowledged maturity of the students when they leave, by their successful pathways beyond school, and by the fact that students invariably end up doing something worthwhile, interesting or unusual.

KAS is committed to professional development and training for all its staff. New ideas from teachers and children are encouraged and there is active staff involvement in all aspects of the school. Staff are supported to pursue master's degrees, engage in action research projects, and connect with education professionals in this country and abroad.

The school is owned by and operated through the King Alfred School Society [KASS] members of which are mainly parents, ex-parents, ex-students and members of staff. The majority of the governing body – Council – is composed of parents and ex-parents [some of them ex-pupils]. Like any board of governors, Council is legally responsible for educational policy, financial management and the strategic development of the school. In practical terms, Council delegates the running of the school to the Head, and oversees this work through its committee structure. Maintaining the school ethos remains an important part of Council's responsibilities.

Annual election of Members of Council ensures that parents maintain an active interest and input in how education is carried out at KAS. On the principle that family life is a vital overall aspect of education, parental involvement in the general life of the school is encouraged.

The King Alfred School is situated on two beautiful sites. On the main site at Manor Wood, school buildings are spread around an open field; a number of mature trees from the original Manor Wood provide play and camp-building areas for the younger children and protection for a small amphitheatre. The facilities have been expanded considerably over the years, and there is an exciting building programme for the next five to ten years.



Curriculum Principles:

- Our curriculum can be defined as the sum total of all learning experiences inside and outside the classroom. As such, all members of staff are expected to contribute to the extra-curricular life of the School.
- We put the child at the centre of our teaching and learning. Intelligence, understanding and capabilities will show themselves in many different ways and therefore we aim to educate in a way which will challenge and support each individual.
- Our curriculum aims to help students to make meaning of the world around them. An awareness of spirituality and morality; an understanding of the importance and the limitations of inherited knowledge, culture and values; a sense of social responsibility, and preparation for the world of higher education and work, are all important components of that meaning.
- We value high-level thinking and creativity as well as measurable exam outcomes.
- Our curriculum aims to enable our students to enjoy achievement and keep competition in perspective, valuing the intrinsic worth of actions and learning, rather than the pursuit of prizes.
- While being aware of the National Curriculum, we are not constrained by it and take full advantage of our independence and our own rational, progressive traditions.
- In the Upper school, we teach a broad range of discrete subjects and consider all subjects to have creative and academic aspects and possibilities.
- It is our expectation that in Years 10-13 KAS teachers will use GCSE and A Level specification as a starting point but will aim to teach above and beyond examination requirements.
- Success in external examinations is a proven consequence of our approach but our truest measure of success is the fact that our students leave KAS as adults who are well-rounded, socially adept, emotionally resilient, inquisitive life-long learners, who are self-motivated, independent thinkers.
- We regard our curriculum as dynamic and constantly evolving rather than a static entity. Informed by current educational research and thinking, a process of review and development is embraced by our community of learners, teachers and parents.

2. The Department

Drama and Performing Arts is a thriving, vibrant and popular Department at KAS. We offer a range of course at KS4 and KS5, that satisfy both an academic approach to studying drama as well as a rigorous vocational element that prepares students for further study or a career in the industry. In middle school our approach is to be inclusive and nurturing, allowing all students to participate in Drama. We offer outstanding productions both at Middle School and Senior Level, run workshops and masterclasses, organise theatre tips and participate in international festivals. This is all aided by our well-equipped and fully functional studio theatre. The King Alfred Phoenix seats 120 and can be configured in a variety of ways to create innovative and exciting stage productions.



3. JOB DESCRIPTION

Role	Drama Assistant (0.5), term time only plus 2 weeks holiday working
Proposed start date	Autumn term 2026
Salary	Actual salary £12,568 (based on FTE £29,306)
Days	tbc
Line Manager	Lucy Hall (Head of Drama)

Job Purpose

This role is an ideal role for a recent graduate, emerging theatre practitioner, or industry professional seeking experience within a school drama department. The Drama Assistant will provide administrative support for the Drama Department, including LAMDA provision, while also assisting with practical drama lessons, rehearsals, performances, and productions.

The role offers valuable experience and insight into curriculum delivery, assessment, co-curricular provision, and large-scale school productions within a busy and high-performing Drama Department.

Job Duties

Departmental Administration and LAMDA Support

The Drama Assistant will:

- Maintain scheduling information for LAMDA teachers.
- Add fixtures, events, trips, and Learning Support sessions to SOCS, resolving any timetable clashes.
- Manage the LAMDA waiting list.
- Assist with LAMDA examination administration.
- Support the production of programmes, publicity materials, and displays celebrating students' achievements.
- Assist with theatre trip administration and liaise with visiting practitioners.
- Maintain accurate records of departmental resources, costumes, and props.

Production and Performance Support

Support the planning and delivery of departmental productions, including:

- Middle School Production
- Senior School Production
- UAL Showcases and Final Major Projects

The Drama Assistant will:

- Assist with rehearsals, technical rehearsals, and performances.
- Provide backstage, technical, and organisational support as required.
- Support occasional evening and weekend commitments associated with productions and performances.

Teaching and Learning Support

The Drama Assistant will:

- Support the delivery of practical drama lessons across Key Stages including the UAL Diploma in Performing Arts.
- Work with individual students and small groups during lessons, rehearsals, and workshops.
- Assist with the preparation of examination performances, assessed coursework, and practical assessments.
- Prepare and organise teaching resources, rehearsal spaces, and equipment to support effective learning.
- Foster a positive, inclusive, and creative learning environment.

Whilst this job description outlines the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility can evolve in the light of the needs of the school and the professional development of the staff. This job description may therefore be periodically amended after joint review with you.



PERSON SPECIFICATION

Attributes	
<i>Qualifications & Experience</i>	• A drama or related degree, equivalent training, or relevant professional experience in Drama, Theatre, Performing Arts, or a related discipline. • Experience working with young people in an educational, youth theatre, or workshop setting. • Experience supporting theatrical productions, performances, or arts events. • Familiarity with LAMDA examinations and administration. • Experience of using scheduling or school management systems such as SOCS.
<i>Skills and abilities</i>	• A genuine enthusiasm for working with young people and supporting their creative development. • Excellent communication and interpersonal skills. • Strong organisational and administrative skills, with the ability to manage competing priorities. • The ability to work effectively as part of a collaborative and creative team. • Good IT skills and confidence using digital systems and databases.
<i>Personal attributes</i>	• A flexible, reliable, and proactive approach to work. • A willingness to contribute to the wider co-curricular life of the school, including occasional evening and weekend commitments. • Enthusiasm and drive • Empathy and sensitivity • Resilient, analytical and self-reflective • Welcomes feedback and accountability • Sets and maintains high standards in professional relationships with young people and colleagues
<i>Commitment to</i>	• The KAS ethos, and child-centred progressive education • Working in a 'can-do' culture with a commitment to continuous improvement

What the Role Offers

This role provides an excellent opportunity for someone considering a career in teaching, arts education, theatre administration, directing, production management, or community engagement. The successful candidate will gain practical experience across curriculum support, production management, administration, and arts education within a thriving school environment.

4. TERMS OF EMPLOYMENT

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- The post is 0.5, term time only plus 2 weeks holiday working, and permanent
 - The appointment will be made subject to successful references and a DBS check
 - Free lunch during term time
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- Contributory Pension Scheme (5% employee contributions, 10% employer contributions) and associated life assurance scheme
- Termly opportunity to participate in car parking permit scheme
- Use of School gym facilities
- Staff CPD
- Cycle to Work Scheme

We are seeking to enhance the diversity of our staff and student body and would therefore particularly welcome applications from groups currently under-represented in our school community, especially those from the global majority.

To read more about King Alfred's diversity and inclusion statement, please see our DEI statement and KAS Against Racism policy.

All members of the King Alfred School community are committed to safeguarding and promoting the welfare of children and young people.

Applicants must undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.

Rehabilitation of Offenders Act 1974

All posts involving direct contact with children are exempt from the Rehabilitation of Offenders Act 1974. However, amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website or at Unlock.