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ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**HEAD OF DRAMA
TLR2b**

SEPTEMBER 2026

HEAD OF DRAMA (TLR2b)

Dear Applicant,

Thank you for requesting details for the position of Head of Drama at Ilkley Grammar School. The post offers an exciting opportunity to teach drama, add leadership capacity within the Creative Arts Curriculum Area and make a positive difference in our outstanding school, a converter Academy, and the founding school of Moorlands Learning Trust (MLT). We very much welcome your interest and hope the accompanying information will encourage you to apply.

The successful candidate will join a very popular and ambitious curriculum area where standards and levels of student engagement are high. They will have high expectations, expert subject knowledge, a strong and positive work ethic and an unwavering commitment to all students achieving their full potential in drama through consistently excellent teaching. Working collaboratively as part of a dedicated and talented team, they will be inspirational to both students and colleagues and will be committed to sharing best practice and contributing to enrichment, intervention and the development of the department.

This is an exciting time in the school's development. In July 2022, it was announced that IGS had been selected for the next phase of the national Schools Rebuilding Programme, and we will receive substantial capital investment to rebuild and refurbish parts of the school. Work commenced in the summer term 2025 and, on completion, will have a transformative impact on the learning environment at IGS, as well as substantially reducing our carbon footprint. In addition, following further capital investment from BMDC, we have recently expanded our specialist School Resource Provision (SRP), providing 24 places for students with autism. This is in line with our commitment to inclusive education and to meeting the needs of all young people within our community.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas, and pride ourselves on the quality of education we provide to our students. Our graded Ofsted inspection in December 2024 again confirmed us as an 'Outstanding' school in all areas of inspection with inspectors concluding that "Ilkley Grammar School is an amazing school" where "every pupil gets a chance to shine". The school was praised for its exceptional quality of education, "fully inclusive" ethos, "and delivery of a "sophisticated" and "rich curriculum" where students achieve "excellent, sustained outcomes over time". The sixth form was equally celebrated as a "shining light," with an "exemplary extracurricular offer," "countless opportunities," and "extensive links to industry and higher education". Highlighting the "calm environment" which fosters "exceptional behaviour," where students "enjoy lessons," and "show care and respect for each other," the Inspection Team also noted the "bespoke, individualised pastoral care" and the "exemplary" and "extensive personal development offer" which enables "pupils to flourish".

Academic standards at our school are consistently outstanding, placing us among the highest performing schools nationally. Student attainment is in the top 10% of all schools at both GCSE and A level, with progress measures consistently in the top 10–20%. At A level, outcomes in both 2024 and 2025 were exceptional: over 12% of all entries achieved the highest-grade A*, a third were graded A*/A, and 60-65% achieved A*–B. At GCSE, performance is equally impressive, with more than 35% of entries at grade 7 or above over the past two years, including around 20% at the very top grades 9/8.

Progress at Key Stage 4 is significantly above national averages, with a Progress 8 score of +0.53 in 2024, placing the school in the top 15% of all state-funded schools nationally, including selective schools. Post-16 results also demonstrate sustained excellence: our Level 3 Value Added score in 2024 was +0.21 (above average and within the top 12% nationally) and was similarly strong in 2025 at +0.19, alongside an ALPS grade of 3 in both 2024 and 2025.

(Note: No national progress scores were issued at GCSE for this year as year 11 students did not sit SATs due to the pandemic.)

Our success is also consistently featured in The Sunday Times Parent Power Guide. The latest publication in 2025, ranks IGS 7th across the north of England based on A-level and GCSE results for comprehensive schools and 1st across Leeds, Bradford and North Yorkshire. Whilst these rankings are based on attainment only, they are another fantastic acknowledgment of the hard work and dedication of remarkable students, staff and families.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their ‘Personal Best’ - from year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with colleagues at all levels. We are sensitive about the importance of managing workload, and the school’s commitment to evidence-informed practices and ‘best bets’ enables teachers and leaders to invest time and effort in practices proven to have the most impact on student learning. In addition, all staff have access to an employee benefits package through Vivup, and we have an embedded programme of extra-curricular, voluntary ‘Wellbeing Wednesday’ sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

Despite our considerable success, we are not complacent and our commitment to Personal Best means that we continue to drive school improvement in order to further raise standards and support our journey to being an exceptional school. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, an unwavering commitment to Personal Best, consistent high quality, responsive teaching, and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

- how you would lead developments in the curriculum and learning and teaching to ensure students have a memorable, enjoyable experience and make excellent progress in drama
- your experiences, qualities and skills which make you suitable for the post, with specific examples of the impact you have had in your current role

Closing date for applications is 8am Monday 16th March 2026
Interviews will be held during the week commencing w/c 23rd March 2026

If you do not receive an invitation to interview by Wednesday 25th March 2026, we regret you will have been unsuccessful on this occasion; may we take this opportunity to wish you every success in your future career.

Thank you again for your interest in our school.

A handwritten signature in black ink, appearing to read 'C Purnell', written in a cursive style.

Carly Purnell
Headteacher

SPECIFIC RESPONSIBILITIES OF THIS POST

The core purpose of the subject leader is 'to provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all students.' (National Standards for Subject Leaders.)

A subject leader provides leadership and direction for the subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject. While the headteacher and governors carry overall responsibility for school improvement, a subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school and Curriculum Area policy and practice. Throughout their work, a subject leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all students, and raise standards of achievement in school.

Subject leaders also need to embrace rigorous self-scrutiny to determine strengths and weaknesses that are clearly substantiated by hard evidence. There should also be very clear action detailed to address any weaknesses or underperformance, as well as how this action will be monitored and evaluated.

The key areas of subject leadership are:

- Strategic direction and development of the subject areas
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources.

A. Strategic Policy and Planning

Within the context of the school's aims and policies, Heads of Department support the development and implementation of subject policies, plans, targets and practices.

1. To establish a clear and ambitious vision for the subject, to have a Department Improvement plan and contribute to the Curriculum Area Improvement Plan.
2. To contribute to the Curriculum Area Handbook.
3. To attend regular Curriculum Area meetings and convene Department meetings as appropriate with agendas and minutes circulated to team members and line managers.
4. To promote the subject area within school and provide information as appropriate for option choices, promotional events, the Sixth Form and careers' guidance.
5. To promote high standards across the Department and lead by example.

6. To keep abreast of current educational thinking and subject developments.
7. To drive the development of a well-sequenced, ambitious curriculum which develops powerful knowledge, meets students' needs and tackles social disadvantage.
8. To promote a positive image of the school in the community.
- 9.. To meet with the Curriculum Leader to review the progress and needs of the Department annually and to forward plan.

B. Teaching and Learning

Heads of Department secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement.

1. To oversee and monitor the quality and the delivery of the curriculum across the Department, evaluate its success and set targets for improvement.
2. To ensure consistency of practice across the Department, with regard to lesson planning, the standard of teaching and learning, marking and assessment, homework et al.
3. To lead on eLearning and the consistent use of iPads to promote student progress and engagement.
4. To have high expectations of all students.
5. To determine schemes of work that are reviewed annually and to oversee course choice and examination syllabuses.
6. To monitor and track student performance and progress, seeing that assessment data is recorded and used, and that targets are set.
7. To implement intervention and support strategies for students.
8. To monitor and evaluate the quality of Teaching and Learning, and implement robust Quality Assurance that evidences best practice and brings about improvement.
9. To oversee Department discipline, provide guidance, and ensure all staff model our Personal Best values.
10. To encourage and develop extra-curricular and enrichment provision – events, fieldwork, visits, clubs, residentials or other opportunities.

C. Leading and Managing Staff

Heads of Department provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain and secure improvement in teaching.

1. To determine with the Curriculum Leader job descriptions which are reviewed annually.
2. To promote a sense of unity across the Curriculum Area and the Department so teachers are well informed, enthusiastic, supported and working to a common purpose.
3. Work alongside the Curriculum Leader to monitor staff performance, supporting, challenging and setting targets.
4. To advise the headteacher and Curriculum Leader on appointment of staff to the Department, drawing up job specifications and sitting on interview panels as appropriate.
5. To oversee the induction of new staff.
6. To oversee Initial Teacher Training programmes as appropriate.
7. In consultation with the Leadership Team and the Curriculum Leader, to deploy staff to teaching groups.
8. To oversee and monitor the continuing professional development of Department colleagues and manage Appraisals as Team Leader of relevant staff.
9. To set a professional example in terms of teaching, attendance, energy and effectiveness.
10. To oversee and support the deployment of Learning Support Assistants and any technicians across the Department.

D. Parents/Other Communication

1. To liaise with parents as appropriate with regard to students' progress and conduct, success and underachievement, and informing them of coursework, homework, attendance or other concerns.
2. To liaise with subject link governors as appropriate.
3. To liaise with Form Tutors, Year Leaders, Inclusion and SEN personnel and the Leadership Team as required.

4. To liaise with primary schools, outside agencies, industry and others as necessary.

E. Resources Management

1. To identify, order and distribute appropriate resources and ensure they are used efficiently, effectively and safely.
2. With the Curriculum Leader to manage any delegated budget and maintain up-to-date accounts in accordance with school procedures.
3. To oversee stock control, storage and filing systems and regularly update inventories.
4. To support the creation of a safe, stimulating and attractive Curriculum Area and Department environment for teaching and learning.
5. To manage and safeguard the fabric and furniture of Department accommodation.

This is a generic job description and is subject to review. Heads of Department will have other specific responsibilities associated with their particular curriculum role.

ILKLEY GRAMMAR SCHOOL

Drama/Theatre Studies Department – Subject Profile

At Ilkley Grammar School (IGS), Drama is taught as a discrete subject within the faculty of Creative Arts. The philosophy of Drama at IGS is that every student has an entitlement to learn through, and about, Drama. Drama at IGS is inclusive, practical and challenging. Our students enjoy working collaboratively with their peers to explore stories, characters and issues through the art form.

The aim of the Drama and Theatre Studies curriculum is to develop young people with a thirst for knowledge who are creative, resilient and empathetic. Our students develop their analytical and evaluation skills working alongside others to refine and improve their work, leading their learning by setting goals and applying theory to practice. They have vision and confidence, knowing how to present themselves and meet challenges beyond the classroom.

Acting Skills, Dramatic Techniques and Design Elements are the powerful knowledge that we teach through exploring text, devised work and responding to the work of others. Once mastered, students apply this powerful knowledge to unlock the big threshold concepts of Style and Practitioner. Within these concepts, we explore different social, historical and cultural contexts in order to widen perspectives and encourage diverse thought and understanding of the world.

At KS4 students can study either GCSE Drama (AQA) or BTEC Performing Arts (Edexcel). At KS5 students can study A Level Theatre Studies (Edexcel). We organise theatre visits throughout the year as well as bringing in different theatre companies such as Frantic Assembly, Splendid Productions and The Paper Birds to work with our students.

We run a number of extra-curricular opportunities from dedicated Drama Clubs for Years 7-9, Yr10 Theatre Group, Script Club, Musical Theatre Club and a Theatre Group for KS5. We also offer a Backstagers group, who organise and operate the technical elements for all events and productions, i.e: sound, lighting & stage management. The Drama department work closely with the other Creative Arts subjects to develop students' talents through involvement in school productions and arts evenings. Our students have regular performance opportunities throughout the year and have performed both at the school and in a range of venues from: The King's Hall in Ilkley; Leeds Playhouse and The Carriageworks in Leeds and Cast in Doncaster.

We aim to involve as many students as possible in our high quality extra-curricular activities. We collaborate with the rest of the Creative Arts Team to produce the school production which this year was 'Billy Elliot'. This production involved over 180 students as actors, singers, musicians, backstagers and designers.

Lara Ramrattan, Head of Drama

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Head of Drama

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Good Honours Degree in the subject	E	
<input type="checkbox"/> Good A levels	D	
<input type="checkbox"/> Recent appropriate CPD	E	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Experience of subject leadership and management with clear evidence of impact	D	Application form and selection process
<input type="checkbox"/> Experience of involvement in quality assurance processes, monitoring and evaluating “typicality” in the classroom	D	
<input type="checkbox"/> Use of innovative approaches to the development of learning and teaching to engage students and raise standards	E	
<input type="checkbox"/> Experience of involvement in curriculum design	E	
<input type="checkbox"/> Successful experience of delivering a curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to promote student learning and positive behaviour	E	
<input type="checkbox"/> Good understanding and use of data and how it can be used to raise standards and levels of achievement	E	
<input type="checkbox"/> Recognised as an outstanding classroom practitioner with proven success at all key stages, including A level	E	
<input type="checkbox"/> Experience of development planning and self-evaluation	D	
<input type="checkbox"/> Experience of leading relevant CPD	D	
<input type="checkbox"/> Experience of working with the wider school community including feeder schools and local business	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Experience of more than one school	D	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A passion for teaching drama and theatre studies at GCSE and A Level	E	Application and selection process
<input type="checkbox"/> Knowledge of how to promote outstanding learning and teaching of drama and theatre studies across all key stages	E	
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Knowledge of the Ofsted framework	E	
<input type="checkbox"/> The knowledge and ability to design an ambitious, connected and coherent drama curriculum	E	

<input type="checkbox"/> Ability to demonstrate sound judgement and decision-making skills	E	
<input type="checkbox"/> Knowledge of national curriculum developments in drama and accredited examination pathways	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate colleagues and students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	
Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, wellbeing, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	D	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	

<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	