

# The Role

Title:	<b>Teacher of Drama</b>
Contract:	<b>Permanent</b>
Hours:	<b>Full time</b>
Salary:	<b>MPS/UPS</b>
Start Date:	<b>September 2026</b>
Closing Date:	<b>Friday 20<sup>th</sup> March 2026</b>
Interview Date:	<b>Thursday 26<sup>th</sup> March 2026</b>

An exciting opportunity has arisen for a highly motivated and enthusiastic teacher to join our dynamic and welcoming team. Drama is a highly valued part of our curriculum offer at USH, giving students the opportunity to develop confidence and creativity. We are committed to building an ambitious, inclusive and dynamic Drama curriculum that nurtures students' talents and empowers them to express themselves with confidence.

We are seeking a passionate Drama teacher who can lead by example in the classroom and promote experiences beyond the classroom. The ideal candidate will foster curiosity, creativity and confidence through their teaching and strong relationships in the classroom.

USH is a heavily oversubscribed community school with just over 1050 students and 140 staff. We are incredibly proud of our family ethos and our success in delivering values-led education. Our students are vibrant, aspirational and well-behaved. We are known for our excellent career progression routes and we attract professionals who are willing to contribute to our sustained success.

USH is a Leading-Edge School, consistently ranked high in Hampshire schools for overall achievement. USH is pleased to be an SSAT Leadership Delivery Partner. The school was delighted to be awarded SSAT accreditation for Engaging with Evidence and Research in 2026 and for Transforming in Professional Learning in 2025.

If you are motivated to make a difference to the lives of young people and have a commitment to excellence, then this could be the job for you. Please do not hesitate to contact us if you have any questions about the role or would like to come into school to see the USH family in action.

The successful candidates will:

- Be highly motivated and demonstrate an ability to learn
- Be able to support the development of schemes of work within the department
- Be prepared to lead extra-curricular and educational visits

## APPLICATION PROCEDURE

We positively encourage prospective candidates to enquire about our school prior to applying. Please contact our recruitment team via email or telephone 02380 325333. Full details and application forms can be downloaded from our website: [http://uppershirleyhigh.org/staff\\_vacancies](http://uppershirleyhigh.org/staff_vacancies).

Please return your completed applications to [recruitment@ushschool.org](mailto:recruitment@ushschool.org).

To give your application the best chance at being short-listed, where at interview you can demonstrate suitability for the role, please ensure you read the person specification and job description and give examples in your application. Should you be new to the education sector or do not have direct examples related to the person specification, do please provide examples from a similar experience.

**Please submit your application as soon as possible as we may invite candidates to interview before the closing date.**

### **SAFEGUARDING**

All schools within the Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

### **THE JEFFERYS EDUCATION PARTNERSHIP**

The Jefferys Education Partnership is part of an umbrella Trust called the Hamwic Education Trust. At the Hamwic Education Trust we offer unique opportunities for those individuals that excel in education.

We aim to deliver an outstanding education to our pupils and to do so we must employ **outstanding** people.

We offer a training pathway for all employees including teachers, support staff and our middle and senior leaders.

Our staff have opportunities to work on cross phase projects and to work in other schools within the Trust in order to gain invaluable experience and enhance their skills.



CPD 01

Excellent CPD opportunities to support you through all stages of your career.



06

Vivup provides benefits and discounts for cinema trips, leisure activities, days out, travel bookings, high street vouchers and more.



INDUCTION



An individual induction programme for all new staff to support your transition to USH.

02



EYE TESTS



Free eye tests up to the value of £25 for users of VDU equipment and contribution up to the value of £60 towards the purchase of glasses.

07



NETWORK

We have strong network groups for all staff across the city and Hampshire to support all roles.

03



WELLBEING

Free confidential telephone and face to face counselling for staff and family members. Access to the Trust Health and Wellbeing pages.

08



FLU JABS



FREE Flu vaccinations for all staff on site.

04



FLEXIBLE TIME



All teachers are able to manage their PPA time flexibly and work off-site if they choose.

09



APPOINTMENTS

Flexible and generous approach to appointments and family events.

05



WELLBEING GROUP

A dedicated staff group looking at workload and wellbeing, meets regularly to review workload and develop the USH Wellbeing Charter.

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# Job Description

<b>Title:</b>	<b>Teacher of Drama</b>
<b>Hours:</b>	<b>Full time</b>
<b>Salary:</b>	<b>MPS/UPS</b>
<b>Responsible to:</b>	<b>Head of Department</b>

## Job purpose:

- To have commitment and enthusiasm and work closely as part of a team.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in your lesson, in accordance with the aims of the school.
- To aim to make your subject effective and high profile within the school and community.
- To prepare, develop and deliver appropriate schemes of work, which provide challenging lessons that stimulate students and allow them to succeed.
- To provide information to parents about the achievements and progress of their child as required through parents' evenings and reports.
- Have excellent subject knowledge and understanding of current developments.
- To effectively inspire students and improve their achievement.
- To be focussed consistently, inspiring confidence and commitment from students and colleagues.
- To use self-evaluation in a well- informed manner and effective analysis of performance.
- To co-ordinate joint planning and the effective sharing of good practice.
- To teach effectively across the full age and ability range.
- To be aware of and meet the developmental needs of staff within the department.
- Have ambitious aims for the subject and its relevance to the students attending USH.
- To communicate these aims effectively to students and staff.
- To take on the role of a tutor within the team and be responsible for the academic and pastoral well-being of a tutor group.
- To take an active interest in their own personal development and keep professional skills up-to-date.
- To complete all other reasonable tasks as directed by the Headteacher or line manager.

## Key Duties:

### Achievement of students

- Enable almost all students, including, where applicable, disabled students and those with special educational needs, to make rapid and sustained progress in the subject over time given their starting points.
- To enable the students to develop and apply a wide range of skills to great effect, including reading, writing, communication and mathematical skills that will ensure they are exceptionally well prepared for the next stage in their education, training or employment.
- To focus where standards of attainment of any group of students are below those of all students nationally, to close the gap over a period of time.
- To make teaching in your subject at least good, which ensures that all students make sustained progress.
- Supporting and owning excellent subject knowledge, resulting in planning astutely, setting challenging tasks based on systematic, accurate assessment of students' prior skills, knowledge and understanding.

### Curriculum Provision

- To provide highly positive, memorable experiences and rich opportunities for high quality learning.
- To deliver a subject which impacts on student behaviour.
- To add to student achievement and where appropriate to moral, social and cultural development.
- To liaise with the Line Manager to ensure the delivery of an appropriate comprehensive, high quality and cost-effective curriculum programme which is in line with the School Values.

- Deliver a subject which provides constant opportunities for discovery and challenge and where students take greater responsibility for their learning.
- The day-to-day management, control and operation of course provision with the department, including effective deployment of staff and physical resources.
- To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.

### **Curriculum Development**

- To participate in and contribute to curriculum development for the whole department.
- To keep up to date with national developments in the subject area and teaching practice and methodology.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- To liaise with the Line Manager to maintain accreditation with the relevant examination and validating bodies.
- To ensure that the development of the subject is in line with national developments.
- To work collaboratively with other departments to develop cross-curricular links which support the school's specialism and promote achievement.

### **Teaching standards**

- To engender in your department and self the agreed standards for teachers:
- To make the education of students the first concern.
- Be accountable for achieving the highest possible standards in work and conduct.
- Set high expectations which inspire, motivate and challenge students.
- Promote good progress and outcomes by students.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all students.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Fulfil wider professional responsibilities.
- Act with honesty and integrity.
- Keep knowledge and skills as teachers up to date and be self-critical.
- Develop professional relationships.
- Work with parents in the best interest of their students.
- To ensure the effective monitoring and evaluation of teaching and learning within the department.
- To establish the process of the setting of targets within the department and to work towards their achievement.
- To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.
- To contribute to the School procedures for lesson observation.
- To monitor and evaluate the curriculum area/department in line with agreed School procedures including evaluation against quality standards and performance criteria.
- To ensure that the Department's monitoring and evaluation procedures meet the requirements of Self Evaluation and the Strategic Plan.

### **Assessment of and for learning**

- To ensure that marking and constructive feedback is frequent and of a consistently high quality, leading to high levels of engagement and interest.
- To promote students' high levels of resilience, confidence and independence when they tackle challenging activities through high level teaching.
- To ensure that accurate and up-to-date assessment information concerning student progress is maintained.
- To make use of analysis and evaluate performance data provided.
- To identify and take appropriate action on issues arising from data; setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports within the requirements of self evaluation.

- To produce analysis reports on examination performance, including the use of value-added data.
- To ensure students are entered as appropriate for external examinations through liaison with the Exams/data officer.
- To ensure that students' work is regularly assessed in accordance with the school's assessment policy.
- To ensure that homework is set and marked on a regular basis.

**Additional Duties**

- To take responsibility for, and demonstrate commitment to, own professional development.
- To engage actively in the performance management review process.
- To undertake any other duty as specified by STPCB not mentioned in the above.

**Supporting the school:**

At an appropriate level, according to the job role, grade and training received, all employees in the school are expected to:

- Support the aims, values, mission and ethos of the school and participate in a team approach to all aspects of school life.
- Attend and contribute to staff meetings and INSET days as required, and identify areas of personal practice and experience to develop.
- Take appropriate responsibility for safeguarding and children's welfare and be aware of confidential issues linked to home/child/teacher/school and keep confidences appropriately.
- Be aware of health and safety issues and act in accordance with the school's Health and Safety Policy.

**Other Duties:**

The postholder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she has appropriate qualifications or receives appropriate training to carry out these duties.

**The postholder must:**

- Ensure that Trust policies and procedures are implemented and followed.
- Work as appropriate with the Trust Central Services team in matters relating to finance, HR, IT and Health and Safety.

# Person Specification

Candidate is able to provide pertinent evidence of their previous education, training and experiences	Essential or Desirable
<b>Professional experiences and qualifications:</b>	
1. A recognised degree qualification	Essential
2. Qualified Teacher Status	Essential
3. Post graduate accredited training in education management/leadership	Desirable
4. Other recognised qualifications in relevant subject(s)	Desirable
5. Experience of teaching related subjects or developing subject-related, whole-school initiatives	Essential
6. Evidence of relevant continued professional development over the last three years	Essential
7. Evidence of a commitment to own professional development	Essential
8. Recent relevant in-service training in related subjects	Essential
9. Relevant in-service training in management and leadership	Desirable
10. Professional development/ mentoring of colleagues	Essential
11. Experience of leading a development within a team	Essential
12. Excellent knowledge and understanding of current issues in education	Essential
13. Understanding or experience of leadership and management of a subject department	Essential
14. Extensive experience of co-ordinating and monitoring across a subject department or a whole-school initiative	Essential
15. Clear evidence of line-managing a team of staff	Essential
16. Evidence of achievement in teaching across the Key Stages	Essential
17. Contributing to the development of Schemes of Work across the Key Stages	Essential
18. Effective use of Assessment for Learning to engage students as partners in their learning	Essential
19. Clear evidence of raising student achievement within a successful department	Essential
20. Experience of raising the achievement of targeted groups	Essential
21. Proven record in raising standards of learning and teaching	Essential
22. Development of innovative teaching and learning	Essential
23. Evidence of leading monitoring, evaluation and review processes	Essential
24. Successful experience in position of responsibility	Desirable
25. Experience of managing a diverse department or faculty	Desirable
26. Development of partnerships with other schools, business and the community	Desirable
27. Evidence of leading staff raising standards of learning and teaching	Desirable