



# Howden School

## Person Specification - Subject Leader of Drama

<b>Professional Attributes</b>	<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Have a good Honours Degree and Qualified Teacher status</li> <li>• Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT).</li> </ul>
	<b>Relationships with Children and Young People</b>	<ul style="list-style-type: none"> <li>• Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.</li> <li>• Demonstrate the positive values, attitudes and behaviour expected from children and young people.</li> </ul>
	<b>Frameworks</b>	<ul style="list-style-type: none"> <li>• Be aware of the professional duties of teachers and the statutory framework within which they work.</li> <li>• Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.</li> </ul>
	<b>Communicating and Working with Others</b>	<ul style="list-style-type: none"> <li>• Be able to communicate effectively with children, young people, colleagues, parents and carers.</li> <li>• Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.</li> <li>• Have a commitment to collaboration and co-operative working.</li> </ul>
	<b>Personal Professional Development</b>	<ul style="list-style-type: none"> <li>• Reflect on practice, and take responsibility for identifying and meeting developing professional needs.</li> <li>• Identify priorities for early professional development in the context of induction.</li> <li>• Have a creative and constructively critical approach towards innovation, being prepared to adapt practice where benefits and improvements are identified.</li> <li>• Act upon advice and feedback and be open to coaching and mentoring.</li> </ul>
<b>Professional knowledge and understanding</b>	<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.</li> </ul>
	<b>Assessment and Monitoring</b>	<ul style="list-style-type: none"> <li>• Know the assessment requirements and arrangements for the relevant subjects/ curriculum areas, including those relating to public examinations and qualifications.</li> <li>• Know a range of approaches to assessment, including the importance of formative assessment.</li> <li>• Know how to use local and national statistical information to monitor the progress of learners and to raise levels of attainment.</li> </ul>
	<b>Subjects and Curriculum</b>	<ul style="list-style-type: none"> <li>• Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable effective teaching across the age and ability range.</li> <li>• Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies.</li> </ul>
	<b>Literacy, Numeracy and ICT</b>	<ul style="list-style-type: none"> <li>• Know how to use skills in literacy, numeracy and ICT to support teaching and learning and enhance wider professional activities.</li> </ul>
	<b>Achievement and Diversity</b>	<ul style="list-style-type: none"> <li>• Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.</li> </ul>

		<ul style="list-style-type: none"> <li>• Know how to make effective personalised provision, including those who have additional needs or disabilities, and take practical account of diversity and promote equality and inclusion.</li> <li>• Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.</li> </ul>
	<b>Health and Well-being</b>	<ul style="list-style-type: none"> <li>• Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</li> <li>• Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</li> </ul>
<b>Professional skills</b>	<b>Planning</b>	<ul style="list-style-type: none"> <li>• Be able to plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.</li> <li>• Be able to design opportunities for learners to develop their literacy, numeracy and ICT skills.</li> <li>• Be able to plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.</li> </ul>
	<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Teach lessons and sequences of lessons across the age and ability range.</li> <li>• Use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;</li> <li>• Ensure that lessons build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;</li> <li>• Be able to adapt language to suit the learners being taught, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;</li> <li>• Demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying teaching to suit the stage of the lesson.</li> </ul>
	<b>Assessing, Monitoring and Giving Feedback</b>	<ul style="list-style-type: none"> <li>• Make effective use of a range of assessment, monitoring and recording strategies.</li> <li>• Assess the learning needs of students in order to set challenging learning objectives.</li> <li>• Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.</li> <li>• Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.</li> </ul>
	<b>Reviewing Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Evaluate the impact of teaching on the progress of all learners, and modify planning and classroom practice where necessary.</li> </ul>
	<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.</li> <li>• Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.</li> </ul>
	<b>Team Working and Collaboration</b>	<ul style="list-style-type: none"> <li>• Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.</li> </ul>