



TEACHER OF DRAMA WITH ENGLISH

JOB DESCRIPTION:

LINE MANAGED BY:	Head of Drama
DATE:	September 2025
PAY RANGE:	MPS & UPR
CONTRACT:	Permanent, full time

JOB PURPOSE

We have a vacancy for a teacher of Drama with English to join two thriving departments. The role is full time but we will also consider splitting the role into two part time roles for the right candidates. The role will require the ability to teach KS3 and KS4 Drama (with the possibility of teaching A Level Drama depending on experience) as well as the ability to teach English at KS3 and 4. The post would suit either an Early Careers Teacher or one with more experience. Most of all, we are looking for an excellent and enthusiastic teacher who will inspire our highly motivated students and help drive the Drama and English departments forward.

THE SCHOOL

Aylesbury High School (AHS) is a forward-thinking girls' grammar school that values both academic and pastoral excellence and co-curricular opportunities with the vision of developing uniquely talented young adults, who are independent, strong and confident.

We create a welcoming environment which draws the very best from all in our community. Achieved by providing an ambitious education that stimulates creative and critical thinking, values diversity and facilitates dynamic personal development.

The AHS values are Boundless Aspiration, Resilient Bravery, Curious Engagement and Selfless Generosity and we want all our community to experience, develop and demonstrate these characteristics both within the curriculum and through our extensive co-curricular offering.

THE DEPARTMENTS

DRAMA is a popular subject at AHS in both curriculum and co-curricular activities. We currently have one 0.8FTE Drama teacher who is also Head of Department and the School's Creative Thinking Lead. Facilities include the Drama Studio with a lighting box and changing facilities, the Harding Hall (a purpose-built performance space) and the Main Hall with a stage with sound and lighting systems. The curriculum is matched to the staffing, accommodation and resources currently available. This includes the exploration of theatre styles, practitioners and genres, alongside developing students' creativity through devising and improvising thematic based work.

The KS3 curriculum is organised so that students are taught in form groups (in Years 7 & 8) and mixed form teaching groups (in Year 9) once a week. Each year group covers a period in theatrical history, a devised project and a scripted unit as well as lessons on 'Careers in the Performing Arts' in Year 9.

Drama is a popular subject at GCSE. We offer the WJEC (Eduqas) syllabus at GCSE which focuses on a devised thematic performance, a scripted exam and a written paper on a set text.

We offer the WJEC (Eduqas) syllabus at A Level with its emphasis on synoptic learning from live performance reviews, practitioner styles of Artaud, Brecht, Berkoff, Stanislavski, through to contemporary theatre companies - Kneehigh and Frantic Assembly. Students are taken on theatre trips to bring depth and context to their experience. A Level teaching is currently shared between the girls' High School and the boys' Grammar School and the mixed gender classes provide an extra dynamic in the Sixth Form. Many students return to the Drama Studio at lunch or after school in order to rehearse their work.

A House Drama competition takes place annually where students from all years work together on a student-devised piece based on a given stimulus, led by their House Captains. There is an annual joint production with AGS; recent productions have included High School Musical, Legally Blonde and Our House. The Drama Department works closely with both the Music and Dance departments to offer a performance evening in the Summer Term celebrating students' work over the year.

ENGLISH: At Key Stage 3, students are taught in tutor groups of 31 or 32. The schemes of work are structured in termly units, with built-in formative and summative assessments. They are continually being improved to strengthen cross-curricular links and to be even more engaging. At Key Stage 4, students are taught in seven teaching groups of about 27. They prepare for GCSEs in English Language and English Literature, following the Edexcel specifications. Currently there are 2 groups following A Level Edexcel courses in English Literature and 2 groups studying English Language. All English teaching rooms are located in a block and equipped with projectors. All teachers are provided with a laptop. The department also makes full use of a well-stocked school library and we offer a wide range of co-curricular clubs and support groups. Students in all year groups have had the opportunity to take part in public speaking competitions and to enter their written work in national writing competitions. Students visit a variety of stage productions of relevance to their English courses.

We are looking for the right person to fill this vacancy; you are looking for the right school to work in. We hope that this information gives you a flavour of Aylesbury High School.

DIMENSIONS

Teaching: up to 90% contact time with 10% PPA time (or pro-rata if part time). ECTs will have a 10% reduction in their teaching load in their first year and a 5% reduction in their teaching load in their second year, as well as weekly contact time with a mentor. The successful applicant will also take on the role of form tutor and meet with the tutor group daily.

PRINCIPAL ACCOUNTABILITIES

To help you in your application we have included below the sort of background we are looking for when reading the applications and at interview. We are always willing to consider anyone with alternative qualifications or experience - and we don't expect anyone to be perfect!

Professional knowledge and understanding, and professional qualities and responsibilities

- Have a secure and up-to-date subject knowledge and understanding.
- Have knowledge and understanding of statutory and non-statutory curriculum requirements and other current initiatives for the subjects they teach.
- Engage in professional development opportunities relating to subject knowledge and teaching methods.

- Work collaboratively with colleagues - both teaching and Support Staff, and external agencies where appropriate.
- Follow requirements concerning the safeguarding and promotion of the welfare of students.
- Assist in the mentoring of new students, staff, and trainee teachers.
- Participate actively in the Teaching and Learning Review Process.
- Ensure a safe working environment.

Communication and Parental Involvement

- Provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students in line with school guidelines.
- Contribute to the provision of subject information at Open Events and Information Evenings.
- Liaise with Form Tutors, Heads of Year, relevant Support Staff and parents as appropriate.
- Attend Parent Consultation Evenings

Additional Duties

- Attend Subject Team Meetings as appropriate. A teacher who is part time is expected to attend pro rata.
- Support the co-curricular provision of the department/s, eg. through clubs, trips and shows.

Self-evaluation and improvement

- Contribute to the team's self-evaluation, review and improvement cycle, setting targets for improvement on an annual basis and contributing to a culture of self-evaluation amongst both students and teachers.
- Take part in the review, development and management of activities and policies relating to the curriculum, and organisation of the school.

PERSON SPECIFICATION

Person specification

- Good honours degree in a relevant subject
- Qualified Teacher Status or Early Career Teacher (desirable)

Experience

- Strong classroom teacher
- Potential to progress further
- Familiar with monitoring and evaluation of teaching and learning
- Strong commitment to co-curricular and cross-curricular activities

Professional

- Set high expectations which inspire, motivate and challenge students
- Promote good progress and outcomes by students
- Demonstrate excellent and up-to-date subject and curriculum knowledge
- Familiar with current subject developments
- Plan and teach well-structured lessons
- Keen to be involved in curriculum development
- Adapt teaching to respond to the strengths and needs of all students (including SEND, EAL, Pupil Premium and more able)
- Make accurate and productive use of assessment
- Provide verbal and written assessments, data, reports and references relating to individual students and groups of students

- Communicate effectively with parents, in consultation with the HOD, with regard to students' achievements and well-being
- Manage behaviour effectively to ensure a good and safe working and learning environment
- Attend subject team meetings, whole staff meetings, INSET, parent consultation evenings, open events and information evenings and other school functions as shown in the staff handbook directed time calculations
- Keen to develop own career
- Evidence of systematic professional development
- Strong ICT user, both personally and for subject use in particular Google-Suite
- An understanding of and commitment to the safeguarding requirements associated with such a role
- Willingness to follow school policies
- Sympathetic to the Aylesbury High School values

Personal

- Good relationships with students and adults
- Able to motivate students and staff
- Works well under pressure
- Good personal organisation and time management
- Good communicator
- Wide outside interests
- Meet the expectations of the DfE Teachers' Standards (Part 2)

PERFORMANCE STANDARDS

The work of the Subject Teacher will be judged against the National Standards for Teachers at the appropriate level. Each teacher will have an annual appraisal in accordance with the school's appraisal policy.

How to apply for the role

Please complete the AHS application form and include a covering letter

Applications can be:

- e-mailed to: hr@ahs.bucks.sch.uk or
- posted to: Mrs Lisa Greenway, Finance & Operations Director, Aylesbury High School, Walton Road, Aylesbury, Bucks HP21 7SX

Closing date: Tuesday 22nd April 2025 @ 9am

FLEXIBLE WORKING

AHS is a supporter of Flexible Working; over a third of our staff have a flexible work arrangement. We recognise that a better work-life balance can improve employee motivation, performance and productivity, and reduce stress and therefore want to support our employees in achieving a better balance between work and their other priorities, such as caring responsibilities, leisure activities, further learning and other interests.

Please include detail in your letter of application or talk to us at the interview about the flexibility you need. We cannot promise to give you exactly what you want, but we will do our best to accommodate your needs. AHS is committed to agreeing any flexible working arrangements, provided that the needs and objectives of both the organisation and the employee can be met.

SAFEGUARDING STATEMENT

CVs alone cannot be accepted for safeguarding reasons

If you are shortlisted for this post, you will also be required to complete a self-disclosure form as part of the recruitment process; this will not be used for shortlisting purposes.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Our Safeguarding Statement is [here](#). The appointment will be subject to references, which are satisfactory for the advertised post, an enhanced DBS check with a Child Barred List check, identity checks, prohibition orders and qualification checks as appropriate.

AHS is an equal opportunities employer

We encourage early applications for all vacancies and reserve the right to close our vacancies at any time should the right candidates be found.