



STREATHAM & CLAPHAM HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Job Application Information

Graduate Drama
Fellow

From September 2024



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EXECUTIVE SUMMARY

Streatham & Clapham High School (SCHS) seeks to appoint a dynamic and innovative drama graduate to contribute to the development and growth of the Drama Department.



The successful candidate will be expected to contribute to the school's programme of co-curricular drama, including small and full-scale productions and running drama clubs.

They will also help steward the LAMDA examinations and work with the LAMDA teachers across the Prep and Senior Schools.

The successful candidate will also be required to liaise with professional practitioners and companies regarding workshops and visits as well as participating in and helping to organise appropriate trips and visits.

They will support the drama administratively, including ordering and cataloguing resources, organising and developing the costume/props cupboard and programming and operating sound equipment and lighting boards for assessments, examinations and productions.

During busy times such as play rehearsals and production weeks and exam performances, the successful candidate will need to be flexible with start and finish times.

The post-holder is responsible to the Director of Drama.

The post commences 1 September 2024

ABOUT US

We are one of the UK's leading private girls' schools, educating pupils from Nursery through to Sixth Form. Pupils prosper in a vibrant setting that provides challenge and width of opportunity. They thrive on account of the school's family ethos, and draw strength from the school's rich social and cultural mix.

Streatham & Clapham High School is an independent, academically selective school for girls aged 3–18 with over 870 pupils across the Prep and Senior Schools. The Prep School is located in spacious buildings with outstanding facilities in Streatham Hill.

The Senior School inhabits a four-acre site focused on an impressive 1930s building in a delightfully tranquil and leafy oasis of south London. Founded as Brixton High School in 1887 by the Girls' Public Day School Trust, it is one of the Trust's earliest member schools, and we are proud of our heritage and founding principles of breadth, fearlessness, inclusivity, and a focus on developing every individual to achieve their potential, and this is articulated in our motto: Towards Wisdom Unafraid.

SCHS holds true to its founders' mission, and we are proud of our exciting and challenging curriculum, with a commitment to innovative teaching and excellent relationships across the community.

School life embraces a broad range of sporting, artistic, social, and cultural opportunities in an environment specifically created to inculcate the values of independent learning, responsibility for others and the enjoyment of challenge.

The school has first-class facilities, providing an environment that enables pupils to develop their interests and strengths both inside and outside the classroom.

The best outcomes and experiences for the girls are at the heart of all that we do, characterised by a warm, supportive, and positive culture. This helps build pupils' confidence, self-fulfilment, resilience, and happiness.

A richly diverse culture underpins this with kindness, generosity, opportunity, and social responsibility, combining a global outlook with a sense of local belonging.

The School is part of the GDST, the leading network of independent girls' schools in the UK, founded in 1872.

The Head is a member of HMC and GSA. The Head of the Prep School is a member of IAPS. The GDST is a founding member of the International Coalition of Girls' Schools.

For more information, please visit the school website www.schs.gdst.net.

AIMS AND ETHOS

Our vision is to be unrivalled in empowering our young women to discover, nurture and project their unique identities and character. Our purpose is to enable every girl to achieve beyond the bound of expectation on a daily basis, across the spectrum of endeavour.



The school offers its pupils an inspiring, enlightened, and intellectually challenging education in a lively, vibrant, and warmly supportive environment. The school's family ethos enables us to know, value and nurture each pupil as an individual and we are determined that all members of the school community should be inspired to outperform expectations daily.

The pursuit of excellence is the school's defining feature. It nurtures pupils to attain success and self-awareness across the widest spectrum of activity, extending far beyond the 'academic' horizon. The school's pupils, whether very able or late developers, discover their unique identity and achieve beyond the realms of expectation.

Intrinsic to pupils' success are the school's expert and alert pastoral systems. The care extended to all pupils enables them to make outstanding progress, both academically and in their personal development. They mature into confident, accomplished and well-adjusted young women, prepared for the challenges of university education and their future careers, rooted in our core values of kindness, respect, integrity and compassion.

- We nurture, not coerce, excellence
- We are a family, not a factory, school
- We celebrate difference through our diverse community, drawing strength from all that is great about London
- We have an unstinting commitment to innovation; we do not stand still but are trailblazers
- We draw strength from being part of the GDST family of schools, being pioneers in, and the shapers of, girls' education.

PASTORAL CARE

“Pupils are highly respectful of each other and exhibit qualities which reflect their concern for justice.” ISI Report, 2019



SCHS has a diverse cultural, social, and economic pupil body, forming a key part of its identity and ethos.

Pupils achieve best if they are happy and settled in their social and working relationships, hence the ‘family’ ethos of our school.

Pupils benefit hugely from the outstanding care and support that the school provides which is inclusive and outward-looking, and built upon the three ‘Rs’ of pastoral care: relationships, respect and responsibility.

We help each pupil develop her own strengths with encouragement rather than pressure.

This level of care and personal attention stimulates each of our pupils to make rapid progress. Staff are easily accessible to pupils, providing for an environment in which girls feel warmly supported and valued.

Our comprehensive and bespoke pastoral care, which is rooted in our house system, where girls form excellent relationships across year groups and every stage of their development is expertly nurtured.

ACADEMIC LIFE

We build a curriculum to fit each girl's needs rather than trying to fit the girls into the curriculum.



SCHS offers a broad, balanced curriculum, where excellent teaching is provided in a supportive and stimulating environment, enabling pupils to equip themselves with the skills and characteristics needed to succeed in today's ever-changing and dynamically global society.

Pupils are encouraged to try new subjects, taking a broad-minded view of learning, and as our pupils advance, they enjoy progressively more independence throughout their secondary education.

Our broad choice enables pupils to nurture and develop their natural talents, but also explore subjects they may have never considered before.

Throughout their education, pupils benefit from subject-specialist teachers who ensure whatever choices they make as they progress through the school, they are individually supported to help them succeed.

The attainment of academic excellence is by itself of little value unless it is accompanied by strong personal growth. Our pupils develop as spirited, well-rounded citizens who embrace the opportunities life offers.

The four-acre site and excellent facilities ensure that the school can provide extensive co-curricular and enrichment opportunities.

LIFE BEYOND THE CLASSROOM

“Being part of the GDST gives us a competitive opportunity to play with schools from across the country, my most memorable tournament would be winning the GDST hockey rally in Bath.” Fran – Sports Scholar



There has been significant investment in the school's facilities by the GDST, notably a state-of-the-art Sixth Form Centre, innovative and spacious new dining room, and striking new reception.

The drama and performance spaces were refurbished in order to provide state-of-the-art lighting and studio facilities, and the staff room has been redesigned and renovated.

In 2021, the renovation of the library was completed. Most recently, we have built a new sports pavilion and completed the renovation of the Prep School library.

PUPIL OUTCOMES

“Pupils of all abilities are highly successful in their academic achievements and make rapid progress across all areas of learning.” ISI Report, 2019



The academic starting points of our pupils are significantly above the national average, with a proportion of pupils being far above the national average.

The school is in the top tier of independent schools in terms of its public examination results.

Pupils do themselves proud in their examinations outcomes: in 2023 at GCSE 12% of the cohort achieved all grade 9s and grade 8s across their subjects. Moreover, a significant portion of girls accomplished grades within the 7-9 range across all subjects, showcasing their well-rounded academic achievements.

At A-Level, 17% of pupils secured A* and A grades in 2023 with 11% of grades at A*. Furthermore, 36% of grades were within the A*-A range, indicating a robust proportion of students achieving strong academic proficiency. A significant milestone was reached with 88% of grades attaining A*-C, and nearly half of pupils that studied for an EPQ gained A*-A grade. Frequent destinations include Oxbridge and other leading universities, along with art foundation courses and degree apprenticeships.

ROLE DESCRIPTION

The Department

In Years 7 to 9, all pupils have drama as a timetabled curriculum subject, with one 55-minute period per week. The curriculum focuses on key processes such as devising/creating, rehearsing, performing, and responding. For pupils in Years 10 and 11, as well as the Sixth Form, the school offers Edexcel GCSE and A-Level Drama and Theatre courses, with increased timetable allowance.

Our school features a Recital Hall, serving as an excellent venue for performances, including examination performances and the upper school play. Equipped with professional lighting and sound systems, it provides an impressive setting for assessing performances.

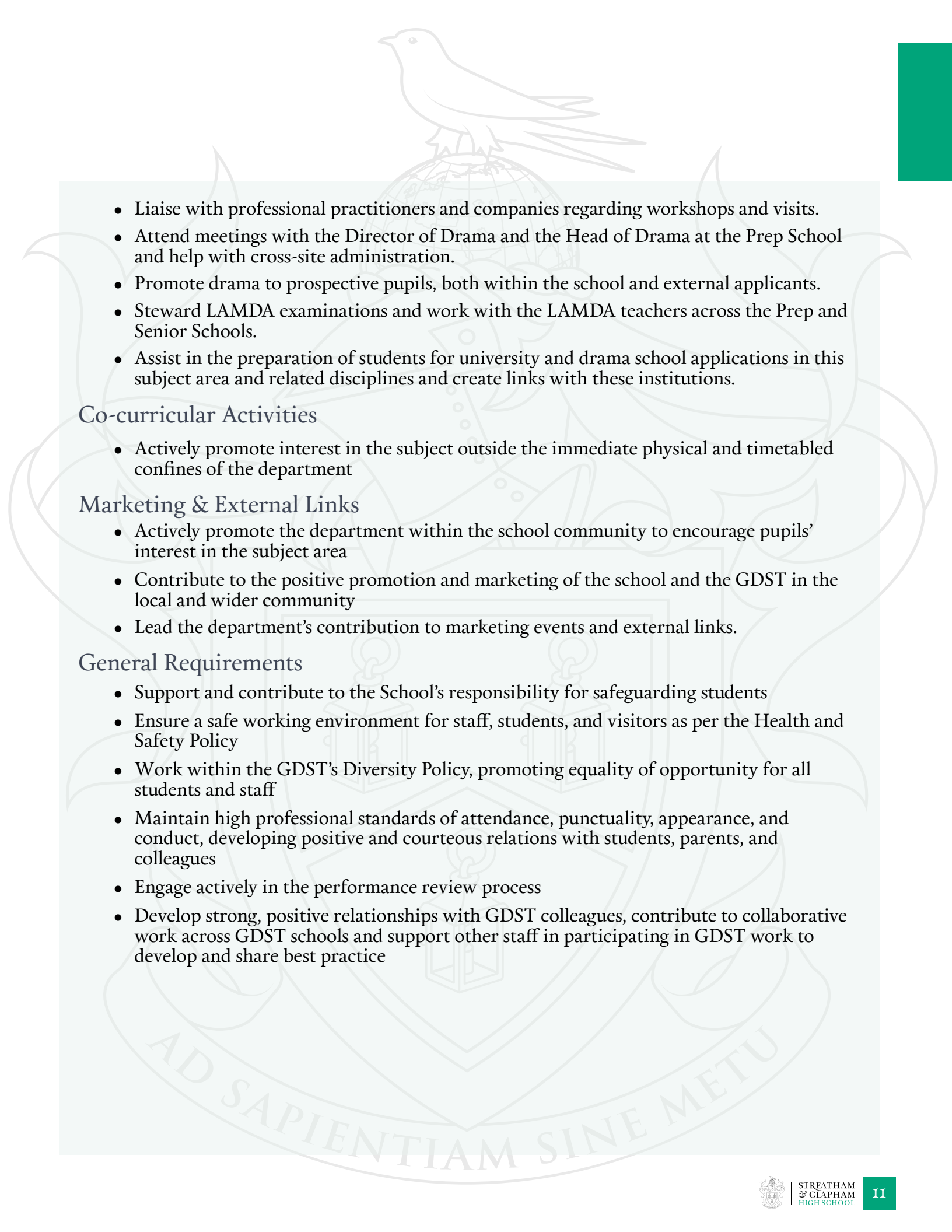
Additionally, we have a Drama Studio and classroom for theoretical teaching to examination classes. The Ellis Hall, our main hall, hosts large-scale productions like our biennial musical and lower school plays. It boasts a professional lighting rig, speakers, and sound board, with a stage, backstage area, and balcony. The hall can be configured as a proscenium space or flipped to accommodate two performance areas on different levels.

Our drama department offers several clubs, including the Drama Society for Year 7, led by a Sixth Form drama scholar, and a separate club for Years 8 and 9. Staffing includes a full-time Director of Drama, a full-time Drama Teacher (also a Head of House), and a part-time teacher. Additionally, we offer LAMDA courses alongside ActDrama, providing tuition for students across various age ranges, from Level 1 to Gold Award in Acting and Public Speaking.

Responsibilities

Teaching & Learning

- Contribute fully and generously to the school's programme of co-curricular drama, including small and full-scale productions and running clubs that could be at lunch and/or at the end of the school day.
- Programme and operate sound equipment and rig and programme lighting and lighting boards for assessments, examinations, and productions, much of which will be out of school hours and may be outside school premises.
- Assist with the recording, transfer, and storage of digital examination videos and of school productions and performances.
- Support the drama department administratively, including ordering and cataloguing resources, organising and developing the costume/props cupboard and equipment, photocopying, etc.
- Participate in and help to organise appropriate trips and visits, including bespoke trips abroad.

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- Liaise with professional practitioners and companies regarding workshops and visits.
 - Attend meetings with the Director of Drama and the Head of Drama at the Prep School and help with cross-site administration.
 - Promote drama to prospective pupils, both within the school and external applicants.
 - Steward LAMDA examinations and work with the LAMDA teachers across the Prep and Senior Schools.
 - Assist in the preparation of students for university and drama school applications in this subject area and related disciplines and create links with these institutions.

Co-curricular Activities

- Actively promote interest in the subject outside the immediate physical and timetabled confines of the department

Marketing & External Links

- Actively promote the department within the school community to encourage pupils' interest in the subject area
- Contribute to the positive promotion and marketing of the school and the GDST in the local and wider community
- Lead the department's contribution to marketing events and external links.

General Requirements

- Support and contribute to the School's responsibility for safeguarding students
- Ensure a safe working environment for staff, students, and visitors as per the Health and Safety Policy
- Work within the GDST's Diversity Policy, promoting equality of opportunity for all students and staff
- Maintain high professional standards of attendance, punctuality, appearance, and conduct, developing positive and courteous relations with students, parents, and colleagues
- Engage actively in the performance review process
- Develop strong, positive relationships with GDST colleagues, contribute to collaborative work across GDST schools and support other staff in participating in GDST work to develop and share best practice

PERSON SPECIFICATION

Skills Required

- Decision-making skills: the ability to solve problems and make decisions
- Team work: the ability to work collaboratively with others
- The ability to plan time effectively and organise oneself well
- Confident user of IT and technology
- Excellent interpersonal skills, able to work effectively and harmoniously with others (including pupils, colleagues and parents)
- Sound behaviour management skills and discipline, both inside and outside the classroom
- Ability to use a range of teaching strategies to meet the needs of all students
- Ability to communicate effectively, both written and verbally, with colleagues, staff, governors, GDST and external bodies.

Knowledge Base

- Excellent professional and subject knowledge, and understanding
- Existing technical theatre capabilities preferred, but the capacity and willingness to learn quickly is acceptable

Attainment

- Good honours degree in a relevant subject area

Attitude and Approach

- Ability to enthuse children and adults
- Possess a positive attitude and approach to change and development
- Flexible and firm with the ability to know when to be either
- Enjoy rising to the challenges inherent in a school environment
- Commitment to the safeguarding of children and young people
- Lifelong learner
- Commitment to maintaining the caring and supportive ethos of the school

HOW TO APPLY

Any candidate wishing to seek additional information about the post or to discuss any related matter should contact the HR & Recruitment Manager, Mrs Angela Bolton via email: a.bolton@schs.gdst.net.

Applications should be received no later than midday, 24 April 2024. All candidates should use the following link to apply and include a covering letter addressed to the Head, Ms Cathy Elliott.

https://my.corehr.com/pls/gdstrecruit/erq_jobspec_version_4.jobspec?p_id=034787



Interviews will take place shortly thereafter, though the school reserves the right to appoint an exceptional candidate at any stage of the application process. All candidates invited to interview must bring original documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original certificates). If original certificates are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body.

All candidates invited to interview must also bring with them:

- An original passport and/or other appropriate document proving your eligibility to work in the UK
- One other form of identification, such as a driving licence or birth certificate
- Two other documents, such as utilities bills, TV licence, bank, building society or credit-card statements confirming your current address
- Documents confirming your educational and professional qualifications

Please note that candidates must bring originals of the above documents. Photocopies or certified copies are not acceptable.

TERMS OF APPOINTMENT

The role will attract a competitive salary in line with qualifications and experience, and the successful candidate will also be entitled to an interest-free season ticket loan and free lunches during term time.



Any offer to a successful candidate will be conditional upon:

- receipt of at least two references, satisfactory to the school (if not already received), prior to appointment
- verification of identity and qualifications
- a satisfactory DBS Disclosure at the enhanced level
- satisfactory completion of any pre-employment checks as relevant such as an online search and those to check whether you are registered for or prohibited or restricted from practicing certain professions or roles
- where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance
- (for teaching posts) verification of medical fitness in accordance with DfES Circular 4/99 - Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training
- satisfactory completion of the probationary period

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