



ST PAUL'S
GIRLS' SCHOOL



TEACHER OF DRAMA
(Maternity Cover)
CANDIDATE PACK



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WELCOME FROM THE HIGH MISTRESS

St Paul's Girls' School (SPGS) is an extraordinary school. Not only does it regularly achieve the best GCSE and A-Level results in the country, but it has a truly distinctive ethos, focused on nurturing creativity, curiosity, and a love of academic discovery. Ours is a school full of opportunity where students are encouraged to take responsibility, to get involved and to broaden their horizons. They are actively engaged in service to the community and local partnerships abound. Friendships made at St Paul's last a lifetime.

The education we offer is classical yet forward-looking, encouraging students to take risks, think ambitiously and play a leading role in the world beyond school. It is no coincidence, therefore, that amongst our alumnae we count leading scientists, journalists, artists, and politicians. One of our earliest students was Rosalind Franklin, whose brilliant pioneering work was pivotal to the understanding of DNA.

The co-curricular programme at St Paul's is wide ranging and ambitious. Music plays a central role. The composer of *The Planets*, Gustav Holst, was Director of Music at the school for over thirty years, and his legacy continues. Likewise, the quality of drama and art is very high indeed and we believe this is crucial to a rich education. Sport features strongly too, with an emphasis on wellbeing and teamwork. Most important of all, however, is our belief that all students should receive the kindest and most individual of pastoral care, and this feature is fundamental to our school.

SPGS remains the most dynamic, forward-looking school I have ever had the pleasure to work for and I hope that you will consider joining us.

Sarah Tether



AN INTRODUCTION TO SPGS

St Paul's Girls' School is an historic and highly successful day school in west London, welcoming students aged 11 to 18. It was founded in 1904 by the Worshipful Company of Mercers as one of the first purpose-built schools for girls and was designed by the architect Gerald Horsley. It is one of the country's leading independent secondary day schools for girls and is a lively academic community with excellent facilities for all subjects.

There are approximately 800 students on roll, coming from a wide range of feeder schools across both the state and independent sector and there is a thriving sixth form of about 230 students.

Entry to the school at 11+ is by competitive exams held in January and at 16+ in November, and there is heavy demand for each place. Public exam results are consistently outstanding and about 40% of all students every year move on to Oxford and Cambridge.

Increasing numbers also go on to higher education at Ivy League colleges in the United States. Aspirations and achievements in many areas go well beyond what one would normally expect from a school, making St Paul's a very exciting and stimulating place in which to work.

The emphasis on liberal learning established by the first High Mistress, Frances Gray, finds expression today in an academically adventurous curriculum, which encourages intellectual freedom, discovery, and the joy

of scholarship. Pastoral care is excellent, and all students are placed in small tutor groups to ensure the highest standards of personal attention and development. There is a vibrant co-curricular life and a busy programme of partnership and service activities, which demonstrate the importance of collaboration, diversity, and inclusion, and which empower students to make a difference in the world beyond school.

We have an excellent reputation for the creative and performing arts, with students contributing to an exciting programme of musical and dramatic performances and art exhibitions. Our co-curricular programme is full and varied, offering innumerable opportunities for students to develop their individual interests and skills, from debating to fencing, chess to Fem Soc. We have an active and popular society focused on sustainability, which works closely with the school to raise awareness of environmental issues and to reduce our carbon footprint, a project to which we are deeply committed.

The school is well accustomed to sporting success, with hundreds of fixtures played throughout the year and opportunities for all ages and talents. Our pitches, tennis and netball courts, sports hall and pavilion are close by, offering some of the best sporting facilities a central London school could wish for.

AN INTRODUCTION TO SPGS

Diversity and Inclusion sit at the heart of the school. We believe passionately that it is our moral imperative to contribute to social mobility through education, and to work to reduce the attainment gap, which, the EPI recently reported, has stopped closing for the first time in a decade. Our bursary programme currently provides financial support to 11% of students, and we are at the beginning stages of an exciting campaign significantly to increase that figure to 20%. This hugely ambitious target will position SPGS as the leader in bursary provision in the UK amongst independent all-girls schools. We are in the process of establishing the Paulina Foundation, a separate CIO through which fundraising for bursaries, partnerships and buildings will take place, and once established, we will be launching an ambitious campaign with significant targets to ensure that we are able to meet our goals and make an SPGS education accessible to any student who meets the academic standard.

Our partnerships programme has grown considerably in recent years. We work extensively with primary schools, secondary schools, and the local community to widen educational opportunities by sharing our facilities and expertise and to provide mechanisms by which we can learn from each other. Our staff and students are engaged in numerous projects, from our new Primary Hub where students mentor primary students, to our Friday service programme, which sees our Y12 students off timetable for an afternoon a week to pursue service activities.

Additionally, our collaboration with St Paul's School continues to grow, with an increasing number of joint activities and opportunities for all staff to get involved.

We are committed to providing a cutting edge, relevant and future proof education for our students. To that end, the school has invested significantly in a programme of building works and refurbishment, including a new Centre for Design & Innovation (CDI), which will house our computer science and creative technology department, alongside sculpture, art, and design. The CDI is on track to open at the end of 2023. The development of new technologies will impact every career and every aspect of our lives; the creative industries are the fastest growing sector of the UK economy, accounting for 1 in 6 jobs in the UK. It is essential, therefore, that we ensure our students are fully equipped with the skills, knowledge, and expertise they need to navigate a digital world with confidence and that we prepare them for the careers of tomorrow. The building will house art & sculpture studios, with a live broadcast studio, maker spaces and tech labs, and encourage interdisciplinary activities across the breadth of the curriculum, as well as creating opportunities and capacity for partnerships work.

This is an exciting period for the school as we build on the extraordinary foundations of the past to ensure the education, we provide is forward-looking and responsive to future needs.



THE DRAMA DEPARTMENT

The department comprises four teachers, a theatre manager, six LAMDA teachers, a department manager, a costume technician, a theatre technician, and a director in residence. As a department, we aim to create enthusiastic and confident performers who have an understanding and appreciation of the possibilities of drama and theatre. It is our intention to connect classroom drama to the theatre's long and diverse history as a cultural form. Drama and Theatre Studies is met with great enthusiasm, with two School Directed Course groups at Y10 and Y11 and growing demand at A level (AQA Specification). Our recent results have been outstanding with 100% 8/9 at GCSE and 100% A* at A level.

From Y7 to Y9, students have a double drama lesson once a week as part of their timetable. The KS3 curriculum moves from the origins of theatre to contemporary practice over the three years to give students an overview of how theatre has developed and changed over the centuries and provides an understanding of the different functions of theatre – beyond just to entertain.

The department benefits from the professional 168-seat Celia Johnson Theatre as well as a smaller and more intimate studio. Staff and students are able to make regular and imaginative use of both spaces,

whilst the theatre and costume workshops also present exciting opportunities for students to extend their understanding of the possibilities of theatre.

Beyond the curriculum there is a long-standing tradition of regular, high-quality dramatic work at the school. Recent productions have included *Beauty and the Beast*, *Our Town*, *Our Country's Good* and *Tristan and Yseult*, which involved ambitious staging and impressive performances. We also take productions to the Edinburgh Fringe Festival; past productions have included Simon Stephens' *Birdland* and Martin Crimp's *Attempts on her Life*, which was received with five-star reviews. With at least 15 productions taking place each year, some directed by staff and many by students, we hope to ensure that all students will have an opportunity to participate in a play at least once during their time at the school. Many of the students see drama as central to their school lives and go on to make the theatre their career: Actresses Rachel Weisz, Lucy Briers and the late Natasha Richardson are alumnae, as are directors Thea Sharrock, Blanche McIntyre, producer Emma Hall and writer/director Lucy Moss, creator of the international smash hit musical *Six*. Many students also develop an interest in the technical sides of theatre and have gone on to pursue theatre and film design.



ROLE DESCRIPTION (Teacher of Drama)

Teaching at St Paul's is a uniquely stimulating and rewarding experience because we are committed to creating an exciting and dynamic environment for learning. All teachers are encouraged to participate fully both in the life of their academic department and the wider life of the school, as well as to pursue their own professional development.

For the right candidate, there is also the possibility of taking on the deputy head of department position, depending on experience.

Teaching and learning

Teach students and groups/sets across the range of key stages as are assigned by the Head of Department (HoD) and Director of Studies;

Set and mark work in line with departmental policy;

Promote the progress and academic development of students, differentiating for ability where appropriate;

Use a variety of teaching styles where appropriate;

Record and assess progress regularly;

Produce well-tailored subject reports;

Give comprehensive feedback at parents' evenings and consultations;

Prepare students thoroughly for public examinations according to the specifications;

Contribute to the work of the department, including setting and marking examinations, writing schemes of work, attending department meetings, and undertaking administrative and other tasks as delegated by the HoD;

Direct at least one major school production a year.

Run lunchtime drama clubs.

Organise and lead trips, workshops and entries to theatre competitions and festivals; keeping abreast of opportunities for students to experience Drama and Theatre beyond the curriculum.

Pastoral and safeguarding responsibilities

All teachers will:

Complete all statutory training as required by the Deputy Head, Inclusion and Safeguarding;

Review the school's safeguarding policies and ensure familiarity with in-house procedures;

Attend INSET on pastoral care as appropriate for better

fulfilment of teaching duties;

Uphold the school's staff code of conduct;

Maintain good order and discipline among students and actively implement the school's policies on rewards and sanctions;

Share and discuss best practice with colleagues.

Form tutors will:

Act as an unobtrusive observer to ensure as far as possible the wellbeing of tutees;

Get to know tutees and provide tailored reports on their progress;

Share and discuss best practice with colleagues as a tutor team.

Contribution to the wider life of the school

Support students as appropriate at major school events and in other activities (e.g., concerts, plays, matches);

Accompany day trips as required by department or year group;

Contribute actively to the co-curricular and partnerships programmes;

Consider issues of sustainability, diversity, and inclusion both in teaching and other contributions to school life.

Other responsibilities

Attend morning assembly;

Attend all staff meetings, department meetings and briefings;

Attend appropriate INSET and training as required by the High Mistress;

Participate in the school's Professional Development Reviews (PDR) process for teachers;

Undertake supervisory duties as required.





PERSON SPECIFICATION

This is a temporary post for one academic year beginning in January 2024 or April 2024.

We seek an inspiring, dynamic, and experienced teacher of drama who is willing to contribute extensively within our ambitious and creative department. The successful candidate will be expected to teach KS3 to A Level, as well as contributing fully to the Co-Curricular Drama provision at the school, supporting and developing new initiatives whilst working closely with all members of the department. This is an important role requiring high levels of energy, commitment and creativity, and willingness to work long hours and multiple weekends in the year is necessary.

The school places great importance on pastoral care and each student has a personal tutor with whom she meets on a daily basis. You will be expected to become a tutor and to keep an interested, but unobtrusive, eye on the progress and well-being of your tutees and work closely with other tutors, the Heads of Year, and the Director of Pastoral Care to create a supportive and encouraging environment in which our students are able to flourish.

The successful candidate will likely possess the following skills and personal qualities:

- Education to degree level, preferably with a professional teaching qualification
- Experience of teaching high achieving students
- Experience and knowledge of KS4 and A level Drama and Theatre
- A keen interest in a variety of forms, styles and genres in Theatre and the Performing Arts
- High levels of dedication, creativity, and initiative
- Proficient technical and digital skills
- Excellent communication skills and ability to work effectively in a team
- A willingness to work the flexible hours the subject demands during term time, ensuring the smooth running of the Co-Curricular programme
- Good organisational skills, ability to work under pressure and to meet deadlines
- An interest in broadening and diversifying the provision at St Paul's
- Energy, commitment, imagination, and a sense of humour

Desirable:

- Experience with iSAMS

Reports to: Director of Drama



FURTHER INFORMATION AND HOW TO APPLY

Terms and Conditions of the post

Salary is according to qualifications and relevant experience. St Paul's Girls' School has its own generous salary scale. Successful candidates for posts here are required to complete a medical declaration and undergo the normal DBS checks.

Application and interview procedures

Further information about the role and how to apply can be found on our website <https://spgs.org/vacancies/>. Please submit your applications before midday on the closing date. Applications will not be considered without a covering letter, CV, and completed application form. We recommend that candidates apply as soon as possible since applications will be reviewed as they are received, and interviews arranged on a rolling basis.

Disclosure and Barring Service (DBS) and overseas police checks

St Paul's is a "registered body" under the Police Act 1997 because employment here involves access to children under the age of 18. This post will require an enhanced DBS check from the Disclosure and Barring Service (formerly Criminal Records Bureau) before we can confirm an offer of employment. Unless you are a member of the DBS Update Service you will need to apply for a new disclosure, even if you already hold one. Former members of staff who are not on the Update Service who re-join us also require fresh disclosures unless less than three months have passed between their leaving and their re-employment date. If you have lived or worked abroad for a period of 3 months or more during the past 10 years you will also need to provide appropriate paperwork, such as a police certificate of good conduct, from the countries you have lived in.

Safeguarding guidelines

The post-holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, will be to adhere to and ensure compliance with our child protection policy statement at all times. If, in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children at St Paul's, they must report any concerns to our safeguarding designated teacher or to the High Mistress.

St Paul's Girls' School is committed to creating a diverse environment and is proud to be an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, colour, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability, or age.

Closing date: Monday 20 November, midday

Interview dates: Week commencing 27 November 2023



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GIRLS' SCHOOL

Contact us to find out more

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