



**Application Pack for the position of
Administrator for Performing Arts**

Glenthorne High School

Required from 1st September 2025

www.glenthorne.sutton.sch.uk

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DEPARTMENT: MUSIC

The Music Department is a committed team dedicated to Musical Achievement for All. The Music Department ethos is to encourage creativity, success and professionalism for all pupils at Glenthorne High School. We strive to provide all pupils with an exciting music education built on the core skills of performing, composing, listening and appraising. We aim to keep music alive and thriving in our school community, offering many transferable skills for all pupils and ensuring all pupils feel welcome in the music department.



The Music Department benefits from excellent whole school support, superb resources, strong leadership and a commitment to providing INSET and career development through our Professional Development programme.

The department is well resourced with three specialist Music classrooms, a Music Technology MAC suite, five practice rooms, and a recording studio. Each classroom is equipped with tuned/untuned percussion, multi-track keyboards, Smartboards and 15 Music ICT stations.

The department currently offers two post-16 courses; Edexcel Music A level and a BTEC Diploma in Music. We run GCSE Edexcel Music in year 9, 10 and 11. The department offers a well-balanced curriculum serving both performers and composers with a dedicated team of committed peripatetic instrumental teachers. Additionally, there are weekly Music theory enrichment classes and an opportunity for every year 7 pupil to learn a new instrument in our timetabled instrumental programme.

The department actively promotes extracurricular activities that include: choirs, the Jazz Band, Music Technology club, Ukulele club, Audacity choir, Gospel Choir, Orchestra and our thriving rock band scene. Venues in recent years have included The Royal Albert Hall, Sadlers Wells, The Barbican, Roundhouse Studios and the Rose Theatre where the school held its 60th Anniversary Creative Arts Show to a sell-out audience. There have been bi-annual Music tours to many European destinations, including Holland, Belgium, France, and Italy. We perform large concerts each term giving pupils from year 7 to year 13 the opportunity to perform.

Glenthorne Musicians work closely with our outstanding Drama and Dance departments to stage superlative whole school productions, which provide performance platforms for both instrumentalists and composers.



DEPARTMENT: DANCE



Our Vision:

To have a broad and balanced curriculum that creates opportunities for students to build confidence, creativity, passion, and powerful knowledge.

Expand our artistic culture of trust, optimism, support and continue to develop a community where diversity is celebrated.

Continue to build a vibrant, exciting and aspirational dance community that nurtures all students to achieve more than what they first thought possible.

The Dance Department is a highly successful department with two full time and one part time members of staff and housed in two specialist dance studios.

Dance Curriculum

In Year 7, pupils have dance 3 hours per fortnight and in year 8, pupils have 2 lessons over a fortnight. Year 8 pupils have the opportunity to attend dance enrichment classes which run before school on a weekly basis. These classes are very popular and have helped to prepare pupils for GCSE both in terms of skills and commitment needed for dance. As well as delivering GCSE Dance and A level Dance, **we also run a highly successful 'Dance Academy'; the Academy programme combines work with professional practitioners alongside BTEC L3 Performing Arts (Dance).** The workshops and classes are taken by both teachers and professionals from the industry, giving pupils a broader view and insight into different career paths in dance.

GCSE Dance

GCSE Dance is a very successful course, gaining enough students for either 1 or 2 classes in both Year 9, 10 and 11. The course aims to develop students' understanding of dance and its artistic and aesthetic qualities. Pupils are expected to develop their understanding through both practical and theoretical experiences.

The course studies 3 components; Choreographing, Performing and Appreciating. More specifically pupils study and experience famous works and choreographers, listed within the GCSE Dance Anthology. They experiment and play with Choreographic skills, both in practice and the theoretical application. The students are also challenged technically through the set phrases and performance of a duet/trio.

AS/A Level Dance

The course focuses on the aesthetic and artistic qualities of dance and the use of movement as a medium of expression and communication.

The course develops communication of movement through a variety of contexts and an understanding arrived at through critical thinking about constituent features, choreographic devices and creative exploration. Technical skills are enhanced through the exploration of Contemporary Dance and other styles, performance skills and analysis and in depth creative investigations. Theoretical understanding is arrived at through: studio practice, analysis of set works and set areas of study including the Independent Contemporary dance scene and Rambert Dance Company.

DEPARTMENT: DANCE



Extra Curricular Activities

The department runs an extremely busy extra-curricular programme and all activities are well attended. We run a Year 7 dance club, Junior and Senior Performance Groups (made up of selected students who gained entry to the school via their aptitude in Dance), our principal 6th form Company and all Girls Dance Company and all Boys Dance Company.

In addition, we run AD1 Youth Dance Companies on Saturdays split into three discreet Companies based on age and ability. All perform locally and nationally.

We also have pupils now on the C.A.T schemes at both The Laban Centre and London Contemporary Dance, developing their training.

Every year the Dance Department performs a Dance Showcase to celebrate the development of dance at the school. Students perform through a variety of different dance styles. This is a very popular event in the school calendar and an important part of the school's specialism in the Arts, with over 200 pupils from across the year groups taking part.

Throughout the year there are numerous opportunities for pupils to get involved in weekend dance projects, teaching projects and workshops, such as a week performing at The Edinburgh Fringe Festival, Dance tours to Spain and also taking part in projects and performances in London such as the London Youth Games, Ignition Dance Festival and Rich dance.



DEPARTMENT: DRAMA

Drama is a hugely successful subject at Glenthorne High School and integral to the life of the school. We gained Specialist School Status in the Performing Arts in September 2002 and hold the Arts Mark Platinum award. A Saturday school for students is run in our Performing Arts Centre which includes a wide range of opportunities for community arts projects. Drama is championed by the Headteacher and all staff.

We are fortunate to have excellent facilities including three fully equipped drama studios and a specialist Performing Arts Centre, where we deliver all our lessons and regularly stage productions. All our spaces have blackout facilities and are equipped with sound equipment and stage lighting.

Each year, 10% of the cohort is selected to join the school based on their aptitude in the performing arts, and all staff will have an opportunity to work specifically with these pupils either directing, completing workshops or completing extra-curricular visits to enrich their performing arts experience further.

Our aim is to empower young people and develop their understanding of theatre and build a passion for the art of performance. We explore a range of theatrical styles as well as using a variety of play texts to enable students to learn more about the curriculum, themselves, and the world in which we live. Students are taught in mixed ability groups, during year 7 and 8 students have 2 lessons per fortnight. GCSE lessons start in year 9 where students will have 4 lessons a fortnight, and finally in year's 10 and 11 this increases to 5 per fortnight. Year 7 pupils are also able to sign up for the opportunity to take Drama enrichment classes on a Friday morning to develop their performance skills and take part in different performances through the year. This year the pupils are working on a performance of Roald Dahl's *James and The Giant Peach*.

In years 9 to 11, students take part in the AQA GCSE Drama course which finds an excellent balance of practical and theoretical Drama. We have high uptake in GCSE Drama, teaching staff are offered the opportunity to teach GCSE. Moving into KS5 we have courses in A Level Drama (Edexcel). There is a vast program of extracurricular activity within the department which involves all staff. The highlight of the school year is undoubtedly the Whole School Production which takes place in January of each year. This year, our production of *The Addams Family* was a roaring success, which saw students from across year group and disciplines from stage production, to orchestra, band and performers come together to realise the vision for the performance. Productions at Glenthorne are treated as professional productions and are always innovative and incredibly exciting. Our Junior Drama Company takes part regularly in the Shakespeare School's festival, previously performing *Hamlet* at the New Wimbledon Theatre and *Julius Ceasar* at the Shaw Theatre in Marylebone.

We take pride in the achievement of boys within Drama who are offered the opportunity to join Actor Boys. We are particularly excited this year to stage a full-scale production of *A Monster Calls* with our Senior Drama Company. We also offer a LAMDA club which generates excellent results with a 100% pass rate each year. We organise a range of theatre visits to supplement the curriculum and expand pupils understanding and experience of theatre.



JOB DESCRIPTION

POST TITLE: Administrator for Performing Arts
REPORTING: Director of Arts/Headteacher
GRADE/SCALE: Grade 1c3 (3 – 6) £12 072.27—£12 594.71 (FTE £27 729.00—£28 929.00)
HOURS: 2.5 days per week, 18 hours per week, 39 weeks
We can be flexible on the hours and days of work.

MAIN DUTIES/RESPONSIBILITIES

Key Responsibilities

The post holder is accountable to the Headteacher through their line manager and is responsible for:
⇒ Providing an effective administrative support to the Performing Arts.

Arts Administration & Selection

- Co-ordinate all selective entry arrangements including inviting candidates to attend audition workshops, liaising with arts SLs, preparing and co-ordinating the selection day.
- Organise events, provide secretarial support, minute meetings and liaise with partners for community activities including the arts summer school.
- Be responsible for monitoring, updating and supporting staff with SOCS Extra-curricular software.
- Ensure the Arts website is up to date.
- Be responsible for producing the Arts termly newsletter.
- Minute and facilitate ASG meetings after school.
- Undertake general typing, photocopying, filing and Group Call for Performing Arts, including ArtsOne (ArtsOne, AD1, ArtsOne Rocks, and performing arts festivals).
- Be the first point of contact for all ArtsOne Company enquiries, including inviting pupils to their taster sessions.
- Provide marketing materials for all school productions, including posters and invitations to all staff, governors and invited guests.
- Produce programmes for all school productions.
- Run the ticket box office for school productions and events in conjunction with the Finance Office.
- Upload information to screens in Hub and Reception.
- Provide administrative support for Awards Evening.
- Undertake other administrative work within the scope of the post as directed by Line Manager.

Sixth Form Academies

- Be responsible for all administrative tasks in relation to the Drama, Music and Dance.
- Liaise with appropriate SLs in relation to arranging auditions/trials for potential candidates.
- Advertise and promote the academies accordingly.
- Produce all advertising and marketing material.

All Staff

- To work collaboratively within immediate team and the wider school community.
- To be fully committed to the safeguarding and promotion of welfare for all young people.
- To be aware of and comply with policies and procedures relating to child protection, safeguarding, pastoral issues, health and safety, security, confidentiality, and data protection. Reporting all concerns to the appropriate person.
- Act as relief Receptionist and provide a professional front-of-house service as required.
- To undertake any other duties as may be required from time to time by the Headteacher.

PERSON SPECIFICATION

Administrator for Performing Arts

	Criteria	Essential	Desirable
1	Educated to GCSE level (or equivalent) with 5 GCSEs graded A*-C including English and Maths.	✓	
2	Evidence of a passion for Performing Arts.		✓
3	Highly developed ICT / Microsoft Office skills with a particular emphasis on Word, Publisher, PowerPoint.	✓	
4	Experience of using SOC's software.		✓
5	Experience of marketing and design of promotional materials.		✓
6	Excellent communication skills in a variety of contexts (verbal, email, written) and with people at all levels, particularly young people.	✓	
7	Works effectively within a team and understands the impact of their actions on colleagues.	✓	
8	A 'can do' outcome focused attitude and approach, resourceful and supportive of work colleagues.	✓	
9	Excellent organisational skills and attention to detail.	✓	
10	A proactive approach to work and problem solving, and to confident to suggest resolutions.	✓	
11	Ability to organise own time and prioritise workload.	✓	
12	Ability to foster good, appropriate working relationships with staff, pupils, parents external agencies.	✓	
13	A high level of personal integrity, who displays respect and empathy for others and is consistent, open and honest.	✓	
14	Ability to maintain calmness whilst working under pressure.	✓	
15	Flexibility and willingness to amend hours of work for events if required.	✓	
16	Presentation of an appropriate professional image in order to adhere to the school's Dress Code for staff.	✓	
17	Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.	✓	
18	Ability to handle confidential information sensitively and in line with Trust policies and relevant data protection practices	✓	
19	Commitment to equal opportunities.	✓	
20	Willingness to participate in, and show commitment to, own continuing professional development.	✓	

The Willow Learning Trust is an equal opportunities employer and welcomes applications from all the sectors of the community. We are committed to protecting our pupils and staff and therefore have a rigorous recruitment process which include assessing candidates suitability to work with children. Candidates will be shortlisted against the above essential criteria assessable from application forms. Issues relating to safeguarding and promoting the welfare of children will be explored during the interview process.

INFORMATION FOR APPLICANTS



Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton. In July 2017 we became part of the Willow Learning Trust with two local primary schools: Aragon and Abbey.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of a new 6th form facility and most recently a MUGA (Multi Use Games Area).

We were inspected by OFSTED in November 2021 and were judged good with outstanding in Behaviour and Sixth-form provision. Inspectors recognised 'pupils are happy and safe and behave exceptionally well'. Relationships between staff and pupils are excellent. Also recognising Leaders and staff high expectations of pupils and that pupil do well in their subjects and are focused on doing their best.

The school was designated as a National Teaching School in March 2013 and we developed the Sutton Teaching School Alliance to support professional development and further improve best teaching practice across the Borough of Sutton. Glenthorne became a SCITT in 2014, leading secondary and primary schools in Sutton and Merton to deliver high quality ITT. The SCITT was judged 'Outstanding' in 2021. The SCITT comprises of over 20 high-performing local, yet diverse secondary and primary schools, which have made rapid progress over recent years, have high expectations of students and view teacher training as the key to future success.

We also have a specialism in the arts. We are a centre of excellence in the arts and hold the Artsmark Gold Award. We hold the Challenge Award recognising excellence in meeting the needs of our more able pupils. Professional development is encouraged at all levels of the school and is supported by performance management.

We value professional development and there are opportunities to develop subject, pastoral, and management skills.

Our priorities are to continue to improve specific aspects of teaching and learning, develop our curriculum and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE

& A level results stand at:

- 44% of entries obtained A*/A grades or 9-7 grades
- 89% of pupils gained at least a standard pass in English and Maths
- 76% of pupils gained at least a strong pass in English and Maths
- 93% of pupils achieved at least a standard pass in English Language or Literature.
- 87% of pupils achieved at least a strong pass in English Language or Literature.
- 90% of pupils achieved at least a standard pass in Maths.
- 79% of pupils achieved at least a strong pass in Maths.
- A Level results at 100% with 89% A*- C grades.

The curriculum at Glenthorne is organised into Subject Areas, each with its own Subject Leader. In Year 7, pupils are set in core subjects and languages with mixed-ability groups for other subjects. A wide range of GCSE and A Level courses are taught together with BTEC and other vocational courses. Subjects are taught in their own suites of well-equipped classrooms. Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "We Will Rock You", "Mary Poppins" and "Oklahoma". All involved over 100 pupils and proved to be huge successes.



Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. We run many teams and clubs in a variety of different sports. There is also an excellent Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience.

Pupils at the school are organised in mixed-ability tutor groups with nine (ten in Y7/8 & 9) in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. All pupils and staff are all allocated to one of four Houses: Rollason, Seacole, Turing and Morris, providing opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.

We also offer a wide variety of benefits including Electric car scheme, cycle to work, Benenden Heathcare, on-site parking and generous pension scheme.



Willow Learning Trust is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. The Trust works hard to provide a working environment and management practices which balance the drive for high standards and expectation with the need to promote employee wellbeing and good health.

Please note the Trust is committed to promoting and safeguarding the welfare of all our children and staff. As such, all posts are subject to an on-line check, enhanced DBS disclosure and pre-employment checks.

GUIDANCE TO APPLICANTS

Please read these carefully before making your application.

THE APPLICATION FORM

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

PERSONAL DETAILS

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

CAREER HISTORY

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment e.g. you may include time spent as a carer for one of your family or a voluntary helper in a school. Please account for any gaps in your employment history.

If the title of the position does not make it clear what work you did e.g. twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

EDUCATION, QUALIFICATIONS, TRAINING

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

STATEMENT OF SUITABILITY

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability.

When reading your application, we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable e.g. to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

PRE-EMPLOYMENT CHECKS & ONLINE CHECKS

If you are offered the post, the offer will be made subject to receipt of satisfactory references, online check, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us, we may want to discuss this with you.

We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances,



you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required.

All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

RELATIONSHIPS

We do not have a policy of excluding people who are related to school staff, Trustees or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

INTERVIEWS

Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview.

Prior to interview you will be asked to complete a Criminal Records Self Declaration, any issues of concern arising from a reference and/or Self Declaration will be explored during the interview process. At interview you will also be asked questions related to your Personal Statement, safeguarding and promoting the welfare of children.

COMPLAINTS

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the CEO, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The CEO, or his/her representative, may want to talk to you before confirming the outcome of the investigation.

DATES FOR YOUR DIARY

The deadline for applications is **11.59 pm , Sunday 13th July 2025**

We reserve the right to interview and appoint before the closing date should a suitable candidate apply.

JOINING DATE: 1st September 2025





The Willow LEARNING TRUST KEY BENEFITS



PROFESSIONAL DEVELOPMENT

- Comprehensive programme of professional development for teaching and non-teaching staff
- A long and successful track record of supporting teachers from ITT, through ECT and into leadership roles
- Bespoke ECT programme
- Collaborative opportunities to work on innovation and in partnerships across the Trust
- Apprenticeships opportunities to support the development of staff new to role

WELLBEING

- 24/7 Employee assistance programme
- 50% discount on Benenden healthcare
- Opportunities for flexible working
- Hybrid working available for suitable posts
- PPA time that can be worked from home (Primary Schools only)
- Protected 'gained time' for planning (Secondary School)
- Wellbeing activities and initiatives suggested by staff



FINANCIAL

- National pay and conditions for teachers and support staff
- Golden Hello available for some teaching posts
- Recruitment and retention allowances
- Generous pension schemes
- Salary sacrifice schemes including: Cycle to work and Electric vehicles, legacy childcare vouchers
- Long service awards