



DRAMA & THEATRE PLACEMENT -

1 YEAR PLACEMENT ROLE DESCRIPTION

General Information about Monkton

Monkton is one of the country's best known smaller co-educational boarding schools. It is a Christian school with worldwide connections and interests. Monkton is seen by parents as a caring community which fosters a balanced education, as well as encouraging the pursuit of individual excellence. It is a friendly school where pupils develop their personal values in the context of a community where heritage, creativity and adventure are positive features.

A single board of Governors oversees the entire School (Pre-Prep, Prep and Senior) and Monkton is a registered charity and is incorporated as a company limited by guarantee. The Principal acts as both the Head of the Senior School and as the CEO of the group of schools.

Confidence, integrity, humility and service are the values that we aim to live out and inspire in our students, and we are eager to educate character, as well as intellect. Monkton starts with a proactive pastoral environment to develop academically strong enthusiastic students, and our innovative pastoral tracking ensures that we not only know our students well but can help them to know themselves well too.

The school provides a modern and broad education for a diverse intake of boys and girls on a site which has developed significantly over recent years. The Senior School enjoys a very attractive rural location in the Monkton Combe valley some two and a half miles south of the historic city of Bath. At present there are about 375 pupils (boys and girls aged 13-18) in the School, of whom about three-fifths are boarders.

There are six Boarding Houses, three for boys and three for girls; each House also contains day pupils. The school offers courses in GCSEs, IGCSEs and A levels, and recent academic results have been very good. This past year, 6 of the 7 applicants to Oxbridge received offers and fulfilled them. Between 70 and 80% of A levels are graded at A*- B, and the proportion of GCSE grades A* - A is between 60 and 70%.

The school was recently rated 'excellent' in both categories (pupil personal development and pupil achievement) of the ISI inspection framework.



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ROLE DESCRIPTION**

Role Title: **Drama & Theatre Placement Student**

Reports to: Head of Theatre Studies and Drama

Role Purpose: To assist the Theatre Studies and Drama Department with the direction and production of drama in the Senior School. For placement students to apply their academic knowledge from previous modules, putting production skills into practice. For placement students to potentially have the opportunity to explore new skills, dependent upon their needs.

We are a busy and growing department with two large school productions each year and other performance opportunities open to all pupils. We also produce excellent practical exam work with GCSE and A-level.

The position would suit a student who is keen to expand their hand-on practical knowledge with productions of various sizes. Candidates will have an interest in a variety of Theatre and Drama elements, and will be given opportunities to grow their skills in areas that they are interested in.

The right candidate will be studying a Drama, Theatre and Production course, or equivalent, at University. This placement is intended for those who are part way through their course, and will both bring skills from what they have learned at university so far, and will be able to take skills from the placement year back into their degree. They will, hopefully, have a working knowledge and experience of Drama and Theatre Studies in a school environment, which may be from their time at school themselves. A working knowledge and some experience of Stage Management is desirable but not essential. The role requires a person with great energy and initiative with a willingness to throw themselves into the department. The position offers an opportunity to develop a wide range of theatrical and employment skills and the right candidate will bring their own unique set of skills to the role.

Main Activities of the placement may include:

- **Plays and Productions:** to support the Department in the direction, choreography and production of school plays and other performances.
- **Design work:** the opportunity to work on design elements of the productions; set, costume and props. To source props where necessary.
- **Technical work:** to support the technical work of the department with particular responsibility for stage management, and the props and costumes held by the Department. In addition to this, managing the junior and senior student Stage Crews, enabling them to work safely and confidently on the shows. We hire in a professional technician for productions and performance exams.
- **Supporting Exam Practicals:** supporting and guiding the rehearsals of exam practical work for GCSE and A-level students, helping source and buy props when needed.
- **General Lesson Assistance:** to support the timetabled work of the Department by setting out and collecting props and costumes used for lessons and assisting the teaching staff in other ways as appropriate. The Head of Drama is willing to support any candidate who is interested in teaching, though this is not a requirement of the role.
- **Administrative Assistance:** to assist with the general administration of the department resources, trips and other activities and to accompany a proportion of these as agreed with the Head of Department.
 - As part of this position, there are opportunities to see a wide range of exciting and dynamic theatre performances from practitioners such as Kneehigh, Frantic Assembly and Sally Cookson, in addition to backstage tours and trips to London theatres, all for free.
- To maintain the high standards and professional approach of the department at all times with pupils, staff and parents, always seeking guidance for clarity when required.

Note:

The post holder may be reasonably required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of the responsibility entailed.



DRAMA & THEATRE PLACEMENT ONE YEAR PLACEMENT Child Protection (Safeguarding)

Monkton takes Child Protection very seriously. To this end, all appointments are made subject to satisfactory DBS clearance.

The interview will include questions about safeguarding children. Monkton's Child Protection Policy includes the following information:

The framework provided is an ordered, purposeful, happy and caring community. Pupils are encouraged to develop moral discernment. High standards of behaviour are expected and young people are asked to treat others with courtesy and respect. The School sets out to create a secure basis for living in community and to achieve a balance between thoughtfulness towards others and freedom for the individual to develop his or her own personality. Good pastoral care is central to the life of the School, through the Principal/Heads, Houseparents, Tutors, the Chaplain, the Medical Centre Sister and other members of staff.

Specific Objectives

1. To foster pupils' educational development through all areas of the curriculum so that their self-esteem is raised, enabling them to acquire skills, attitudes and coping strategies which will help them to make reasoned decisions based upon sound judgement and valid information.
2. To provide a variety of opportunities for discussion with their peers and teachers in which the ground rules of confidentiality, tolerance and trust are observed.
3. To teach problem-solving techniques, assertiveness skills and respect for themselves and for other people. To encourage them to be responsible members of the school community, who will develop into caring adults with regard to their families and to society.
4. To maintain links with parents and representatives of outside agencies.
5. To view seriously any instances of bullying and to deal with them effectively.
6. To ensure that all members of the school staff understand Child Protection procedures and Prevent duties and are alert to signs of potential or actual abuse in the categories of physical injury, neglect, emotional or sexual abuse.
7. To have in place effective reporting and action procedures, as required by the Children Act 1989 (Pupil > Member of Staff > Designated Teacher > Principal/Head > School Medical Officer (where appropriate) > Social Services). These are set out in more detail in the policy 'Child Abuse/Protection' in this section of the Staff Handbook.
8. The full Child Protection document can be found through URL:

https://docs.google.com/document/d/1FZCg7yFnaQkCqR_CkmG3FgVq99YnQAgs_Svrmt0FR_Ck/edit

If you are unable to access the internet, please request a hard copy.



DRAMA & THEATRE PLACEMENT ONE YEAR PLACEMENT Equal Opportunities Policy, including EYFS (Nov 15)

The Equal Opportunities Policy Statement and Policy Statement on Harassment at Work are designed to implement the commitment of the School to Equal Opportunities. It is the responsibility of every employee to ensure his or her own conduct conforms to the expected standards and reflects these Policy Statements.

The aim of the Policies is to encourage harmony and mutual respect between individuals in order to promote good working practices with a view to maximising performance.

If these Policies are not implemented, then valuable talent and potential are wasted. Moreover, when unfair discrimination, harassment, bullying or victimisation take place they bring about a climate of fear, insecurity and poor work performance. As well as being unlawful, this affects morale. The School aims to comply with all relevant UK and European legislation.

Monkton Combe School has been registered as a school with a religious character by the DfES. As such the School is able to advertise for and appoint teaching staff who have specific Evangelical Christian faith that is central to the ethos and tradition of the School. In specific circumstances this authority enables positive discrimination in favour of Evangelical Christians.

It is vital that every employee understands his or her responsibilities. Equal Opportunities are taken very seriously by the School and wilful failure to apply the Policies or evidence of discrimination, harassment, bullying or victimisation will result in disciplinary action which may include dismissal.

The Equal Opportunities Policy Statement

1. The School values the individual contribution of people irrespective of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin. The School is committed to ensuring that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable. This applies in particular but not only in relation to recruitment and selection, promotion, transfer and training opportunities, benefits, terms and conditions of employment, grievance and disciplinary procedures, termination of employment including redundancies, and conduct at work.
2. All employees should be treated equally with dignity and respect. The School will use its best endeavours to provide a working environment free from unlawful discrimination, harassment or victimisation on the grounds of sex, age, marital or civil partnership status, disability, sexual

orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin, pregnancy or maternity.

3. The School recognises its legal obligations, including those under the Race Relations Act, Sex Discrimination Act, The Equal Pay Act, the Equality Act and the Part Time Workers legislation.
4. The School is designated as a School with a religious character by the DfES. This may be taken into account when recruiting staff when appropriate to do so. Notwithstanding this, the School undertakes to review periodically its selection criteria and procedures to maintain a system where individuals are selected, promoted and treated on the basis of their merits and abilities.
5. The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.
6. The School will not tolerate acts which breach this Policy and all instances of such behaviour or alleged behaviour will be taken seriously, fully investigated and will be subject to disciplinary procedures if found to be discriminatory. The School further seeks to give all employees equal opportunity and encouragement to progress within the School.
7. The School promotes tolerance of each other and respect for each other's position within the School community, and provides positive images and role models, whilst seeking to avoid prejudices and raise awareness of related issues.
8. If an existing employee becomes disabled the School will make every effort to retain him or her within the workforce whenever reasonable and practicable with reasonable adjustments to assist in overcoming or minimising the difficulties. This may need to be in conjunction with a medical advisor.
9. Whenever reasonably practicable to do so, the School will install in existing premises facilities for people with disabilities. Whenever the School invests capital in new or refurbished premises, every practicable effort will be made to provide for the needs of staff and pupils with disabilities.
10. The School undertakes to distribute and publicise this Policy Statement to all employees and elsewhere as from time to time appropriate.
11. Any employee who believes that he or she may have been subjected to treatment which breaches this Policy may raise the matter through the grievance procedure.

Policy Statement on Harassment at Work

1. The School believes that the dignity of every person must be respected. Harassment of colleagues or pupils is unlawful and unacceptable and will be regarded as a disciplinary

offence, which in serious cases, may be classed as gross misconduct, resulting in instant dismissal. The highest standards of conduct are required of everyone, regardless of seniority.

2. The School recognises that harassment may take many forms. It may be directed towards persons of either sex. It may relate to a person's ethnic origin, religion, age, sex, sexual orientation, physical or mental attributes or some other personal characteristic.
3. Harassment may involve action or inaction, behaviour, exclusion, comment or physical contact that the recipient finds objectionable or offensive. It may result in the recipient feeling threatened, humiliated, intimidated, patronised, demoralised or less confident in their ability. Condoning such conduct may be harassment in itself. The test of harassment is, at least in part, subjective.
4. Examples of unacceptable conduct include:-
 - verbal abuse, or insulting behaviour
 - sexist or racist jokes, jokes about an individual's sexual orientation or jokes about an individual's physical or mental attributes
 - the display or circulation of sexually suggestive or racially abusive material
 - bullying, coercive, intimidating or threatening behaviour
 - the ridicule or exclusion of an individual for cultural or religious differences, on the grounds of sex or sexual orientation or on the grounds of disability or other protected characteristic
 - persistent teasing or constant unfounded criticism of the performance of work tasks
 - unsolicited or unwelcome sexual advances, including touching, staring or commenting
 - comments of a sexual nature about a person's appearance or dress
 - bribery or attempted bribery.
1. An allegation of harassment must not be made lightly. If it is found that an allegation of harassment has been made without foundation and maliciously, then this will also be regarded as a disciplinary offence and in serious cases may be regarded as gross misconduct leading to instant dismissal.
2. All complaints of harassment should be made to the appropriate manager unless the complaint is regarding this person, in which case the complaint should be to that person's superior. Reference should be made to the Grievance procedure in the Personnel and Payroll Policies.

Statement to Prospective Parents

We do not discriminate in any way regarding entry and the School does not treat disabled or prospective pupils less favourably for any reason related to their disabilities than it treats those to whom that disability does not apply. We welcome pupils with physical disabilities provided that our site can cope with them. However, the Senior School in particular is situated on a steep hill and whilst every effort has been made to make it as accessible as possible for wheelchair users, there are some areas where this is not feasible due to the topography. The School will always consider reasonable adjustments to admission arrangements to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils. We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. However, we advise parents of children with special education needs or physical disabilities to discuss their child's requirements with the Principal/Head before he or she sits the entrance exam so that we can ensure that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

See also Special Educational Needs policy for policy relating to pupils.