

JOB DESCRIPTION

JOB TITLE	Course Leader (Foundation & Short Courses)
TYPE OF CONTRACT	Permanent, full-time
RESPONSIBLE TO	Head of Actor Training in the first instance with dotted line responsibility to the Commercial Director
RESPONSIBLE FOR	Associate Teachers; Visiting Creatives and Project Directors
COUNTERSIGNING MANAGER	Executive Dean of the Drama School
GROSS ANNUAL SALARY	£44,000 - £48,000
HOURS OF WORK	37 hours per week; Monday to Friday (9.15am – 5.30pm) plus evening and weekend work as and when necessary
KEY WORKING RELATIONSHIPS	Commercial Director, Head of Actor Training, Executive Dean of the Drama School, Course Leaders and Lead Practitioners, Associate Teachers, Students, Teaching staff, Head of Technical Training, Courses & Workshops Officer, Drama School Operations Manager, Space Management Officer, Admissions Manager, Head of Marketing Freelance Creatives
INTERNAL	
EXTERNAL	Exam Board participation
PROBATIONARY PERIOD	Your employment will be subject to a probationary period of 6 months
HOLIDAY ENTITLEMENT	28 days per year plus bank holidays; (This is inclusive of any days when LAMDA may be closed i.e. towards Christmas closure)
PENSION	After 3 months of continuous service you will be automatically enrolled into our qualifying workplace pension scheme with AVIVA. LAMDA will make an additional contribution in accordance with auto-enrolment regulations
BENEFITS	After six months of continuous service and on successful completion of the probationary period, you will become eligible for the following benefits:

(1) GROUP LIFE ASSURANCE	LAMDA offers a death in service benefit where the nominated beneficiary could receive approximately 4 x annual salary payment if death occurs whilst in service
(2) SEASON TICKET LOAN	LAMDA offers an interest free loan for the purchase of an annual season ticket
(3) EMPLOYEE ASSISTANCE PROGRAMME	LAMDA offers an employee assistance programme (EAP) which is confidential and easy to access. This service is available to staff 24 hours a day, 7 days a week.

JOB PURPOSE

You will lead the planning, development and delivery of our innovative, industry-focused foundation in Performing Arts course (Autumn/Spring), and all LAMDA Short Courses including budgeting, course team leadership and coordination of Lead Practitioners and Teaching Associates, employment of hourly-paid teachers and freelancers (Associate Artists and Specialist Practitioners), ensuring rigorous quality assurance and enhancement; reflection, evaluation and progressive course development.

Course Leaders will also lead projects and make a contribution across the school in one of the Acting and Directing disciplines (i.e. Acting, Directing, Voice, Movement, Music & Singing or Professional Practice).

DUTIES AND RESPONSIBILITIES

- Creative and pedagogic development of the Course, including presenting proposals for revalidation of the programme from time to time
- Responsibility for the planning and implementation of course delivery of the
 - Foundation/Short Courses (currently c. 32 Foundation students/300 short course students/60 8-week Shakespeare course students)
- Overall responsibility for the marking and moderation process of students on relevant courses
- Overall responsibility for the academic progress of students on the relevant course
- Selection of texts, in consultation with project leaders
- Budget responsibility for all course costs incurred
- Attendance at relevant auditions and recalls
- Responsibility for selection of students in consultation with Admissions Manager and in keeping with LAMDA's recruitment targets and policies, with approval of the Executive Dean of the Drama School
- Course timetabling (in collaboration with Executive Dean of the Drama School, Head of Actor Training and Head of Technical Training)
- Planning and recruitment of workshop projects and selection of workshop project directors, with approval of Head of Actor Training
- Planning of Student Induction ('Ensemble Week', in collaboration with Admissions Manager)
- Curation of Reflection weeks and extra-curricular timetabled sessions
- Reflective Workbook
- Course Content and Quality
- Annual programme review

- Validation
- Active participation in Academic Board and its sub-committees
- Contributing to knowledge creation and/or exchange
- Maintaining professional networks to sustain best industry practice
- Contributing to the maintenance of the alumni network including engagement with the mentoring programme
- Liaising where relevant with External Examiners ensuring they have access to relevant documentation
- Exam Board participation
- Contribute to the Academy's text list to support an anti-racist teaching agenda
- Teaching and/or direction of public performances or workshop projects (c 40% of hours)
- Induction of staff and freelance creatives
- Observation of teaching
- (In collaboration with the Producer), induction of freelance artists, ensuring visiting freelancers understand the stage in their training students have reached and are briefed on student support issues
- Management of personal tutoring relationships and learning tutorials and acting as a personal tutor to students to deal with and, where appropriate, triage non-academic aspects of the student experience.

Specific Short Courses duties and responsibilities

- Work with Commercial Director to develop an annual programme of high-quality short courses, including our 8-week accredited course, to meet customer demand and financial targets, maximizing earning potential
 - Work with Commercial Director to set budgets and prices
 - Plan and ensure smooth delivery of an exciting short course programme
 - Horizon scanning for future opportunities in the short course space
 - Staff Short Courses
 - Plan delivery of short courses liaising with Space Management Officer
 - Timely liaison with Marketing department to ensure courses can be accurately and effectively marketed
 - Work with Courses and Workshops Officer to ensure course evaluation is carried out effectively
- To take lead responsibility for one of four cross-cutting School themes working with Lead Practitioners and Associate Teachers allocated to the same priorities:
 - a. Access and Inclusion** - widening access and inclusion within the school and outside. Engagement through recruitment, audition squad, access summer school and exams. Anti-Racist and Inclusive Teaching practice and pedagogy. Commitment and experience of facilitating modern ensemble - co-creation, facilitation of safe spaces, zero-tolerance and conflict resolution - to foster collaboration and creativity.
 - b. Development of Individual Health, Wellbeing and Resilience** building - a holistic approach to training the individual to empower and build confidence and practice for the professional world - journaling, mindfulness, mental wellness, personal coaching, life plans, leadership development and mentoring.
 - c. Development of multi skilled Artists and Creative Technicians** for a sustainable

creative skills sector with relevant experience and practice in making sustainable theatre, content production and promotion across all platforms, creative access and inclusion, creating and delivering socially engaged work for a wide range of audiences and stakeholders.

d. Digital - supporting the digitisation of LAMDA in teaching, learning, research, knowledge exchange, technical theatre, screen and audio and other platforms.

- It is expected that approximately 40% of working hours will be spent over the course of the year with face-to-face teaching/directing (including workshops and productions), with the remaining 60% comprising: Preparation, Marking, Online first Round (self-tape reviews), Recalls, Summer Schools, Curriculum Development Activity, Learning and Student Support Tutorials and Personal and Curriculum Development).

Other

- Role in student recruitment (auditions and interviews)
- Directing as required and agreed
- Casting
- Liaison with other Courses and Industry/Professional/Personal Development lead
- Take responsibility for assigning Personal Tutors/Heads of Year for the course for which you are responsible
- Take responsibility for assigning Learning Tutors and coordinating tutorials
- Project management
- Staff Collaboration with Development

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
SKILLS / ABILITIES	<p>Inspiring leadership</p> <p>Excellent organisational and administrative ability</p> <p>Course management</p> <p>Ability to review and appraise the performance of other teachers</p> <p>Ability to Review, Reflect and Evaluate to inform change</p> <p>The ability to communicate complex knowledge clearly, both orally and in writing</p> <p>Excellent pastoral skills. Highly skilled in dealing with complex, sensitive information where persuasive, motivational, empathic skills are required</p> <p>The ability to stimulate and encourage the commitment to learn in others and to promote depth of learning in the subject area</p> <p>The ability to create and maintain an inclusive and safe learning environment for all students</p> <p>Ability to work effectively and creatively with students and colleagues</p> <p>Ability to work and learn alongside students in co-creation Ability to organise own time effectively, so as to meet deadlines and manage competing priorities</p> <p>Good analytical skills and the ability to respond to problems which arise in learning situations</p> <p>Ability to plan and organize a broad range of complex activities, requiring the formulation and adjustment of plans or strategies.</p>		Covering letter/ CV/ Interview

	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
	<p>Ability to translate teaching and learning into the virtual learning environment</p> <p>Negotiating and influencing</p> <p>Problem solving</p>		
KNOWLEDGE	<p>Extensive breadth and depth of specialist knowledge, contemporary professional application and understanding in the discipline underpinned by theoretical/ academic knowledge or relevant practical experience</p> <p>Excellent understanding across the course curriculum and the scholarship associated with it. Excellent awareness of modern and classical theatre repertoire</p> <p>Ability to concentrate for prolonged periods</p>	<p>Understanding of, or willingness to learn about, Quality Assurance procedures</p> <p>Strong external creative networks</p>	Covering letter/ CV/ Interview
EXPERIENCE	<p>Significant experience of delivering teaching and/or training</p> <p>National/international profile as an industry practitioner or pedagogue</p> <p>Relevant experience in the creative skills sector as a practitioner</p> <p>Experience of working with young people</p> <p>Continuing professional development</p> <p>Experience of programme development</p>	<p>Facilitation skills</p> <p>Conflict resolution</p> <p>Artist development and participatory arts in a variety of setting and a variety of audiences</p> <p>Course design</p> <p>Work on unconscious bias, consent and inclusion</p> <p>Safeguarding</p> <p>Health and safety in professional or training settings</p>	Covering letter/ CV/ Interview

	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
QUALIFICATIONS	Degree and/or equivalent relevant Industry Experience with a significant contribution at a senior level to the HEA	Formal learning (or equivalent) in a relevant subject and a research and/or professional qualification. Experience of or willingness to gain experience of making a significant contribution at a senior level to the HEA	Certificates (if applicable)
QUALITIES	<p>Leadership and Creativity</p> <p>Resilience</p> <p>Focused, highly efficient and self-motivated with the ability to think creatively and to take the initiative to meet strict deadlines across a number of simultaneous projects</p> <p>Collaborative team player with ability to communicate clearly and effectively</p> <p>Flexibility – the ability to adapt to different learning styles and requirements. The ability to adapt to different styles of Direction</p> <p>Good sense of humour Empathy</p>		Covering letter/ CV/ Interview

This job description reflects the present requirements of the post and should not be seen as an exhaustive list of responsibilities. Duties and responsibilities may develop and change in consultation with line management.

The successful applicant will be required to go through a DBS 'Enhanced Disclosure' check. Expenses will be met by the Academy.

ABOUT LAMDA

As the oldest drama school in the UK, founded in 1861 as the London Academy of Music and Dramatic Art, LAMDA is a world-leading conservatoire based in the heart of London, offering exceptional vocational training to actors, stage managers, technicians, directors and designers, regardless of their background or socio-economic circumstances. In 1965, LAMDA became the first drama school to introduce technical training and quickly became a prototype for other institutions branching into this area.

LAMDA is also an Ofqual-registered awarding body, offering world renowned qualifications in communication and performance and inspiring the next generation of confident communicators through qualifications in performance and communication.

LAMDA has been registered with the Office for Students as a stand-alone Higher Education Provider since 2019, and was granted full degree awarding powers in 2021. We believe drama has the power to transform lives. Our students graduate as authentic, confident and independent artists or technicians, capable of shaping their own careers.

Conservatoire training is, by its nature, selective, training only the best; course numbers are limited and LAMDA teaches in small groups. There is a core cohort of just under 400 UK and international students a year across six degree courses and other HE courses. The school also welcomes around 360 students onto other courses during the year, including short courses run during Spring and Summer vacations. LAMDA is a leader in performing arts training and strives for excellence in every facet of our organisation.

In July 2018, LAMDA joined the register of Higher Education Providers, a key step towards achieving degree awarding powers. LAMDA now operates independently from the Conservatoire of Dance and Drama, receiving funding directly from the Office for Students. LAMDA was granted full degree awarding powers in 2021.

At the heart of LAMDA's approach is a commitment to the ensemble, stressing the importance of collaboration to achieve excellence. LAMDA nurtures every student's unique talents to give them the tools they need to become independent, creative artists and technicians, along with all the help and guidance they need to transition and make their mark within the creative and performing arts industry. Alongside this, LAMDA is committed to ensuring that its training is accessible to all. LAMDA has several substantial measures in place to widen access to Higher Education and is committed to the creation of pathways to our training for those from the Global Majority, those from low socio-economic backgrounds and care leavers.

The work of the Academy is complemented by that of LAMDA Examinations, through which LAMDA offers a drama and communications-based syllabus leading to accredited and non-accredited awards in the UK and overseas.

In 2017, LAMDA moved into its new £28.2m centre for world-leading drama training. LAMDA's new home features ten large training and rehearsal studios, three theatres - the 200 seat Sainsbury Theatre, 120-seat the Carne Studio Theatre and the Linbury Studio, and a fully equipped digital and audio suite. In January 2018, LAMDA alumni Benedict Cumberbatch was appointed the Academy's President.

LAMDA Alumni include Nikki Amuka-Bird, Patricia Hodge, Janet Suzman, Chiwetel Ejiofor, Jeremy Irvine, Rory Kinnear, Harriet Walter, Rose Leslie, Paterson Joseph, David Oyelowo, Katherine Parkinson, Toby Stephens, David Suchet, Sam Claflin, Leah Harvey, and Ruth Wilson, among many others.