

JOB DESCRIPTION

JOB TITLE	Course Leader (MA / MFA Musical Theatre)
TYPE OF CONTRACT	Permanent, full-time
RESPONSIBLE TO	Head of Musical Theatre
RESPONSIBLE FOR	Lead Practitioner - Music & Singing Lead Practitioner – Dance
GRADE AND SALARY	Grade 7 £50,185 - £54,838 Please note that we advertise our salaries on a range to indicate the trajectory of progression that can be made. Appointments are usually made at the start of the salary range
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	Head of Musical Theatre, Director of Actor Training and Drama School, Deputy Director of Drama School, Associate Teachers, Students, Teaching staff, Head of Technical Training, Admissions Manager, Head of Screen & Audio, Drama School Operations Manager, Producer, Lead Practitioners and Course Leaders, Examinations Department, Academic & Student Services Department and freelance artists
INTERNAL	
EXTERNAL	Industry, Exam Board participation, External Examiner(s)
PROBATIONARY PERIOD	Your employment will be subject to a probationary period of 6 months
BENEFITS	
(1) HOLIDAY ENTITLEMENT	Generous annual leave of 28 days plus Bank holidays. (This is inclusive of any days when LAMDA may be closed, e.g. Christmas closure)
(2) 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
(3) MATERNITY, PATERNITY AND ADOPTION PAY	Enhanced maternity, paternity and adoption pay will be made for eligible employees

(4) GP 24	You have access to remote, private GP services 24/7, 365 days a year. GP 24 is supported by highly experienced and knowledgeable doctors
(5) EMPLOYEE ASSISTANCE PROGRAMME (EAP)	EAP is a confidential employee benefit designed to help you deal with personal and professional problems that could be affecting your home life or work life, health and general wellbeing. EAP service provides a complete support network that offers expert advice and compassionate guidance 24/7, covering a wide range of issues
(6) MENTAL HEALTH SUPPORT	LAMDA offers confidential, 24/7, online easy to access mental health support which is a free service
(7) CYCLE TO WORK SCHEME	LAMDA offers a salary sacrifice cycle to work scheme
(8) EYE TESTS	Sight test costs is reimbursed to employees who require VDU use
(9) HYBRID WORKING	Hybrid working may be offered for some non-student facing roles. We expect a norm of 60% of your time in the office and 40% of your time to be worked from home
(10) GROUP LIFE ASSURANCE	After six months of continuous service and on successful completion of the probationary period you will become eligible to death-in-service benefit where the nominated beneficiary could receive approximately 4 x annual salary payment if death occurs whilst in service
(11) SEASON TICKET LOAN	LAMDA offers an interest-free loan for the purchase of an annual season ticket
(12) REWARDS MARKETPLACE	You are eligible to join our reward scheme in which you can take advantage of discounts and perks in 1000s of brands from a wide variety of categories

JOB PURPOSE

To collaborate with Head of Musical Theatre on the development and growth of our MA and MFA Musical Theatre Courses, and to lead on the planning and delivery of said courses - ensuring rigorous quality assurance, evaluation and progressive course development.

The role includes Course team leadership and line management of Lead Practitioners and employment of freelancers. Course Leaders will also lead projects and make a contribution across the school in at least one of the Acting and Directing disciplines (i.e. Acting, Directing, Voice, Movement, Music & Singing or Professional Practice).

DUTIES AND RESPONSIBILITIES

- Collaborate on the creative and pedagogic development of the Course, including presenting proposals for revalidation from time to time
- Planning and implementation of course delivery of the MA and MFA Musical Theatre courses
- 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
- Line manage the Lead Practitioner Singing & Music and Lead Practitioner in Dance
- Selection of texts, in consultation with Head of Musical Theatre and Director of Actor Training
- Ensuring departmental budgets are adhered to
- Course timetabling - in collaboration with Head of Musical Theatre, Director of Actor Training and Head of Technical Training
- Student Induction (in collaboration with Student and Admissions Manager)
- Curation of Development weeks in collaboration with Head of Musical Theatre and Director of Actor Training
- Ensure Course Content and Quality is reviewed and upheld
- Lead on Annual programme review
- Contribute to validation and revalidation events
- 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 with External Examiners ensuring they have access to relevant documentation, and Exam Board participation
- Contribute to the Academy's text list to support an anti-racist teaching agenda
- Teaching and/or Directing/Musical Direction/Choreographing (c 40% of hours)
- Observation of teaching
- (In collaboration with the Producer or Lead Practitioner) induction of staff, freelance artists, ensuring visiting freelancers understand the stage in their training students have reached and are briefed on student support issues
- Student recruitment – auditions and interviews
- Lead on Casting for Musical Theatre Projects
- Liaise with Industry Associates on Professional development
- To take lead responsibility for one of four cross-cutting School themes working with Lead Practitioners and Associate Teachers allocated to the same priorities:
 - **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.
 - **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.

- **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
- **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 (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).

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.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
SKILLS / ABILITIES	<p>Inspiring leadership</p> <p>Excellent organisational and administrative ability</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</p> <p>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</p> <p>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</p>	<p>Course Management</p> <p>Ability to translate teaching and learning into the virtual learning environment</p>	<p>CV/Cover letter/ Interview</p>

	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
	<p>broad range of complex activities, requiring the formulation and adjustment of plans or strategies</p> <p>Negotiating and influencing</p> <p>Problem solving</p>		
KNOWLEDGE	<p>Extensive breadth and depth of specialist knowledge within Musical Theatre, underpinned by theoretical/ academic knowledge or relevant practical experience</p> <p>Excellent understanding across the course curriculum and the scholarship associated with it</p> <p>Outstanding awareness of contemporary and classic Musical Theatre repertoire</p> <p>Ability to teach/direct within one of the following areas (UG and PG level): Music, Singing, Dance, Musical direction, Choreography</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> <p>Audition preparation</p>	<p>CV/Cover letter/ Interview</p>
EXPERIENCE	<p>Significant experience of delivering teaching and/or training</p> <p>National/international profile as an industry professional or pedagogue</p> <p>Experience of working with young people</p> <p>Continuing professional development</p>	<p>Facilitation skills</p> <p>Conflict resolution</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> <p>Experience of programme development</p>	<p>CV/Cover letter/ Interview</p> <p>References</p>

	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
QUALIFICATIONS	Degree and/or equivalent Industry Experience	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	Leadership Creativity Resilience Efficient and self-motivated Collaborative team player Flexibility and the ability to adapt to different learning styles and requirements Good sense of humour Empathy		CV/Cover letter/ Interview

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.

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 alumnus Benedict Cumberbatch was appointed the Academy's President.

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.

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.