



## Twyford Church Of England Academies Trust

“I have come that you might have life and have it to the full” John 10 v10



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### William Perkin Church of England High School

#### Job Description

<b>Job Title:</b>	<b>2 ic Art &amp; Design Department</b>
<b>Grade:</b>	<b>Main Professional Grade (MPS/UPS) + TLR 2a (£3,527)</b>
<b>Line Manager:</b>	<b>Head of department</b>
<b>Supervisory Responsibility:</b>	<b>Department post-holders</b>

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#### Main purpose of Post

To achieve outstanding outcomes in the curriculum and wider curricular offer within the Art & Design Department

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#### Outcomes

##### Attainment & Inclusion

- Achievement at all key stages and in all courses is effectively monitored and areas of weakness are identified and addressed
- Achievement is outstanding at all key stages
- Achievement is outstanding for all cohorts of pupils; disadvantaged pupils achieve in line with their non-disadvantaged peers

##### Curriculum & Teaching

- Curriculum and assessment frameworks are clear and support outstanding progress
- All staff are confident and consistent in the delivery of good and outstanding lessons

##### Behaviour

- Student conduct within the department is uniformly good

##### Leadership

- There is a clear vision for the enjoyment of Art & Design and uptake of art at GCSE is strong
- Teachers within the department are well supported to carry out their roles

##### Personal Development and Wellbeing

- The Art & Design Wider learning Programme is a model of outstanding practice
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#### Specific responsibilities and tasks

##### Attainment & Inclusion

**Achievement at all Key Stages and in all courses is effectively monitored and areas of weakness are identified and addressed**

- Support Head of Department in managing department tracking systems across all key stages

- Support Head of Department in managing internal system of progress reporting to department meetings by post holders / teachers
- Support Head of Department in managing system for identification of student cause for concern
- Support Head of Department in managing system for identification of more general concerns
- Support Head of Department in evaluating prior attainment of students on entry (with additional 'setting' test if required)
- Support Head of Department in ensuring students setting arrangements are effectively set up and sustained
- Ensure department team is confident and consistent in their use of formative and summative assessment
- Ensure self-assessment and review is fully integrated into schemes of work
- Students make highly effective use of self-assessment and manage their own learning to the highest standard

#### **Achievement is outstanding at all key stages**

- Identify areas of underperformance and ensure improvement plans drawn up and delivered
- Agree and monitor intervention strategies for individuals / cohorts where appropriate
- Lead / Manage interventions as required (at individual or group level)

#### **Achievement is outstanding for all cohorts of pupils; disadvantaged pupils achieve in line with their non-disadvantaged peers**

- Ensure curriculum resources are suitable for all abilities, including pupils with SEND
- Agree and monitor intervention strategies for individuals / cohorts where appropriate, with a particular focus on disadvantaged pupils

## **Curriculum & Teaching**

#### **Curriculum and assessment frameworks are clear and support outstanding progression**

- Review and maintain the curriculum framework for the department at all key stages and for all Art & Design pathways
- Liaise with Head of Department over proposed course changes
- Provide training and support for staff teams in the context of curriculum change or development
- Provide training and support for staff teams in lesson and curriculum planning
- Ensure all unit overviews are clear and use the consistent Copia formats to provide an appropriate framework for the design of outstanding lessons
- Ensure that there are schemes of work for each of the three differentiated pathways within the curriculum
- Agree the strategy for the development of resources (including use of Copia, additional online resources and textbooks as appropriate)
- Ensure that the lesson power-points and other teaching and learning resources are available on Copia in the consistent format (including differentiated learning outcomes, lesson prep, consistent visual clues for AFL etc.)
- Ensure Copia for the department is well utilised to support students of all abilities to make progress and develop effective independent learning behaviour

#### **All staff are confident and consistent in the delivery of good and outstanding lessons**

- Support the Head of Department to ensure curriculum and teaching and learning policies for the department are in place and well understood by staff teams
- Ensure good practice guidance/exemplars in relation to teaching and learning are shared
- Develop a culture of sharing best practice in teaching and learning
- Support the Head of Department in the programme of lesson observations (including department lesson looks /paired observations and performance management observations)

- Support the Head of Department in auditing the quality of delivery via work scrutiny, formal and informal reviews
- Contribute to the training programmes for staff as appropriate (department level and Whole School)

## **Behaviour**

### **Student conduct and learning behaviour within the department is uniformly good**

- Agree department behaviour policy (in line with whole school policy) and ensure it is consistently used
- Monitor students' learning conduct and behaviour as a measure of their engagement with Art & Design
- Undertake routine monitoring of learning behaviour via formal measures (e.g. work scrutiny/book looks) and casual monitoring (checks on student planners etc.)
- Support teachers in enforcing behaviour rules
- Support the Head of Department in addressing issues in behaviour through modification to department systems and approaches (including to teaching and learning) and staff training
- Ensure Whole School policy on lesson prep and homework is consistently and effectively used

## **Leadership**

### **There is a clear vision for the enjoyment of Art & Design and uptake of art at GCSE is strong**

- Support the Head of Department in departmental development planning (including post holders development plans)
- Development and management of the department wider learning offer
- Support and encourage students to progress to further and higher education or training in Art & Design related courses (including organisation of wider learning programmes)

### **Teachers within the department are well supported to carry out their roles**

- Support the Head of Department in the performance management of staff
- Undertake regular coaching and mentoring of teachers at this department
- Ensure all teachers at this department are confident and consistent in their use of department systems
- Effective management of support staff (Teaching Assistants /technicians)
- Responsibility for all Health and Safety procedures

## **Personal development and wellbeing**

### **The Art & Design Wider learning Programme is a model of outstanding practice**

- Art clubs & competitions are available at KS3-5
- Additional support is provided for pupils at risk of not achieving their GCSDE target
- Art extension curriculum courses are run to provide stretch opportunities for HAPs in art, with equal representation from all pupil cohorts

All staff are expected to make a contribution to the wider life of the school (enrichment activities, clubs, trips and visits or support activities).

*Mainscale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2012); these also apply to all management post holders.*

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## **Key measures of success**

- Public Examination results - Headline target figures

- External Evaluation Systems (FFT5 KS4)
- % of students on target in internal /external assessments
- Internal VA measures
- Uptake of Art at KS4

## Person specification

	<b>Essential</b>	<b>Desirable</b>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• University Graduate with a good degree in Art &amp; Design</li> <li>• Qualified Teacher Status</li> <li>• You must be able to teach Art &amp; Design up to GCSE</li> <li>• Successful experience as an Art &amp; Design teacher within a high achieving secondary school</li> <li>• A proven record of success in raising standards</li> <li>• Experience of curriculum development</li> <li>• Experience of the use of student results analysis outcomes to inform practice and target improvement</li> <li>• Knowledge of the requirements of the National Curriculum and KS3/4 courses</li> <li>• An understanding of recent curriculum and teaching/learning developments</li> <li>• An ability to develop effective curriculum resources in Art &amp; Design to meet the needs of the full ability range</li> <li>• An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress in Art &amp; Design as part of a whole school approach to raising achievement</li> <li>• An understanding of the processes and techniques required to assess record and report students' learning effectively</li> <li>• A commitment to the principles and practices of Assessment for Learning</li> <li>• A commitment to developing Literacy</li> <li>• An ability to use ICT programmes and packages to promote learning</li> <li>• An understanding of the role of Art &amp; Design within the wider curriculum</li> <li>• An understanding of the importance of, and a willingness to participate in, extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further professional development</li> <li>• Experience in Moderating AQA GCSE and/or A level Art</li> <li>• Successful experience of team leadership and management of staff</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A strong commitment to and ability to articulate and model the values of the Twyford Trust</li> <li>• A firm approach to discipline, and good classroom management skills</li> <li>• An ability to work within, lead and motivate a team</li> <li>• An ability to generate enthusiasm for your Art &amp; Design</li> <li>• Committed to the highest standards in all areas of school life (behaviour, academic, enrichment)</li> <li>• Strong grasp of contemporary educational issues</li> </ul>	<ul style="list-style-type: none"> <li>• A practising Christian</li> </ul>

	<ul style="list-style-type: none"> <li>• A proven team worker with a very strong commitment to collaboration</li> <li>• Has outstanding communication and interpersonal skills</li> <li>• Able to set challenging and achievable targets and ensure their delivery</li> <li>• Good time management/ able to multi task</li> <li>• Willing to contribute to the rich life of the school, including its extra-curricular offer</li> <li>• Clarity of vision/strategic thinker</li> </ul>	
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*The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>*

*You will also be expected to sign and adhere to the school's SAFEGUARDING CHILDREN & YOUNG PEOPLE and SAFE WORKING PRACTICE AGREEMENT which is available as a download on the school website Vacancies page.*