



**Application Pack for the position of
Art, Photography & Food Technician**

Glenthorne High School

Required as soon as possible

www.glenthorne.sutton.sch.uk

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DEPARTMENT: ART & PHOTOGRAPHY

The Art & Photography curriculum offers students the opportunity to develop and enhance their creative abilities and aesthetic awareness. Our aim is to nurture individual talent and inspire students to think independently and imaginatively.

We are committed to providing an inclusive learning environment where every student has equal access to creative, academic, and personal development—regardless of gender, race, ability, background, or beliefs. Our courses actively challenge stereotypes, prejudices, and preconceptions, and reflect the school's commitment to gender equality and multicultural awareness.

Student Achievement

Our courses are highly popular, especially at GCSE level, with results that highlight the success and dedication of our students:

GCSE Fine Art

36%	9-7 (National Average 23.8%)
94%	9-5 (National Average 59.7%)
98%	9-4

GCSE Photography

33.3%	9-7 (National Average 23.8%)
92.6%	9-5 (National Average 59.7)
100%	9-4

A level Fine Art

33.34%	A*-A
83.34%	A*-B (National Average 67.2%)
100%	A*-C (National Average 88.6)

A level Photography

16.7%	A*-A
83.34%	A*-B (National Average 67.2%)
100%	A-C (National Average 88.6%)



Facilities

The department is well-equipped with four dedicated art rooms, a dark room for photography, a computer suite, and additional specialist facilities including a printer and two kilns, used regularly for clay and glasswork. Key Stage 3 (Years 7–8).

KS3

Our focus is on developing students' appreciation, understanding, and enjoyment of Art. Students build confidence in using visual language through the exploration of diverse themes and materials such as drawing, painting, clay, and construction techniques. Each student is provided with a personal sketchbook to complete homework and document their creative journey. Progress is continuously assessed, with a formal test at the end of each academic year.

Key Stage 4 (Year 9 onwards)

Students begin their GCSE studies in Year 9, following the **AQA specification**. They may choose between **GCSE Fine Art** and **GCSE Photography**. Both courses encourage an adventurous and investigative approach. While strong drawing skills are beneficial, a willingness to develop and improve is essential for success.

DEPARTMENT: ART & PHOTOGRAPHY

A Level

At Sixth Form, students can further pursue their passion through **A Level Fine Art** and **A Level Photography**. Entry is based on prior GCSE performance or a portfolio of work. These courses require a high level of commitment, independence, and genuine interest in the subject. Students are encouraged to develop their ideas through personal research and creative exploration. The department also offers opportunities for gallery visits and residential trips to deepen their understanding of artistic practice and context.

Curriculum Goals

Programmes of study within Art & Photography are built around two key objectives:

- To introduce and develop concepts, methods, attitudes, and technical skills relevant to Fine Art and Photography.
- To explore the connections between Art and other subject areas, supporting interdisciplinary learning across the wider curriculum.

Assessment

We aim to make students effective assessors of their own learning. Self-assessment is encouraged through discussion and peer group appraisal.

Staff assessment is based on progress, effort, and attitude and is related by level to the standards of the National Curriculum for each Key Stage.

Annual reports to parents are the formal method of passing on levels and achievements to parents.

The Art subject area rewards students for good work with achievement. This form is an integral part of the curriculum arising naturally from work in progress and chart a student's progress as well as indicating aspects which need further development through challenging target setting.

Differentiated Learning

We aim to help students to set a pace suitable to their own intellectual capabilities and interests. This helps them to own their learning and take responsibility for it, both as individuals and as groups. They are then actively learning and making decisions as a result of the experience. Together, with the teacher involved, discussions can take place and clear aims set for the work.

With experience students can progress to making their own choices and handle their own achievements and select an outcome suitable to themselves.

All groups are mixed ability and reflect the range of a comprehensive school. All students have the opportunity to develop and extend their artistic skills and talents.

Frequent opportunity exists for students to exhibit their work and enter art competitions.

Extra-Curricular Activities

Extra-curricular activities offer a very positive benefit to all students and Art clubs are offered after school and at lunch time.

Several visits are arranged each year by the subject area and include visits to galleries, museums and places of interest such as the Saatchi gallery and The Photographers Gallery. Artwork is regularly exhibited in the school's Hub. The A level exhibition at the end of the year also offers the opportunity for Art students to see each other's work in a more formal setting.

Food Technology

The school are reintroducing Food Technology into the curriculum following a short break, we feel this will help to develop pupils knowledge in addition to building strong life skills.

JOB DESCRIPTION

Post title: Art, Photography and Food Technician

Hours: 24 hours per week, Term time only (38 weeks)

Reporting: Subject Leader for Art & Photography

Key Responsibilities

The Art & Photography/Food Technician holds a key role in supporting the Art & Photography/Food departments, ensuring that classrooms and workspaces are prepared and maintained for use by staff and pupils and ensuring an orderly, safe and healthy environment within the department.

Main duties

Curriculum

- To support teachers by preparing resources/equipment in readiness for lesson
- To check classrooms are ready for use and tidy, report maintenance and ensure resources are in the correct location for staff and pupils to find.
- To assist in the clearing up and tidying at the end of lessons.
- To support teachers with practical workshops and demonstrations in lesson.
- To provide 1:1 support to pupils with technical elements in their practical work.
- To be proactive and explore new techniques as appropriate.
- To organise printing for lessons when requested.
- To maintain printed resources and ensure they are available for each classroom.
- To collect pupil GCSE and A Level work in readiness for exam deadlines.
- Following teacher guidance, to manage administration for Art and Photography trips.
- To support and attend, where necessary, Art and Photography KS4 trips.

Resources Art and Photography

- Responsible for the ordering and receipt of tools, equipment, materials, ingredients and other items required for the teaching of Art and Photography, liaising with the Subject Lead on budgetary considerations.
- Responsible for recording, maintaining in good order and storing all resources, equipment, books, materials and projects used in the Art and Photography subject area.
- Liaise with DT Technician on recording, maintaining good order and storing all resources, equipment, books materials and projects used in the
- To maintain an up-to-date inventory of resources equipment for annual auditing.
- To maintain stocks of learning materials required by Art & Photography staff.
- To anticipate when specific resources will be required and place order in good time.
- To liaise with Finance staff on budgetary issues as required.
- To manage the Art 'shop' efficiently.
- To ensure all photography equipment is in good working order including the darkroom.
- To ensure digital and analogue cameras and general photography equipment are in good working order and ready for use.
- To set up the darkroom at the start of the day, ensure chemicals are mixed and ready for use.
- Assist in development of teaching resources by photographing different graded examples of GCSE and A Level work before pupils collect their work.

Resources Food Technology - Joint responsibility with DT Technician for:

- The ordering and receipt of tools, equipment, materials, ingredients and other items required for the teaching of Food Technology, Liaising with the Subject Lead on budgetary considerations.

- Responsible for recording, maintaining in good order and storing all resources, equipment, books, materials and projects used in the Food Technology subject area.
- To maintain an up-to-date inventory of resources equipment for annual auditing.
- To maintain stocks of learning materials required by Food Technology staff.
- Assist pupils with packaging products to take home.
- To anticipate when specific resources will be required and place order in good time.
- To liaise with Finance staff on budgetary issues as required.

Health & Safety

- To be responsible for the safe storage of equipment and materials and the disposal of waste products in accordance with the relevant regulations, guidelines and school procedures.
- To control and safely store all chemicals and specialised solutions, ensuring that current Health and Safety, COSHH regulations are adhered to.
- To ensure Food stocks are stored hygienically, dated, stored correctly and rotated.
- Ensure refrigeration is kept at correct temperature, is serviced and kept clean at all times.
- Ensure any knives or sharps are stored correctly and out of access to pupils unless in lesson.
- To report maintenance concerns to the Site team through software system.
- Assist teachers with clear up of equipment at the end of lessons.
- To ensure all Art & Photography/Food Technology classrooms are kept clean and locked when not in use.
- To liaise with 6th form technicians regarding tidying of rooms at the end of the day.
- To ensure events and workshops and the use of equipment and materials are done in accordance with Health and Safety requirements.

Displays

- To assist staff in preparing and setting up displays for events.
- To assist in the setting up exhibitions in the Hub.
- To assist with displays in all Art rooms.
- To develop the displays of art/photography around the school including updates and repairs.
- Circulation of posters for Art workshops and events in school building.

Support for the School

- Assist with whole school projects as required, such as assist in making scenery for school productions.
- To be aware of and support pupil difference and ensure all pupils have equal access to opportunities to learn and develop.
- To participate in training and other learning activities as required.
- To attend and participate in regular meetings.

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.
- To undertake any other duties as may be required from time to time by Subject Lead or SLT.

PERSON SPECIFICATION

Art, Photography & Food Technician

		Essential	Desirable
1.	Educated to GCSE level (or equivalent) with 5 GCSEs including English and Maths.	✓	
2.	Degree in an Arts related subject		✓
3.	Good literacy and numeracy skills.	✓	
4.	An active interest in Art and Photography and appreciation of how it benefits individuals and wider society.	✓	
5.	Direct experience in various practical aspects of Art and Photography.		✓
6.	A knowledge and understanding of digital and SLR cameras.		✓
7.	Experience of managing a photography dark room.		✓
8.	Computer literate with knowledge of Microsoft applications and adobe.	✓	
9.	Good planning and organisational skills and a flexible approach to managing own workload.	✓	
10.	Good communication skills with a people at all levels.	✓	
11.	Ability to maintain calmness whilst working under pressure.	✓	
12.	Presentation of an appropriate professional image in order to adhere to the school's Dress Code for staff.	✓	
13.	Ability to foster good working relationships with staff and pupils at all levels.	✓	
14.	Ability to work as part of a team as well as on own initiative.	✓	
15.	Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.	✓	
16.	Appreciation of the issues of confidentiality.	✓	
17.	Commitment to equal opportunities.	✓	
18.	Willingness to participate in, and show commitment to, own continuing professional development.	✓	
19.	An openness to develop knowledge and understanding of current health and safety processes and procedures such as COSHH.	✓	

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 two new science classrooms, a new 6th form facility and 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 Platinum 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.

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. Pupils take their options in Y8, and study their GCSE subjects for three years.

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 "Oaklahoma" and "Addams Family". 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 Y9, 10 & 11) 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 the following benefits to staff: Discounted Healthcare, Electric Vehicle, Cycle to work schemes, on-site parking, Employee Assistant Scheme, and a generous pension, both Teachers and Support. We also offer a flexible afternoon, a fortnight, during which fulltime teaching and support staff can work from home.



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 enhanced DBS disclosure, on-line check, references amongst other pre-employment checks.

SAFEGUARDING STATEMENT



Safeguarding at the Willow Learning Trust is of paramount importance. Each school in the Trust has its own Safeguarding Policy which is reviewed and approved by the Local Governing Body on an annual basis or more frequently if new guidance is received, and adopted by each school's Local Governing Body.

- The Board of Trustees receives a termly update on safeguarding from each school through Headteacher Reports.
- Each school nominates a Safeguarding Governor and a Deputy who visit the school to ensure that correct procedures are being followed and to check that the Single Central Record is up-to-date.

- Each school completes an appropriate safeguarding audit following Local Authority guidance which is reviewed by the Local Governing Body and submitted to the Trustees' Personnel Committee each year in the Autumn Term.
- Each school reports back to the Trustees' Personnel Committee on action taken to address development points identified in their audit.
- Each school puts in place appropriate systems and software to ensure effective safeguarding through filtering and monitoring of computer use.

For further information about the school, please visit our website at www.glenthorne.sutton.sch.uk

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 14th December 2025**

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

JOINING DATE: as soon as possible





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
- Recruitment and retention allowances
- Generous pension schemes
- Salary sacrifice schemes including: Cycle to work and Electric vehicles, legacy childcare vouchers
- Long service awards