

Creative Art Lead - Job Description

Pay Scale/Grade:	M1 – M6 and NQTs (TLRs to be considered dependent on accountability)
Reports to:	Head of Teaching & Learning/ Headteacher
Responsible for:	Phase Teaching staff/Class Support Staff
Liaison with:	Phase Teaching Staff, Phase Support Staff, Staff in other phases, Headteacher, Senior Leadership Team, Pupils, Parents/Carers.
Job Purpose:	<p>The Creative Art Lead is a classroom based role which allows an excellent classroom teacher to develop as a leader. The Creative Art Lead will be responsible for the leadership of an excellent primary art curriculum, ensuring all our pupils make excellent progress through key leadership actions.</p> <p>They will also model excellence through their own classroom practice.</p>

Key Responsibilities and Accountabilities

The Phase Leader will have key accountabilities for:

- To support, hold accountable, develop, and lead Art to secure high-quality teaching, the effective use of resources, and high standards of learning and achievement for all pupils.
- To be a member of the school Leadership Team and make a significant contribution to the strategic development and direction of the school.
- To work with the Leadership Team to secure progress for all pupils particularly in your phase.
- To support, develop and coach teaching and learning across your year groups, so that there is consistently good or better teaching across the phase.
- To lead and co-ordinate assessment across your phase.

Knowledge and Understanding

- What constitutes high quality in Early Years, Key Stage 1 and 2 educational provision and strategies for raising standards and outcomes all pupils across the key stages.
- How to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership.

Strategic Leadership

- Help develop a highly effective Phase Team through effective systems.
- Maintain an ethos and provide educational vision and direction which secures outstanding teaching and learning which leads to outstanding outcomes for pupils in the phase.

- Be able to present a coherent and accurate account of the pupil's performance and other self-evaluation evidence in a form appropriate to a range of audiences, including governors, the local community, Ofsted and others.
 - Lead by example, provide inspiration and motivation to your team. Embodify for the pupils, staff, governors, and parents the vision, purpose and leadership of learning in EYFS and Key Stage 1.
 - Ensure that all teaching staff and non-teaching staff are committed to the school's aims, and are accountable in meeting long, medium and short-term objectives to secure school improvement, and targets which secure the educational success of all children in the phase.
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Planning and Setting Expectations

- Lead and manage the creation and implementation of a Phase Action Plan, with particular emphasis on improving the quality of teaching, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, and in securing school improvement.
- Have high expectations of all pupils and staff.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Assessment and Evaluation

- To work with the Leadership Team to monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary.
 - To contribute to the School Evaluation Form.
 - Work with other lead professionals to ensure the use of comparative data, together with information technology about pupils' prior attainment, to establish benchmarks and set targets for improvement.
 - Use this information to from monitoring feedback to inform addressing areas for improvements.
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Relationship with Parents and the Wider Community

- Ensure that parents are well-informed about their child's attainment and progress.
- To develop an effective partnership with parents and help them understand how they can support their child's learning and personal development.
- Involve parents in the learning process through workshops and events.

Managing and Developing Staff

- Lead professional development of staff through example, creating strong teamwork.
- Support the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate.
- Mentor trainee and newly qualified teachers and support the induction of any new staff in the Phase.

Managing Resources

- Manage, monitor, and review the range, quality and quantity of all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money.

Managing Own Performance and Development

- Participate in arrangements for Appraisal and take responsibility for own professional development.
- Prioritise and manage own time effectively.

- Work under pressure and to deadlines.
 - Sustain own motivation and that of other staff in their phase.
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Class Teacher Responsibilities

- To be an exemplary teacher across EYFS/KS1/KS2.
 - To be a committed and active member of the staff team and school community.
 - To share the planning within a specified year group and to prepare and evaluate activities that lead to the effective education of the pupils in your charge, through half-termly, weekly and daily plans.
 - To liaise effectively with appropriate teachers when providing cover for your class, including supply cover for course attendance and PPA release.
 - To maintain effective records of pupil progress of the assigned class, including groups and individual pupils, using teacher assessment and any other agreed system.
 - To ensure the good behaviour of all pupils in the school, supporting whole school procedures, especially those in your care.
 - To be committed to the maintenance of high standards and equality of education throughout the school.
 - To follow the agreed school procedure for the display and presentation of pupils' work, ensuring that appropriate support staff are briefed fully regarding the presentation of displays.
 - To meet and inform parents of their children's progress, attitudes, attainment and targets through formal and informal meetings, both before, during and after school.
 - To promote the vision, aims and values of the school and to contribute to their development.
 - To play a full part in the life of the school, including staff meetings and briefings, INSET, assemblies, liaising with key stakeholders and school policymaking.
 - To participate fully in the school self-evaluation process including lesson observations and other appropriate evaluative activities (such as work and planning samples, moderation etc).
 - To implement all school policies, promoting equal opportunities for all.
 - To undertake any other particular duty reasonably assigned by the Head of Teaching and Learning from time to time.
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These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.

REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An Enhanced DBS with Child Barred List check will be requested.

Creative Art Lead - Person Specification

FACTORS	MEASURED BY
<p><u>ESSENTIAL QUALIFICATIONS AND SKILLS</u></p> <ul style="list-style-type: none"> • Qualified Teacher status • Clear communication/questioning skills – precise approach to written communication • ICT competent – Able to use IWB • A full Enhanced Disclosure with Child Barred List check from the Disclosure and Barring Service (DBS) • Right to Work in the UK 	<p><i>Candidates will be measured by their Application form, References, Observation, Interview and statutory pre-employment checks</i></p>
<p><u>ESSENTIAL TEACHING ABILITY and CURRICULUM UNDERSTANDING</u></p> <ul style="list-style-type: none"> • Evidence of successful classroom practice • Knowledge of strategies to support learning, progress and standards across the curriculum • A clear understanding of the National Curriculum and of modern truly interactive primary school teaching techniques. • Knowledge and experience of curriculum planning and assessment. • Effective classroom management skills – able to provide an effective environment for learning • Ability and willingness to teach across all Key Stages. • Commitment to the involvement of parents in their children’s learning. • A commitment to the integration of children with SEND in the mainstream school environment. • Understanding of child development and ability to recognise and respond to the individuality of pupils. 	<p><i>Candidates will be measured by their Application form, References, Observation and Interview</i></p>
<p><u>ESSENTIAL OTHER QUALITIES</u></p> <ul style="list-style-type: none"> • Well-developed interpersonal skills and the ability to develop and maintain good relationships with staff, parents and pupils. • Ability and commitment to work closely as part of a team. • Willingness to contribute to all areas of school life. • Strong commitment to the importance of the school as part of the community. • A strong belief in the importance of the development of the emotional, cultural/spiritual/sporting interests of the child. • Excellent organisational skills. 	<p><i>Candidates will be measured by References, Observation and Interview</i></p>