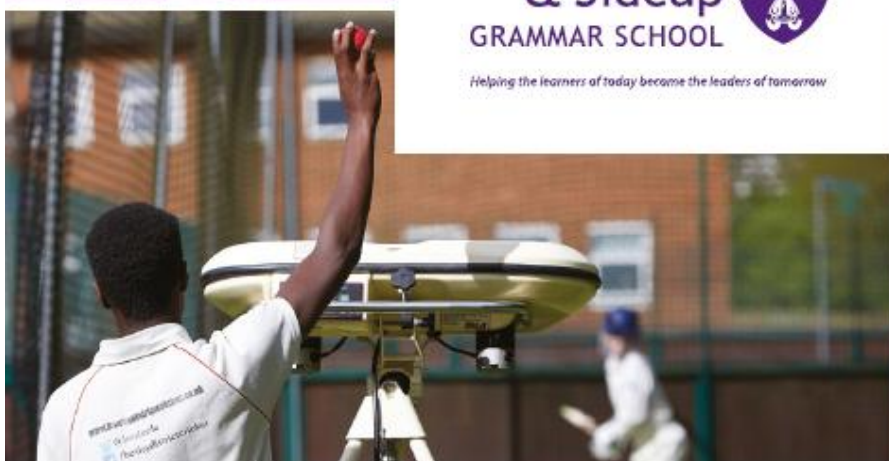




Chislehurst  
& Sidcup  
GRAMMAR SCHOOL



*Helping the learners of today become the leaders of tomorrow*



## Curriculum Leader of Art Recruitment Pack



Dear Applicant,

Thank you for your interest in the position of Curriculum Leader of Art at Chislehurst & Sidcup Grammar School. This is a fantastic opportunity for an inspirational applicant to provide strong leadership, able to inspire both staff and students and committed to delivering high-quality teaching across key stages 3, 4 and 5.

Chislehurst & Sidcup Grammar School is one of the top performing grammar schools in the South East, based in the London suburb of Sidcup. We are a heavily oversubscribed mixed selective school where students excel, with many going on to Oxbridge or other Russell Group universities. Our students are bright, motivated and enthusiastic and thrive at Art in a highly successful department.

Successful applicants will show considerable initiative and be prepared to innovate both in the classroom and in the field. Above all, they will be passionate and strongly motivated to play a pivotal role in the future of Chislehurst & Sidcup Grammar School.

I very much look forward to receiving your application and meeting you.

Nigel Walker, Headteacher





## Our school

The school opened in the Autumn Term of 1931 and has been at three different sites since then. CSGS has been at the current site for over fifty years and has undergone considerable building development, ensuring that we have purpose-built buildings for Art and Design, Performance and Sixth Form study. There has also been the development of sporting facilities with flood lit netball courts and full gym equipment (which staff are able to use after school).

CSGS aims to educate and prepare for life, able students from all backgrounds. This mission is dynamically carried forward within a caring, happy and supportive community. We look to develop the character of our students focusing on resilience, intellectual curiosity, courage, creativity, commitment, responsibility, gratitude and compassion. The ingrained idea of excellence in school life allows students to reach the highest academic, sporting, cultural and aesthetic standards.

The special quality of learning in the classroom is equally matched by the richness of teaching that students experience. We aim to help our students to leave the school fully prepared for the future ahead of them and, as our school motto states, we believe that 'from hard work character grows'. *Abeunt studia mores*.

Whilst healthy academic competition is central to the CSGS ethos, there are also many opportunities for students to enter into the wider life of the school. Service to the school and community is enthusiastically performed and high levels of leadership and responsibility are actively taken on by students at all levels. There is a supreme belief that building CSGS's tradition of excellence comes not from dwelling on yesterday's successes but performing tomorrow's tasks.

Take a tour of our school. <https://virtuelschooltour.co.uk/chisandsidgrammar/>







## Why join the teaching staff of Chislehurst and Sidcup Grammar School?



### Academic success

CSGS is one of four grammar schools in Bexley and as such our students all pass an entrance examination in order to attend the school. Our results reflect both the hard work of the students and the teachers with the GCSE results for 2024 giving us a Progress 8 score of 0.82 and our A level students continuing to move on to top institutions.

The focus on the academic progress that the students make in the school is evident from the school's priority to ensure that the academic and pastoral support is on offer with the role of Head of Learning for each year group and a Learning Manager to provide a key link with parents.





## Continuing Professional Development

As well as outstanding students who are keen to learn we look to have a happy staff who are able to develop professionally.

We offer an internal CPD programme that is personalised for a teacher's needs and considers the needs and wants of the teaching staff. There is a clear focus on Teaching and Learning with staff delivering thoughtful and thought-provoking sessions that always include opportunities for sharing of good practice and working together collaboratively. This sharing of good practice is encouraged further through all teaching staff being given time to visit another school to share ideas which can be brought back to their curriculum areas. There is also a specific training programme for any Early Career Teachers.

All new staff are also given a mentor to enable them to have a member of staff that they can go to for any additional support or questions that they may have as well as a member of the Senior Leadership Team being responsible for the Induction of New Staff. Working parties have also been used when staff are looking to develop a key issue.

## Wellbeing

It is of vital importance to us that our staff are happy and enjoy coming to work. In order to enhance this, we offer wellbeing sessions where staff have the opportunity to learn a new skill and spend time with other staff. Staff here at CSGS are also a close community with free gym access to onsite facilities. The staff society also organise a Christmas party every year.

Our continued commitment to the wellbeing of our staff and students is further evidenced by achieving a Wellbeing Award for the support of the wellbeing of our staff and students.

We offer a comprehensive Wellbeing employee assistance programme 24/7.





## Additional benefits

Further to this, we offer a competitive pay and pension scheme and to support parents we offer a priority to children of members of staff to join this school (subject to passing the 11+ examinations). All staff will also receive a tailored induction programme as well as a professional development scheme (as

mentioned above) with the possibility of funding for additional qualifications. We offer discounted local gym membership (in addition to free use of our on-site facilities), free car parking on site, cycle to work and on-site dining with superb food.





## The Art Faculty

### General Information

The aim of The Art Department is to inspire, educate, and fully prepare our students to become exceptional art practitioners and designers of the future. Through a unified curriculum that incorporates a broad spectrum of disciplines integrating art practice and the study of artists, designers and craftspeople, our students are prepared to go on to the most prestigious colleges and universities in the country and develop careers at the highest level. With a commitment to promoting strong ethical values, we are dedicated to engendering students' productive, creative and innovative participation within the field of visual arts and making connections to their world and other study areas from Humanities to Science, through to political and social concerns.

The Art Department offers an eclectic range of experiences to enrich and develop our students such as Life Drawing, Gallery Visits, Art Tours, and Collaboration with local artists on group projects, Art Clubs and Competitions resulting in successful winners such as The Saatchi Gallery Schools Prize, Tate Modern Innovative Teaching Prize and The Fourth Plinth Art Prize. Student Artworks are exhibited annually in the purpose-built Curve Gallery promoting ownership and aspiration.

The Art Department is a high achieving 3.2K facility situated on the school campus in The Quentin Blake Building, named after a former pupil Quentin Blake, the renowned Illustrator. GCSE and A Level Art results have been consistently outstanding for many years. The department focuses on Independent Learning across all key stages, employing a diverse range of teaching approaches and strategies to deliver the curriculum. Our pupils are confident, enthusiastic and eager to experiment and explore their creative potential.

### The curriculum

#### KEY STAGE 3

The Art Department deliver a high-quality art and design education to engage, inspire and challenge pupils, building knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they develop critical thinking and acquire a more in depth understanding of art and design. Throughout KS3 the building blocks of Art and Design are instilled through study of the formal elements in a variety of creative and research projects, exploring their ideas and recording their experiences. The rich curriculum aims for proficiency in drawing, painting, printing, sculpture, photography and other art, craft and design techniques underpinned with personal reflection and applied analytical skills, visual, oral and written.

From the start of Y7 Seven students produce work into a good quality sketch book exploring image making through a diverse range of media and techniques including photography, digital artworks and experimental making processes and handmade work along with traditional input on developing drawing skills.

Beyond the curriculum the Art Department offers Key Stage 3 Art Club, which is extremely popular and students can enter a number of competitions each year. Art Club outcomes are individual and exciting and can be seen displayed across the walls of the Art Department and within our own Curve Gallery space.



## KEY STAGE 4

The GCSE Art Curriculum at Chis and Sid is designed to challenge each student's potential to achieve at the highest level. Engagement is the key factor in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Importance is focused on students establishing confidence in taking risks and learning from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Throughout the Creative Process - development of critical understanding through investigative, analytical, experimental, practical, technical and expressive skills, is integral to the course content. Through this students can excel and progress to achieve top grades.

## KEY STAGE 5

A Level Art course at Chis and Sid Art Department enables students to successfully apply to the most competitive Universities and Colleges in the UK and abroad gaining offers and taking up places. Twice winner of the Saatchi Schools Art Prize, the Art Department environment is both challenging, competitive and supportive. The A level Art course aims to develop intellectual rigour. Skills such as; imagination, creative and intuitive capabilities, investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement, underpin the high achievement of the students delivered through group critique and a tutor style approach. Working across interdisciplinary areas is where students experience a series of wide-ranging practical workshops contributing to the richness of the A Level Art curriculum. London's proximity provides a unique opportunity for students at Chis and Sid to access, engage and absorb the creative wealth of the capital city. Critically, independence of mind and developing communication skills around their own ideas, their own intentions and their own personal outcomes across art, craft and design processes and an awareness of the contexts in which they operate, inform individual specialised routes of study through the A Level Art course.

## Results

Our results are excellent. In the summer 2025, 79% of our GCSE students achieved a grade 7 or above, with 31% gaining a Grade 9. At A Level, we have a 100% pass rate, with 80% of our students achieving grades A\*-B. Many A Level Fine Art students move on to prestigious London Art Colleges such as St. Martins, Camberwell, Chelsea, Slade, UCA and Goldsmiths etc

## Extra-Curricular

The London based international Art scene local to Sidcup, is central to actively promoting the work of others, celebrating other cultures and supporting diversity in the interaction of our students through regular Gallery visits. This underpins both practical outcomes and a progressive understanding and appreciation of contextual and critical studies. The foundations for Independent learning are embedded at KS3 level through the Independent Extended Task Projects scheme. At KS4 and KS5 this is presented as an essential component to their own development as applicable to Art studies at GCSE and A level but also importantly, as a life tool. The confidence to undertake the concept of challenge and risk taking is central to the curriculum at KS4 and increasing the overriding strand at KS5. We encourage students to be ambitious in the application of techniques and processes to realise personal and original intentions and





outcomes through personal creative investigations that are rigorous and experimental and contain a high level of challenge.

Understanding of the impact of Art is key to developing student awareness in how Art and Design spans international boundaries, enterprise, political, social, cultural and commercial fields and the subsequent influence across these aspects of society.

Pupils display their artworks in a double height professional gallery “The Curve Gallery” on an annual basis and the public and parents are invited to The Art Show.

Trips include:

- Yr10 - Orbital Sculpture - Olympic Park/Photography Trip
- Yr10 - National Portrait Gallery
- Yr10 - Saatchi Gallery
- Yr10 - Royal Academy of Art - Summer Show
- Yr10 - Royal Academy of Art - Life Drawing Workshop
- Yr11 - Saatchi Gallery
- Yr11 - Tate Modern
- Yr11 - The Hayward Gallery
- Yr11 - The Photography Trip to Margate
- Yr11 - UCAS event - ExCel Centre
- Yr11 - Saatchi Gallery
- Yr11 - Royal Academy of Art - Life Drawing Workshop
- Yr11 - The Creative Process Lectures - University of London (twice yearly).

## Key Stage 5

Trips

- Yr12 - East End Art Tour - small private galleries around the East end of London
- Yr12 - Royal Academy of Art - Summer Show
- Yr12/13 - Saatchi Gallery
- Yr12/13 - Royal Academy of Art - Life Drawing Workshop
- Yr12/13 - Saatchi Gallery
- Yr12/13 - The Hayward Gallery
- Yr12/13 - UCAS event - ExCel Centre

Yr12/13 - The Creative Process Lectures - University of London



# Job Description

**The role:** Curriculum Leader of Art

**Start date:** 1<sup>st</sup> June 2026

**Salary:** MPS/UPS Outer London (Currently £37,870-£56,154) + TLR 2C (Currently £8,611)

**Contract:** Permanent

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually as part of the performance management process.

**LINE MANAGER:** Senior Leadership Team Member

In addition to the requirements of a class teacher, areas of responsibility and key tasks will be:

## GENERAL RESPONSIBILITIES:

### A. STRATEGIC DIRECTION AND DEVELOPMENT OF THE SUBJECT

Within the context of the school's aims and policies, curriculum leaders will develop and implement subject policies, plans, targets and practices.

They will:

1. Meet regularly with the designated Line Manager;
2. Develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, and effective teaching and learning;
3. Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;



4. Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
5. Use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils;
6. Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
7. Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which:
  - a. contribute to whole-school aims, policies and practices, including those in relation to rewards, behaviour, discipline, bullying, and racial and sexual harassment;
  - b. are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
  - c. identify realistic and challenging targets for improvement in the subject;
  - d. are understood by all those involved in putting the plans into practice;
  - e. are clear about action to be taken, timescales and criteria for success;
8. Monitor the progress made in implementing subject improvement plans and achieving subject examination targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement;
9. Ensure the curriculum area is compliant, as appropriate, with the *Every Child Matters* agenda (i.e. 'Being healthy', 'Staying safe', 'Enjoying and achieving', 'Making a positive contribution' and 'Achieving economic well-being').

## B. TEACHING AND LEARNING

Curriculum leaders will secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement.

They will:

1. Ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational, emotional, behavioural or linguistic needs;
2. Ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
3. Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;
4. Ensure effective development of pupils' literacy, numeracy and information technology skills through the subject;
5. Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement (formative assessment);
6. Ensure that assessment opportunities are in place for learners to show what they know, understand and can do;





7. Ensure that teachers of the subject write comprehensive reports and reviews for publication to parents and also ensure these have been proofread;
8. Ensure that all teachers of the subject keep up-to-date records of pupils' achievement and progress and that this information is readily available for potential use;
9. Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject;
10. Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching;
11. Establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational, emotional, behavioural or linguistic needs;
12. Monitor and evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
13. Ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
14. Ensure that teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;
15. Ensure that teachers of the subject know how to recognise and deal with racial and other types of stereotyping;
16. Ensure consistent, firm and fair behaviour management across the curriculum area and compliance with whole school behaviour policies;
17. Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
18. Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding;
19. Ensure that the requirements of Work Related Learning and Citizenship (as they relate to the subject area) are addressed through schemes of work and teaching;
20. Ensure that pupils in that curriculum area experience the ICT opportunities specified in school policy, the National Curriculum and examination syllabuses.

### **C. LEADING AND MANAGING STAFF**

Curriculum leaders will provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

They will:

1. Help staff to achieve constructive working relationships with pupils;
2. Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
3. Ensure quality control in the completion of subject reports;



4. Ensure involvement of colleagues in the curriculum area's annual 'Self-evaluation' and 'Subject improvement plan' and ensure timely completion and submission of these documents;
5. Sustain their own motivation and, where possible, that of other staff involved in the subject;
6. Performance manage colleagues as required by the school policy and use the process to develop the personal and professional effectiveness of the colleague;
7. Audit training needs of subject staff;
8. Lead professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development by methods such as mentoring, coaching, drawing on other sources of expertise as necessary, for example, higher education, LEAS, subject associations;
9. Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction;
10. Enable teachers to achieve expertise in their subject teaching;
11. Work with the SENCO and any other staff with special educational needs expertise, to ensure that individual education and / or behaviour plans are used to set subject specific targets and match work appropriately to pupils' needs;
12. Ensure that the Headteacher, senior leaders and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

#### **D. EFFICIENT AND EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES**

Curriculum leaders will identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely.

They will:

1. Establish staff and resource needs for the subject and advise the Headteacher and senior leaders of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money;
2. Deploy, or advise the Headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise;
3. Ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
4. Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
5. Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
6. Ensure that there is a safe working and learning environment in which risks are properly assessed.

#### **SPECIFIC RESPONSIBILITIES:**



To be agreed with Line Manager.

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It may be reviewed and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the academy unit at the reasonable discretion of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

*The school is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. Offers of employment are subject to a satisfactory enhanced DBS disclosure and other employment checks.*





## Person Specification

|                | ESSENTIAL  | DESIRABLE   |
|----------------|--|---|
| QUALIFICATIONS | <ul style="list-style-type: none"> <li>• Good honours degree in a relevant subject</li> <li>• Teaching qualification</li> </ul>  | <ul style="list-style-type: none"> <li>• Higher degree</li> <li>• Evidence of other professional study</li> </ul>   |
| EXPERIENCE     | <ul style="list-style-type: none"> <li>• Strong record of teaching experience</li> <li>• Successful involvement in educational change at KS3, KS4 or post 16</li> <li>• Leadership of a departmental or pastoral initiative</li> </ul>   | <ul style="list-style-type: none"> <li>• Middle management experience of an academic area</li> <li>• Experience of at least one other large school</li> </ul> |
| TRAINING       | <ul style="list-style-type: none"> <li>• Strong awareness of educational developments</li> </ul>   | <ul style="list-style-type: none"> <li>• Evidence of training for strategic management</li> </ul>   |
| SKILLS         | <ul style="list-style-type: none"> <li>• Leadership and management skills</li> <li>• Strong and methodic administrative skills</li> <li>• Excellent communication and interpersonal skills</li> <li>• Positive pupil behaviour management skills</li> <li>• Strong ICT competence</li> <li>• Analytical and problem solving skills</li> </ul>  |   |
| QUALITIES      | <ul style="list-style-type: none"> <li>• Strong public presence</li> <li>• Ambitious and self-confident</li> <li>• Student focused commitment</li> <li>• Ability to inspire</li> <li>• A clear educational vision</li> <li>• A sense of humour</li> <li>• Strong motivation and sense of initiative</li> <li>• A willingness to go the 'extra mile'</li> <li>• Open and transparent work ethic</li> <li>• Flexibility</li> <li>• Evidence of 'going the extra mile'</li> </ul> |   |
| SAFEGUARDING   | <ul style="list-style-type: none"> <li>• Suitable to work with children. All positions subject to a satisfactory enhanced DBS disclosure.</li> </ul>   |   |



## How to apply

Further details together are available either from the school website [www.csgrammar.com](http://www.csgrammar.com) (Vacancies) or by emailing [csgshr@csgrammar.com](mailto:csgshr@csgrammar.com). Please complete your application form via [www.TES.com](http://www.TES.com). Applications will be considered on receipt and interviews may occur at any stage.

If you have any questions, please contact [csgshr@csgrammar.com](mailto:csgshr@csgrammar.com)

### References

Please note that it is our practice to take up references before shortlisting for interview. Current and previous employers will be contacted as part of the verification process pre-appointment checks.

When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your current/most recent employer. References from relatives or friends are not acceptable.

### Safeguarding

The school is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. Offers of employment are subject to a satisfactory enhanced DBS disclosure and other employment checks.

CSGS is an Equal Opportunity Employer. We do not discriminate on the basis of age, disability, sex, race, religion or belief, gender reassignment, marriage/civil partnership, pregnancy/maternity or sexual orientation.

We are fully inclusive and actively promote equality of opportunity for all. We welcome all applicants from a wide range of candidates.

Selection for roles will be based on individual merit alone.

### How to find us

The school is located within a 5-minute walk from Sidcup train station which provides a quick connection to London, has local bus services and is close to both the A2 and M25.

<https://www.google.co.uk/maps/dir//Chislehurst+%26+Sidcup+Grammar+School%2CDA15+9AG>