



**Application Pack for the position of  
Director of Arts**

Glenthorne High School

Required from September 2021

[www.glenthorne.sutton.sch.uk](http://www.glenthorne.sutton.sch.uk)

## PACK CONTENTS

---

Letter from the Headteacher	3
Job Description	4, 5 & 6
Person Specification	7 & 8
Information for applicants	9 & 10
Department Arts & Photography	11 & 12
Department of Music	13
Department of Dance	14 & 15
Department of Drama	16
Department of Artsone	17
Guidance to applicants	18 & 19
Dates for your diary	20

## LETTER FROM THE HEADTEACHER

---

March 2021

Dear Candidate

Thank you for your interest in this exciting opportunity to help lead the Arts in our exceptional school.

Glenthorne High School is a highly respected school with an excellent reputation. We provide outstanding education to our local community in Sutton and Merton. You can see a little of the excellent work we undertake through these links to our virtual Prospective Parents Evening 2020 and 6th Form Open Evening 2020:

<https://www.glenthorne.sutton.sch.uk/app/os#!/about-glenthorne-2/virtual-presentation>  
<https://www.glenthorne.sutton.sch.uk/app/os#!/6th-form-2/6th-form-admissions>

The school is recruiting for a Director of Arts with vision, excellent leadership and management skills to work with me in taking the Arts departments forward during the years ahead. The postholder will carry specific responsibilities for leading Drama, Dance, Music, Art and Photography and will be instrumental in maintaining and enhancing our standing in the local community and our 'Outstanding' status.

Included within this pack are the instructions on how to apply, together with the dates for the various stages of the selection process.

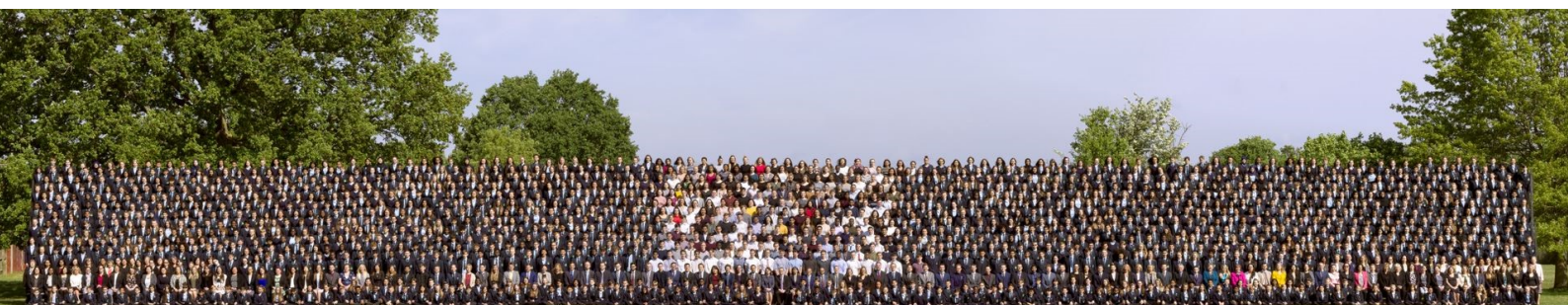
We hope to hold our selection process face-to-face week and will ensure strict Covid safety measures are in place in order that this can go ahead.

Once again, thank you for your inquiry, I look forward to receiving your application.

Kindest regards

Sarah Peacock

Designate Headteacher





## JOB DESCRIPTION

---

<b>POST TITLE:</b>	Director of Arts (Arts & Photography, Music, Dance & Drama)
<b>SALARY:</b>	Leadership scale
<b>REPORTING:</b>	Associate Headteacher

### MAIN DUTIES/RESPONSIBILITIES

The Director of Arts will be responsible to the Headteacher, through a member of the Senior Leadership Team, for developing the arts provision at the school and ensuring the progress and achievement of all pupils within Dance, Drama and Music. They will be responsible for their own teaching responsibilities as set out in the School Teachers' Pay and Conditions Document. They will also be responsible for the following:

### WHOLE SCHOOL

- To participate in the development, management and running of the school as a Senior Leader taking an active interest in the whole curriculum and pastoral care of the school.
- To offer a role model for teaching.
- To advise the Governors, Headteacher, Senior Leadership Team and Middle Leaders and to be a member of various whole-school committees as required.
- To attend Middle Leaders' meetings and Subject Leaders' meetings as well as Senior Leadership meetings as required.
- To organise Subject Team meetings and contribute to cross-curricular meetings and School Improvement Plan meetings as required.

### SCHOOL IMPROVEMENT PLAN/SELF-EVALUATION

- To have a clear vision for raising the profile of the Arts at the school and within the community
- To have a clear vision for the development of the Arts Subject Areas.
- To participate fully in the overall aims, and implementation of plans for the school.
- To evaluate the achievement of pupils and the success of policies, plans and procedures through the school self evaluation process.
- To lead the development of the Arts Improvement Plan to promote pupil achievement and raise standards.
- To plan and lead a process of regular review of school policies related to the Subject Area.

### PUPILS

- To be accountable for standards of pupil achievement, attainment and behaviour within the performing Arts, ensuring that prior attainment data is used effectively for pupils to make good progress.
- To monitor pupils' achievement and attainment through their progress grades, to identify underachieving groups or individuals and to develop strategies to combat underachievement.
- To set and communicate challenging targets for pupils on a collective and individual basis.
- To monitor and evaluate the homework set within the performing Arts and ensure that it is set for the correct evenings, the right amount of time and is sufficiently challenging for pupils of all abilities.
- To monitor the behaviour of pupils in the Performing Arts and take steps to ensure that all pupils conform to the Code of Conduct and do not disrupt the learning of others.
- To provide information to parents, pupils and colleagues about progress and the work of the Arts.

- To develop an effective rewards system in the performing Arts subjects.

## **MANAGEMENT**

- To monitor and evaluate all aspects of the Arts Team's work and take action as necessary to achieve improvement.
- To lead and manage the staff within the Arts and have high expectations of their performance.
- To be responsible for the performance management of a number of staff within the Arts including all TLR holders.
- To be accountable for Health & Safety in all activities delivered by the department.
- To promote the professional and career development of staff in the Subject Area including NQTs and Beginning Teachers.
- To support Subject staff to uphold high standards of discipline.
- To advise the Headteacher about the recruitment and appointment of new staff and to participate in their selection.
- To ensure the implementation of school and Subject Area policy by members of the team.
- To build and co-ordinate a team, consulting members of the Subject Area and making their views known to appropriate bodies and to keep them informed of school, local and national developments.
- To plan, manage and oversee resources and rooming in the Subject Area.
- To manage resources efficiently for the benefit of pupils, including GSA and the working environment.
- To ensure that good practice is shared within the department.
- To ensure the performing Arts Departments inventories are kept up-to-date.

## **CURRICULUM**

- To be accountable for and monitoring achievement at KS4.
- To maintain an overview of achievement at KS5.
- To lead and manage the process of curriculum development in the performing Arts, conforming with the agreed Arts vision, the current legislation, the aims of the school and in the best interests of pupils.
- To ensure that schemes of work are regularly reviewed, updated and delivered effectively by staff to ensure progression and high achievement.
- To ensure that all examination groups meet the Boards' requirements.
- To contribute to the construction of the school timetable.
- To review and update policies related to Subject Area responsibilities and keep the Subject Area handbook up-to-date.
- To oversee The Arts extra-curricular provision and ensure that a high quality, inclusive offer is in place.
- To develop policies and practices for assessing, recording and reporting on pupil achievement within the Subject Area in line with whole-school policies.

## ARTS SELECTION

- To overview and monitor performing arts selection process.

## MEETINGS

- Lead Arts Steering Group meetings.
- Collate and report on feedback/issues raised by colleagues and pupils with regard to admissions in order to inform whole-school review and improvement planning.

## SHARED DUTIES

- To take delegated responsibility for the implementation of the school's Health & Safety Policy where appropriate.
- To work with colleagues in implementing and developing cross-curricular themes and new school initiatives.

**The Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.**



# PERSON SPECIFICATION

## DIRECTOR OF ARTS

### ESSENTIAL CRITERIA

1.	UK Qualified Teacher status for teaching secondary education as recognised by the DfE.
2.	Graduate in Arts related subject, with a good degree.
4.	Minimum of five years' teaching experience.
5.	Experience of working within the comprehensive school system and awareness of the demands of a mixed comprehensive school.
6.	Proven classroom management skills.
7.	Be able to demonstrate the qualities of a Lead Practitioner in the Arts.
8.	Detailed knowledge and understanding of the National Curriculum and Ofsted requirements for the Arts.
9.	Successful experience of curriculum innovation and raising achievement.
10.	Ability to teach outstanding lessons and to engage pupils across the age and ability range including A Level.
11.	High expectations of pupils' work, attitude and behaviour.
12.	Understanding of Arts links with other areas of the curriculum.
13.	Experience of leading, motivating and inspiring a team.
14.	A good working knowledge of ICT systems and the application of ICT in the classroom.
15.	Ability to prioritise and set personal targets.
16.	Commitment to, and willingness to organise and take part in, extra-curricular activities, including Saturday and holiday Revision Sessions.
17.	Ability to assume a form tutor role.
18.	Evidence of commitment to own professional development.
19.	Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.
20.	Commitment to equal opportunities.

## PERSON SPECIFICATION

---

### DIRECTOR OF ARTS

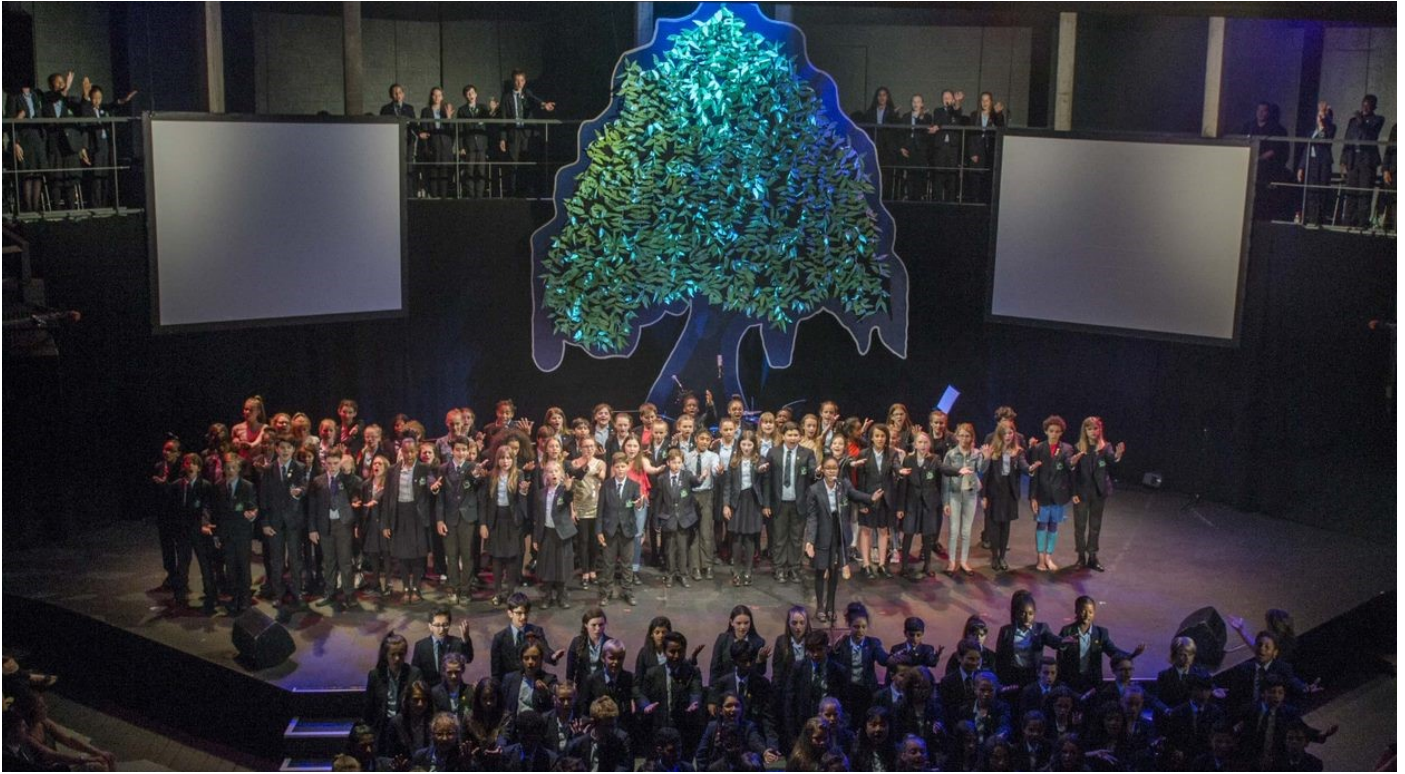
#### DESIRABLE CRITERIA

1.	Active in Arts related organisations outside the workplace.
2.	Previous work experience in the Arts.

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 and judged outstanding by Ofsted. In July 2017 we became part of the Willow Learning Trust with Aragon and Abbey Primary Schools.

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 the Hub incorporating specialist classrooms and a state-of-the-art Library. Our current project is the construction of two new science classrooms and a connecting corridor between buildings to improve circulation due to be completed Summer 2021.

We were inspected by OFSTED in May 2012 and were judged outstanding in all five categories. Inspectors recognised and celebrated the school's achievements, praising the school's "relentless drive for realising the highest academic standards for each student" and teachers' high expectations. Achievement was judged to be outstanding with "students making exceptionally rapid and sustained progress". Teaching was judged to be outstanding and inspectors highlighted the "wonderful opportunities" offered by the school both in and out of the classroom. Behaviour was judged to be outstanding and the report identified pupils' exceptional courtesy and respect. Leadership was also judged to be outstanding and inspectors praised the school's "very inclusive environment, where success is conspicuous and valued by students, parents, carers and staff alike".

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 2017. The SCITT comprises 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 Gold Award. We hold the Challenge Award recognising excellence in meeting the needs of our more able pupils. We have also been recognised as an Investor in People since 2005 and currently hold Investors in People Gold status. 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. We have a strong focus on CPD and run a comprehensive CPD programme for all staff at the school, including CPD for staff on every other Wednesday afternoon, known as CPD Wednesdays.

Our priorities are to continue to improve specific aspects of teaching and learning, develop our curriculum and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE results stand at:

37% of entries obtained A*/A grades or 9-7 grades	(2019 – 30.9%)
86% of pupils gained at least a standard pass in English and Maths	(2019 – 82%)
65% of pupils gained at least a strong pass in English and Maths	(2019 – 61%)
91% of pupils achieved at least a standard pass in English Language or Literature	(2019 – 91%)
78% of pupils achieved at least a strong pass in English Language or Literature	(2019 – 78%)
90% of pupils achieved at least a standard pass in Maths	(2019 – 85%)
71% of pupils achieved at least a strong pass in Maths	(2019 – 67%)
49% of pupils achieved the E-Bacc with a standard pass	(2019 – 42%)

#### A Level results:

100% Pupils achieved A*-E	(2019 -100%)
10.5% Pupils achieved A*	(2019 - 8%)
31.4% Pupils achieved A*/A	(2019 - 28.1%)
63.7% Pupils achieved A*-B	(2019 - 56.9%)
94.1% Pupils achieved A*-C	(2019 - 88%)

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. 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 "Les Miserables", "Starlight Express", "Annie", "Bugsy Malone", "Billy Elliot" and "We Will Rock You". 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 Y7) 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. We introduced a House System in September 2015 with all pupils (and staff!) being allocated to one of four Houses: Rollason, Rutherford, Turing and Morris. This has provided 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.



For those members of staff who use childcare facilities, we operate a Childcare Voucher scheme which assists employees meet the costs of their childcare. We also offer the cycle to work scheme to all staff.

Glenthorne High School is committed to promoting and safeguarding the welfare of children. As such, all posts are subject to an enhanced DBS disclosure and pre-employment checks.

For further information about the school, please visit our website at [www.glenthorne.sutton.sch.uk](http://www.glenthorne.sutton.sch.uk)



## DEPARTMENT: ARTS & PHOTOGRAPHY

---

The curriculum offered by the Art & Photography area gives students an opportunity to develop and enhance their creative abilities and aesthetic intelligence.

Through the curriculum we aim to promote courses that develop individual skills and talents. All students have an equal opportunity to develop creatively, academically and personally irrespective of their sex, race, ability, class and beliefs. We do challenge stereotyping, prejudices and preconceptions in all forms and aim to ensure that the content of our courses reflects the gender and multi-cultural policies which are practiced within the school.

Facilities for Art and Photography are good, with four dedicated Art Rooms, a dark room and post-16 Art study room. There are 3 printers and two kilns which are used regularly for clay and glass work.

At KS3 the aim is to encourage all students to develop an understanding, appreciation and enjoyment of the study of Art. Students develop a wide range of skills and explore a range of themes to build their confidence to use a visual language as fluently as possible. Programmes of study are designed to allow students to use a range of materials from drawing, painting, clay work to card construction. Each student also has their own sketchbook to allow them to complete homework and record each stage of the project. Students' progress is continually monitored with a test at the end of each year.

At KS4, which starts in Year 9, the department follows the AQA syllabus. There are two options at this level, GCSE Fine Art and GCSE Photography. Both courses require an adventurous and enquiring approach. Drawing may not be a student's strongest skill but a willingness to improve this is essential.

At A level the Art Department offers Fine Art and Photography. Students' acceptance onto these courses is based on performance at GCSE or a portfolio of work. At this level, students must have a genuine involvement in the subject and the ability to work and research ideas independently. Opportunities to visit galleries and go on residential trips are available to encourage students to develop a greater understanding of the work of others.

Programmes of work within the Art & Photography Area follow two main objectives:

- To introduce and develop methods, concepts, attitudes and skills as appropriate to learning in Fine Art and Photography.
- To explore the links between Art skills and other subject skills which enable inter-action across the curriculum.



## DEPARTMENT: ARTS & PHOTOGRAPHY

---

### **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. Art work 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 others work in a more formal setting.



## DEPARTMENT: MUSIC



The Music Department is a committed team dedicated to Musical Achievement for All. Our last Ofsted inspection found the teaching of music to be one of the school's strengths and praised the extra-curricular provision. The Music department ethos is to encourage creativity, success and professionalism for all pupils at Glenthorne High School. We strive to provide pupils with an exciting music education built on the core skills of performing, composing, listening and appraising. We aim to keep music alive and thriving in our school community, offering many transferable skills for all pupils.

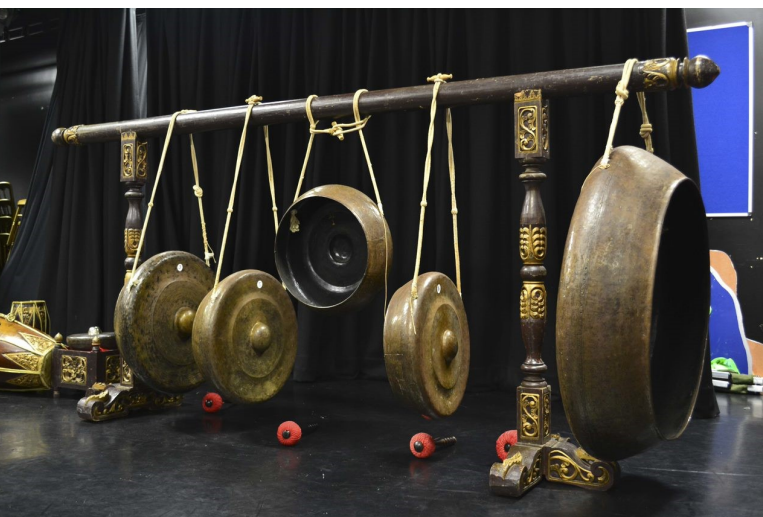
The Music department benefits from excellent whole school support, superb resources, strong leadership and a commitment to providing INSET and career development through our Professional Development programme.

The department is well resourced with three specialist Music classrooms, a Music Technology MAC suite, five practice Rooms, and a recording studio. Each classroom is equipped with tuned/untuned percussion, multi-track keyboards, Smartboards and 15 Music ICT stations.

The department currently offers three post-16 courses; Edexcel Music A level, Edexcel Music Technology A level, and BTEC Diploma in Music. We run GCSE Edexcel Music in year 9, 10 and 11. The department offers a well-balanced curriculum serving both performers and composers with a dedicated team of committed peripatetic instrumental Teachers. Additionally, there are 4 weekly Music theory enrichment classes.

The department actively promotes extracurricular activities that include: choirs, the Jazz Band, Music Technology club, Ukulele club, Orchestra and our thriving rock band scene. Venues in recent years have included The Royal Albert Hall, Sadlers Wells, The Barbican, Roundhouse Studios and the Rose Theatre where the school held its 60th Anniversary Creative Arts Show to a sell-out audience. There have been bi-annual Music tours to many European destinations, including Holland, Belgium, France, and Italy.

Glenthorne Musicians work closely with an outstanding Drama department to stage superlative productions, which provide performance platforms for both instrumentalists and composers.



## DEPARTMENT: DANCE

---



**Our Vision: To develop a department known for nurturing innovative and inspiring new dancers and dance work. To lead the way in the education of dance and be recognised for the way in which it contributes to the quality of life for both the school and local community.**

The Dance Department is a highly successful department with two full time members of staff and one part time. We have two specialist dance studios, one which can be made into a professional performance space.

### Dance Curriculum

In Year 7, pupils have three lessons per fortnight and 8 pupils have two. Year 8 have the opportunity to attend dance enrichment classes which run before school on a weekly basis. These classes are very popular and have helped to prepare pupils for GCSE both in terms of skills and commitment needed for dance. As well as delivering GCSE Dance and A level Dance, we also run a highly successful 'Dance Academy'; the Academy programme combines work with professional practitioners alongside BTEC L3 Performance (Dance). The workshops and classes are taken by both teachers and professionals from the industry, giving pupils a broader view and insight into different career paths in dance.

### GCSE Dance

GCSE Dance is a very successful course, gaining enough students for either 1 or 2 classes in Year 9, 10 and 11. The course aims to develop students' understanding of dance and its artistic and aesthetic qualities. Pupils are expected to develop their understanding through both practical and theoretical experiences.

The course studies 3 components; Choreographing, Performing and Appreciating. More specifically pupils study and experience famous works and choreographers, listed within the GCSE Dance Anthology. They experiment and play with Choreographic skills, both in practice and the theoretical application. The students are also challenged technically through the set phrases and performance of a duet/trio.

### AS/A Level Dance

The course focuses on the aesthetic and artistic qualities of dance and the use of movement as a medium of expression and communication.

The course develops communication of movement through a variety of contexts and an understanding arrived at through critical thinking about constituent features, choreographic devices and creative exploration. Technical skills are enhanced through the exploration of Contemporary Dance and other styles, performance skills and analysis and in depth creative investigations. Theoretical understanding is arrived at through: studio practice, analysis of set works and set areas of study including the Independent Contemporary dance scene and Rambert Dance Company.

## DEPARTMENT: DANCE

---

### Extra Curricular Activities

The department runs an extremely busy extra curricular programme and all activities are well attended. We run a Year 7 dance club, Junior and Senior Performance Groups (made up of selected students who gained entry to the school via their aptitude in Dance), our principle 6<sup>th</sup> form Company, BD1 Boys Company and Phase 8 Girls Company.

In addition, we run AD1 Youth Dance Companies on Saturdays split into three discreet Companies based on age and ability. All perform locally and nationally.

We also have pupils now on the C.A.T schemes at both The Laban Centre and London Contemporary Dance, developing their training.

Every year the Dance Department performs a Dance Showcase 'Impact' to celebrate the development of dance at the school. Students perform through a variety of different dance styles. This is a very popular event in the school calendar and an important part of the school's specialism in the Arts, with over 200 pupils from across the year groups taking part.

Throughout the year there are numerous opportunities for pupils to get involved in weekend dance projects, teaching projects and workshops, such as a week performing at The Edinburgh Fringe Festival, Dance tours to Spain and also taking part in projects and performances in London such as the Red Cross Dance Competition, Ignition Dance Festival and Richdance.





## DEPARTMENT: DRAMA

---

Drama is a hugely successful subject at Glenthorne High School and integral to the life of the school. We gained Specialist School Status in the Performing Arts in September 2002 and hold the Arts Mark Gold Award. A Saturday school for students is run in our Performing Arts Centre which includes a wide range of opportunities for community arts projects. Drama is championed by the Headteacher and all staff.

We are fortunate to have excellent facilities including three drama studios and a brand-new Performing Arts Centre, where we deliver all our lessons and regular stage productions. All our spaces have blackout facilities and are equipped with sound equipment and stage lighting.

Our aim is to empower young people and develop their understanding of theatre and build a passion for the art of performance. We explore a range of issues as well as using a variety of play texts to enable students to learn more about the curriculum, themselves, and the world in which we live. Students are taught in mixed ability groups, during year 7 and 8 students have 2 lessons per fortnight. GCSE lessons start in year 9 where students will have 4 lessons a fortnight, and finally in year's 10 and 11 this increases to 5 per fortnight. Every student in year 7 to 11 has the opportunity to visit the theatre as part of their curriculum each year. Year 7 pupils are also able to sign up for the opportunity to take Drama enrichment classes on a Friday morning to develop their performance skills and take part in different performances through the year. This year pupils will be performing an adapted outdoor version of Lord of the Flies.

In years 9 to 11, students take part in the AQA GCSE Drama course which finds an excellent balance of practical and theoretical Drama. We have extremely high uptake in GCSE Drama, teaching staff are offered the opportunity to teach GCSE.

We are also excited to have relaunched our production Arts course this academic year which gives pupils to opportunity to learn about theatre craft from a technical perspective. From year 9, pupils on this BTEC course are given the opportunity to learn about theatre design, from lighting to set and costume design, with sessions led by both teachers and our Theatre Technician.

Moving into KS5 we offer courses in A Level Drama (Edexcel) and BTEC Acting and Musical Theatre.

There is a vast program of extracurricular activity within the department which involves all staff. The highlight of the school year is undoubtedly the Whole School Production which takes place in November of each year. In November 2019 our production of We Will Rock You was a roaring success, which saw students from across year group and disciplines from stage production, to orchestra, band and performers come together to realise the vision for the performance. Productions at Glenthorne are treated as professional productions and are always innovative and incredibly exciting.

Our Junior Drama company will be taking part each year in the Shakespeare School's festival, previously performing Hamlet at the New Wimbledon Theatre. We take pride in the achievement of boys within Drama who are offered the opportunity to join ActorBoys, the boys recently performed a skit piece in the school library. We also offer a LAMDA club which generates excellent results with a 100% pass rate each year. We organise a range of theatre visits to supplement the curriculum and expand pupils understanding and experience of theatre.

Glenthorne also runs a successful Saturday Performing Arts School, Artsone, that teaches pupils from KS1 to KS5 and enhances their skills in drama, music and dance.





## DEPARTMENT: ARTSONE

---



ArtsOne offers unique learning experiences and authentic performance opportunities for young people aged from reception through to the sixth form. In our practical sessions, ArtsOne students are encouraged to explore their creativity, to challenge themselves to work on ambitious projects and strive towards their personal goals. Most importantly, ArtsOne is a safe and friendly environment where pupils work freely and can express themselves. By taking part in our high creative and vibrant programmes, students develop their self-confidence, technique and appreciation for their chosen discipline.

The staff at ArtsOne are highly qualified and experienced. They bring real-life industry expertise that gives the students a valuable insight into what it is like to study their chosen discipline in the sixth form and at university and even to prepare for professional work. We have outstanding facilities that range from specialist dance and drama spaces to professional quality music equipment.

Over the course of the year, we offer our ArtsOne students multiple opportunities to showcase their work through performances and competitions. This experience can be particularly beneficial to anyone studying a GCSE, BTEC or A Level course in Dance, Drama and Music as it will give them lots of opportunities to develop their technique and confidence.



# 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.

## REFEREES

If you are offered the job, the offer will be made subject to receipt of satisfactory references, 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. At the interview, you will be asked questions related to your Personal Statement as well as issues relating to safeguarding and promoting the welfare of children. Any issues of concern arising from a reference will also be explored during the interview process.

### **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 **10 am, Friday 23rd April 2021**

**JOINING DATE:** 1st September 2021