



Welcome to our Trust

Head of Art

Recruitment Pack



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Welcome to Anglian Learning

Thank you for your interest in the position of Head of Art at Bassingbourn Village College.

Anglian Learning is an ambitious, forward-looking multi-academy trust. Our members share the firm belief that all young people deserve to have access to an excellent education and exciting opportunities, which in turn will help prepare pupils to thrive in their local, national and global communities.

This is reflected in our Core Purpose of Transforming Together to enable inclusive and aspirational learning in every classroom, empower leaders across every academy, and ensure inspiring opportunities and educational success for our learners, people and communities.

Our organisation has been founded on strong collaborative and trusting relationships, where everybody is committed to sharing their successes, but equally open to innovative ideas and alternative perspectives. We also passionately believe that our most valuable resource is our people, and if you apply and are successful in your application, we promise to develop and support you in your career, as well as provide a caring, friendly environment in which to work.

For an informal discussion regarding this role, please contact Joanna Handsley, HR Officer at hrrhub1@anglianlearning.org

I hope that you find the following information useful. If you wish to make an application for this vacancy, please see the instructions within.

We look forward to hearing from you.

Jonathan Culpin
CEO, Anglian Learning



Our Values:

Aspiration

We are ambitious for ourselves and all those in our community to be the best we can be



Community

We underpin our relationships with a culture of support, respect and trust, recognising we are stronger together



Empowerment

We enable our academies, staff and learners to embrace new ideas and think creatively



Inclusivity

We believe in equality of opportunity, celebrating everyone's differences and supporting learners of all abilities from all backgrounds



About Anglian Learning

Founded in September 2016 of four community-facing secondary schools seeking to share knowledge and provide mutual support, Anglian Learning has grown over the past seven years to be one of the leading school trusts in the region.

Educating more than 9000 pupils and employing over 1000 staff across three counties and eighteen academies, the Trust's mission is to enable inclusive and aspirational learning in every classroom, empower leaders across every academy, and ensure inspiring opportunities and educational success for all of our learners, people and communities.

Alongside this, the Trust remains committed to its heritage which is rooted in local communities and several of our schools provide adult learning opportunities and support for local groups and societies. We also operate our own sports centres under the banner of Anglian Leisure. Local, high quality and representative governance of schools is a key aspect of our leadership structure and we are recent winners of the NGA National Outstanding Governance Award as a reflection of this commitment.



In addition to our commitment to celebrating our community ethos, we believe strongly in empowerment: of pupils, our people and, crucially, our leaders. As recent research has reiterated, headteachers are incredibly influential in the success of schools and of their learners. The role of the Trust is therefore to provide the environment in which our leaders can grow, develop and flourish in their role. Our central team provides extensive, expert and rapid advice and support in human resources, finance, ICT, estates and operations. Therefore, our school leaders have the space and focus to drive school improvement in the curriculum, teaching, behaviour and in establishing the healthy culture and ethos that underpins this.

Educating more than

11,100

pupils

Employing over

1,650

members of staff

3

counties

22

academies

About Bassingbourn Village College



Bassingbourn Village College proudly celebrated over 70 years of educational heritage in 2024, rooted in the pioneering Village College movement since opening in 1954. While we honour this rich tradition, our focus is firmly on the future.

We are on an ambitious journey to become a high-performing, inclusive, and thriving college by our 75th anniversary in 2029. Central to this vision is our commitment to being a happy, community-centred school where every student is known, supported, and challenged to achieve their very best.

To realise this ambition, we are seeking exceptional, passionate educators and support staff who share our belief in what Bassingbourn Village College can become. We want individuals who are driven by high expectations, inspired by inclusive practice, and committed to delivering outstanding outcomes for every student, regardless of their role within our community.

Bassingbourn Village College is an 11-16 mixed comprehensive school with a growing student body, currently 670. This enables us to know our students as individuals and foster our core.

Our close-knit staff team brings together diverse professional expertise, hands-on experience, and a shared passion for education. We work collaboratively to set strategic goals, drive key initiatives, and foster a high-performance culture that inspires both students and colleagues within the school and across the Trust. Together, we are dedicated to shaping an environment of excellence and continuous growth.



Working for Anglian Learning

One of our core design and decision-making principles is that we constantly strive to build a healthy organisational culture, central to which is making sure we are a learning community where everyone can achieve their potential. We create a strong sense of belonging and a place where staff feel appreciated and fairly rewarded for the work they do. We are a flexible employer that supports colleagues to balance their lives and recognises how staff give back to our young people.

Staff survey

Our most recent staff survey indicated that a high proportion of staff:

- Feel as though they belong within Anglian Learning
- Agree that they are provided with relevant opportunities for professional development
- Feel that there is a positive culture of psychological safety within their school
- Have high levels of job satisfaction and happiness at work
- Would recommend our organisation as a great place to work
- Almost all staff who responded to the survey feel part of a team within their school and can rely on colleagues for support when needed.

Joining Anglian Learning comes with a myriad of benefits, fostering both personal and professional growth. Our coaching and mentoring programmes are designed to offer tailored support that enhances your skills and career development. For further information about the opportunities available for this role please contact Joanna Handsley, HR Officer, on hrrhub1@anglianlearning.org.

Benefits

Other benefits and support available to all Trust employees include:



Career Average Revalued Earnings Pension Scheme (CARE)



Cycle to Work Salary Sacrifice Scheme



Free membership to all Anglian Learning Sports Centres



20% discount on Anglian Learning Adult Education Courses



Professional Development Scheme Policy



Employee Assistance Programme offering a range of services to staff and their families



Specsavers VDU Vouchers



Boots Flu Vouchers



Access to a wide range of discounts on high street and online shopping via 'Teacher Discounts' and the 'Blue Light' card



Role Summary

As Head of Art, your purpose will be to lead and inspire a successful Art department, fostering creativity and a love of the visual arts across the school. You will oversee an engaging and ambitious curriculum, support high-quality teaching and learning, and help students develop their artistic skills and confidence. Through your leadership, you will create opportunities for students to showcase their work and realise their creative potential.

Role Purpose

To lead, manage and develop Art to ensure high-quality teaching and learning; to provide an appropriately broad, balanced, relevant, inclusive curriculum that motivates engages and enriches pupils' understanding of the subject; and, to monitor and raise standards, enabling pupils to achieve strong academic outcomes and personal growth.

Vibrant working environment

You will be joining an ambitious, vibrant, and supportive working environment, alongside colleagues who are passionate about their subject specialisms and committed to excellence in teaching and learning. Our staff demonstrate exceptional dedication to the young people in their care, while also fostering a culture of strong collaboration and mutual support.

SALARY:	Main Pay Scale 1 to Upper Pay Scale 3, £32,916 – £51,048 FTE per annum, Plus TLR 2.
HOURS:	Full Time, Term Time Only (In line with Teacher Pay and Conditions)
PENSION	Teacher Pension Scheme
DISCLOSURE LEVEL:	Enhanced DBS plus Barred List Checks
LOCATION:	Bassingbourn Village College
RESPONSIBLE TO:	Assistant Principal

MAIN RESPONSIBILITIES - TEACHER OF ART

Operational/Strategic Planning

- To make a positive contribution to the work of the department, assisting in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies and taking responsibility for particular facets of the department's work.
- To contribute to the curriculum area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning.

Pupil Progress

- Ensure that individual student targets and anticipated grades are standardised and up-to-date.
- Set and monitor targets for the performance of each class.
- Develop a clear intervention process, outlining the actions that will occur if a pupil falls beneath their target grades.
- Scrutinise assessment data in the contexts of the performance of individuals, classes, and departments, intervening as required. Arrange the monitoring/mentoring of individual pupils, involving parents at all stages of the process.

Pupil Behaviour

- To ensure that behaviour for Learning principles and behaviour policy are presented and applied across the faculty.
- Lead behaviour for Learning within the faculty.
- Establishing clear discipline standards and craft skills to effectively manage behaviour.
- Maintaining a clear stepped approach towards managing challenging behaviour.
- Developing a faculty response to behavioural incidents, including the contacting of parents, Heads of Learning and Form Tutors. Liaise with in-house inclusion provision and external agencies as appropriate.
- Managing systems to record and monitor behavioural incidents.
- Discussing individual pupils with CLT line managers.
- Sharing good practice within the faculty.
- Share successful practices with other Heads of Faculty at regular meetings.

Pupil Guidance and Support

- Provide information to pupils and parents regarding option choices and further education opportunities at 16+.

Staffing

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.

Staff Development

- To continue personal development in the relevant areas including subject knowledge and teaching methods.

Recruitment/Deployment of Staff

- To engage actively in the Performance Management process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Communication

- To communicate effectively with the parents of pupils as appropriate where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

Quality Assurance

- To help to implement school quality procedures and to adhere to the requirements outlined in the school's quality assurance policy.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review Days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

OTHER DUTIES AND RESPONSIBILITIES

- Encourage a range of activities which will help to motivate and inspire pupils in your faculty area e.g. trips or visiting speakers.
- Take every opportunity to celebrate successes within your faculty.
- Facilitate the development and upkeep of faculty information shared via the school website and home/school communications.
- Take part in and help organise open evenings.
- Ensure that all communications with parents take place through the main school office.
- Fulfil the obligation self- evaluation as outlined in the College Self Evaluation
- Any other duty as requested by the Principal or nominated deputy which is commensurate with the post and appropriate to the seniority and professional experience of the post holder.

MAIN RESPONSIBILITIES - HEAD OF ART

Leading and Managing

- Lead and manage the department
- Lead and manage review of the department and any identified areas for improvement
- Maintain and develop a shared ethos, positive and professional culture, vision and ambition for the department
- Act as a role model for excellent classroom practice and maintain and share personal subject knowledge and pedagogical expertise.
- Provide leadership, management, support and professional development (including appraisal) of staff within the department, promoting best practice and consistency.
- Ensure staff wellbeing and workload are considered in department developments, policy and practice
- Ensure that the subject/area meets inspection, curriculum and statutory requirements including safeguarding, health and safety (including risk assessments) and GDPR
- Allocate and manage resources (staff, budget, materials) to support effective delivery and value for money
- Contribute to the strategic development of the College, helping to develop, implement and evaluate systems, policies and procedures.
- Actively promote the College, attend meetings and events as required and liaise with outside agencies to support the delivery of the school's aims.
- Maintain a presence around the College site to ensure that the highest standards of behaviour are upheld, supporting and contributing to the operational needs of the school as required.
- Evolve and develop personal leadership skills, contributing to and leading whole school initiatives as appropriate.

Curriculum

- Ensure the curriculum is suitable for the full range of pupils, including those with Special Educational Needs and those disadvantaged in line with the school's policies and the AL Frameworks
- Ensure the curriculum is appropriately broad, balanced, relevant, ambitious, inspiring, well sequenced, accessible, inclusive and takes into account British values
- Ensure the intent and implementation of the curriculum leads to appropriate progress and successful outcomes for all pupils
- Ensure digital technology is used effectively and appropriately
- Promote CEIAG opportunities and information relevant to the subject
- Provide extra-curricular opportunities and curriculum enrichment to broaden pupils' cultural experiences and promote wider personal development.

Assessment, Recording and Reporting

- Ensure all relevant subject examinations are administered in accordance with JCQ regulations including implementation of subject access arrangements
- Ensure assessment is robust, effective and leads to improvement in attainment and progress for all pupils
- Keep accurate assessment and progress records for all pupils, enabling timely and purposeful reports for parents, pupils and school leadership
- Maintain oversight of assessment, intervention and data-driven approaches for the department

Working with stakeholders

- Liaise with primary schools and post-16/18 providers to ensure effective curriculum transition and partnership.
- Contribute to school-wide improvement strategies and initiatives, linking the department to wider priorities.
- Act as the main link for the subject/area with senior leadership, governors/trustees, external agencies and stakeholders, including parents.
- Engage with AL Subject Improvement Networks and Trustwide initiatives relevant to the department
- Develop, maintain and promote strong partnerships with parents and other stakeholders to support teaching and learning standards.
- Manage parental complaints and concerns, respond to Subject Access Requests and Freedom of Information requests

Quality Assurance

- Monitor, evaluate and report on the quality of teaching and learning, progress and outcomes within the area of responsibility.
- Maintain and act upon accurate self-evaluation of the department's performance through rigorous quality assurance
- Keep up-to-date with latest expectations, best practices and debates in relation to the areas of responsibility, e.g. internal CPD and external providers, exam boards, subject associations etc.

Pupils' behaviour, support and intervention

- Lead and coordinate departmental intervention programmes.
- Maintain a productive and inspiring learning environment in which pupils are ready, respectful and safe.
- Foster a positive climate for learning based on the principles of positive regard, instilling a sense of pride, worth and achievement.
- Ensure high behaviour for learning standards in line with the Code of Conduct and support colleagues to develop behaviour management skills.
- Support colleagues with classroom and behaviour management
- Promote and maintain the school's child protection and safeguarding policies and procedures at all times.
- Lead and coordinate departmental behaviour management systems.
- Oversee the support the wellbeing and personal development of pupils within the subject including through the use of data tracking, pupil engagement and parental engagement.

Specific Duties and responsibilities

- Lead at least 2 full departmental meetings per term; maintain minutes and action plans.
- Lead quality assurance which may include learning walks, book looks, pupil voice, staff voice, surveys, etc.
- Create, implement and review Department Improvement Plan
- Analyse assessment data for subject across key stages and plan interventions/additional support
- Conduct lesson observations
- Conduct appraisal meetings and complete appraisal documentation
- Mentor, support and induct new staff
- Ensure continuing professional development (CPD) programme for department team, allocate roles and monitor impact.
- Set cover and manage all essential tasks
- Engage with role-specific CPD opportunities (e.g. engagement with subject/phase communities, reading journals, attending webinars, external courses as budgets allow)
- Complete health and safety documentation and maintain safe working practices
- Support recruitment processes of department appointments

Performance Indicators / Success Criteria

- Strong or improving pupil outcomes of attainment and progress
- Increased proportion of teaching meeting relevant benchmarks of quality (e.g. Trust and school standards)
- Consistent implementation of schemes of work and assessment processes across year groups.
- Efficient and effective use of budget/resources reviewed annually.
- Positive staff, pupil and/or stakeholder feedback/satisfaction in relation to the area of leadership.
- Evidence of staff CPD having positive impact on learner outcomes.
- Sharing best practice across the school or Trust which can directly impact school improvement.

Professional Expectations

- The postholder will carry out the professional duties of a teacher as set out in the STPCD, teaching standards and the AL staff code of conduct.
- The postholder will display behaviours in line with the Anglian Learning Leadership behaviours framework.
- In addition, the postholder will fulfil the expectations of a TLR position: sustained responsibility, accountability for others beyond own classes/ groups.
- The postholder will engage fully with school and Trust improvement initiatives, and participate in self-evaluation, internal review and external inspection as required.
- The postholder will comply with all school and Trust policies, including safeguarding, equality & diversity, health & safety.

Qualifications and Training

Essential:

- Qualified Teacher Status (QTS).
- Good honours degree in relevant subject

Desirable:

- Postgraduate qualification (e.g. NPQ) or other training in education leadership, subject specialism, teacher development (including ITT or ECT mentoring)

Experience

Essential:

- Successful teaching experience during ITT placements and/or as a fully qualified teacher.
- Evidence of teaching Art across KS3 and KS4.
- Experience maintaining a positive learning environment.
- Evidence of strategies successfully used to manage challenging behaviour.
- Demonstrable impact on student achievement and progress.
- Experience using data to inform teaching and improve outcomes.
- Excellent teaching, pastoral and behaviour management skills leading to evidence of excellent pupil outcomes.
- Reflective and analytical approach to professional activities, including personal professional growth.
- Engagement with relevant professional communities and training opportunities (e.g. subject associations, NPQs, HEIs, Chartered College, etc.).
- Experience of coaching or mentoring other staff and improving teaching & learning.

Desirable:

- Experience in fully comprehensive school across the spectrum.
- Extra-Curricular or Wider School Involvement.
- Experience using digital tools or virtual platforms, e.g. Google Classroom.
- Experience of leading curriculum development across KS3 and KS4.
- Experience of budget management.
- Experience undertaking relevant QA activities (e.g. lesson observations, data analysis, work scrutiny, pupil voice, stakeholder surveying).
- Experience of leading others.

Skills and Knowledge

Essential:

- Awareness of pedagogical approaches to mixed-ability teaching.
- Able to work collaboratively with others;
- Able to form good relationships with students.
- Able to motivate students.
- Energy and enthusiasm.
- Excellent communication and interpersonal skills.
- Expertise in the teaching of the relevant subject including evidence of excellence in own work as a practitioner.
- Good knowledge and understanding of current issues in learning and teaching.
- Knowledge of subject specific health and safety procedures.
- Able to follow school level health and safety policies.
- A reflective practitioner.
- Ability to establish productive working relationships and work well in a team.
- Strong data-literacy: ability to interpret assessment data and use it to inform curriculum development, guide interventions and raise attainment (*as appropriate to the role; quantitative and qualitative).
- Excellent organisational, communication and interpersonal skills with the ability to meet deadlines.

Personal Qualities

Essential:

- Be a team player.
- Highest levels of integrity and probity and a commitment to highest levels of effort, endeavour and focus on standards.
- High standards of behaviour in the professional role.
- Commitment to form and maintain appropriate relationships and personal boundaries with young people.
- Commitment to safeguarding and promoting the welfare of young people.
- Satisfactory DBS check, Medical Clearance and Reference.
- Commitment to high standards and continuous improvement.
- Integrity, honesty and fairness with a commitment to equal opportunities for all
- Liking and respect for young people.

How to apply

Dates

CLOSING DATE: 1st July 2026

INTERVIEW DATE: W/C 6th July 2026

START DATE: September 2026

We reserve the right to close this advert prior to the publicised closing date if we receive a high volume of suitable applications. Applications will be reviewed as received so please apply early to avoid disappointment!

If you are passionate about this role and meet the person specification we invite you to apply for this exciting opportunity via this [Our website](#)

To find out even more, have an informal discussion or arrange a visit to the Trust, please contact the Trust's HR Team via hrhub1@anglianlearning.org

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment and undergo appropriate checks. Therefore, all posts within the Trust are subject to robust pre-employment checks including but not limited to an enhanced Disclosure and Barring Service check

This job entails work that is considered regulated activity i.e. work which involves regular close and unsupervised contact with children or vulnerable adults. As such additional pre-employment checks will be required and communicated to the successful candidate at the offer stage.

This post is exempt from the Rehabilitation of Offenders Act. Our policies for Ex-Offenders, GDPR, Safeguarding and Recruitment can be found on our website: www.anglianlearning.org.

We value diversity and welcome applications from all, including those with protected characteristics under the Equality Act. Should you require reasonable adjustments to support your participation in an Anglian Learning recruitment campaign please do not hesitate to get in contact as we are happy to discuss your requirements.

Flexible working, including part-time hours and job shares, will be considered for all Anglian Learning roles with the exception of where this is not compatible with the business needs. Should you be interested in flexible working please indicate this on your application.

Privacy Notice for Job Applicants - <https://anglianlearning.org/information/data-protection-policies/>

Please note the photo(s) of pupils attached to this notice were used under the legal ground of consent, for the purpose of preparing publications that promote the schools.



Get in touch

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