



Head of Art - Maternity Cover

The Chalk Hills Academy have a great opportunity for a Head of Art to join our lovely department. The main purpose of the post is to develop, plan and deliver effective and high-quality learning experiences to all students, improving upon GCSE outcomes. In joining the dynamic and innovative Art department at The Chalk Hills Academy, where colleagues are collaborative, imaginative and thrive in a team environment, you will help further advance curriculum changes and share excellent practice.

The successful candidate will be an experienced / aspirational professional, who is enthusiastic, influential and committed to working in pursuit of success for the academy and its learners. If you are highly motivated, respond well to a challenge and have excellent communication skills, this could be the job for you!

The Chalk Hills Academy are proud of the unrivalled education experience offered and you will certainly benefit from forward-thinking and supportive leadership, an encouraging and enthusiastic staff body and enterprising students. Our academy has state of the art facilities, fit for all your teaching needs. Our facilities include a new gym with new equipment from April 2019 which staff are welcome to use after school hours and a new Sixth Form block opened in September 2019. At The Chalk Hills Academy, we offer a school that will genuinely invest, support and develop you to become an outstanding practitioner and enable you to keep climbing the career ladder. If you are ambitious about excelling in your career and taking on additional responsibilities, we will give you the opportunities that you crave.

It is incredibly important to us here at The Chalk Hills Academy that all our staff are valued, listened to, mentored, challenged and given adequate opportunities to develop. As a Teaching Trust, we offer exceptional teacher training and high-quality professional development programmes catered to your needs. Consequently, we have many success stories of staff that have joined us and been given excellent CPD and training that has allowed them to climb the career ladder.

Key Duties

- To play an active role in curriculum planning and delivery
- Be accountable for the learning and achievement of all students

The successful candidate will

- Experienced in Teaching GCSE A-Levels and KS5 vocational qualifications desirable
- An experienced 2ic or Head of Art with successful middle leadership experience
- Create regular opportunities for teachers to share, reflect and improve on classroom practice
- Lead Department meetings, ensuring a focus on improving student outcomes
- Oversee the development of a progressive and challenging curriculum
- Ensuring assessment and feedback strategies are of the highest standards and have a direct impact on improving the quality of teaching and learning
- Play a major role in ensuring the development of teaching and learning policies and practices across the school as a member of the team of Curriculum Leaders.
- Experience of managing community art projects desirable
- Support teachers in the timely and effective reporting of information to parents
- Develop Art to be an example of excellence to others within and beyond the school
- Ensuring all staff follow the expectations of the school and maintain the highest professional standards at all times

Job specifics

Start date	June 2021
Salary	MPS/UPS £25,714 - £41,604 and TLR 2b £4,789 (dependent on experience)
Job Role	Full time, 12 months Fixed-Term

How to Apply

Closing Date	12pm Friday 23 rd April 2021
Interviews	From 26 th April 2021



Recruitment Timeline

22 nd March 2021	Position is advertised
12pm Friday 23 rd April 2021	Closing date for applications
From 26 th April 2021	Shortlisting and contact with candidates, references will be requested
From 26 th April 2021	Interviews

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

Why work for Chalk Hills Academy?

- £30 million state of the art building with well-equipped classrooms in an Ofsted rated 'Good' school
- You'll be working alongside a collaborative, forward thinking Principal and Senior Leadership Team who are here to support and develop you
- Unparalleled CPD opportunities with free courses every Thursday catered to your developmental needs
- Excellent opportunities to develop and grow in a successful and expanding Academy
- Freshly brewed coffee for staff on arrival to the academy every morning
- Employee of the month scheme winning shopping vouchers
- Fantastic staff benefits that make a difference to your work life balance including access to a confidential professional staff counsellor

Here's what Ofsted have to say *"Together with your leadership team, governors and the trust you have established high expectations for behaviour, teaching and achievement. Leaders have made sure that strategies are in place which have led to improvements in the quality of teaching, learning, assessment and the curriculum. Leaders have high expectations for pupils' behaviour. Leaders work well with staff to ensure that the school is typically a calm, orderly and purposeful environment."* **Ofsted May 2018**

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on <https://www.thesharedlearningtrust.org.uk/current-vacancies5/845.html>

We look forward to hearing from you!

If you have any questions about the role or would like to visit the Academy, please contact **HR Recruitment, Jay Powell** on **01582 211226** or j.powell@thesharedlearningtrust.org.uk

If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack with particular reference to the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual Trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

Safeguarding

'We believe in the safeguarding and welfare of children and expect all staff to share this view'.

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department for Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.



Welcome to The Shared Learning Trust

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust, as Principal of The Stockwood Park Academy in 2009. Since then, the trust has grown from strength to strength employing some 500 fantastic staff members who serve over 3,700 children within our communities. It is my privilege to be CEO of our family of schools and work with each Principal or Head of School to ensure the best possible education in their own Academy.



Our ethos is simple, to build a collaborative partnership of academies and schools that will provide exceptional educational provision, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged to experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

Cathy Barr, CEO

We recruit people for attitude and train for skills

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to clearly articulate our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who

- are excited by their role and by the prospect of working with young people, even those who are less motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes,

Cathy



About The Shared Learning Trust

- The Vale Academy, Dunstable 2-11
- The Rushmere Park Academy, Leighton Buzzard 4-9
- The Linden Academy, Luton 4-11
- **The Chalk Hills Academy, Luton 11-18**
- The Stockwood Park Academy, Luton 11-18

We also offer a fantastic **Sixth Form** provision for students aged between 16-19, and this is based at both The Stockwood and The Chalk Hills Academy. Including in our **Sixth Form provision is our Football Academy Pathway** and brand-new Cricket Academy Pathway.

Our Academies are supported in their work by our **Teaching Trust, based at The Chalk Hills Academy**. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoelaces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

Vision & Values ‘Strive, Achieve, Believe’

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve more than they ever thought possible. At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people. Our commitment to this vision can be demonstrated by our behaviours:

Strive we will,

- provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.
- continue to work together to **share** innovative practice and to provide a wealth of opportunities for all pupils and staff
- have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets.
- focus on the development of all of our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

Achieve we will,

- aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative.
- share strong Trust approaches to our key issues, for example, teaching, assessment, attendance and curriculum development.
- offer an interesting yet challenging curriculum in each of our academies.
- by our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all.
- continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence.
- place emphasis on collaboration with partners *outside of our Trust* to maximise opportunities for all **in** our Trust.

Believe, we will,

- enable all of our learners to develop and flourish, through close working and regular communication with our families and local community,
- care for our families beyond the school day, supporting the development of high self-esteem and belief.
- ensure that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- promote can-do attitudes and resilience across the Trust that develop belief and high expectation.



CPD and Training – We invest in you!

All five Academies at The Shared Learning Trust are a part of our Teaching Trust, which is based at The Chalk Hills Academy. We aim to offer exceptional teacher training and high-quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualification for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As Chalk Hills Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.



The Shared Learning Trust

THE CHALK
HILLS ACADEMY

Welcome to The Chalk Hills Academy



Louise Lee, Executive Principal



Raza Ali, Head of School

Dear Applicant,

It is a privilege and an honour to lead and work at The Chalk Hills Academy.

Our students are extremely motivated and have an exceptional desire to achieve and behave impeccably. Our staff are highly qualified and work tirelessly in the pursuit of world class progress for all of our students. The facilities at Chalk Hills Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults. Learning is clearly at the heart of all we do.

'It is the supreme art of the teacher to awaken joy in creative expression and knowledge.' - Albert Einstein

We are delighted to extend a warm welcome to you.

Best wishes,

Louise Lee & Raza Ali



About The Chalk Hills Academy

Providing the very best education for all our students is the simple goal for The Chalk Hills Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.





Ofsted at The Chalk Hills Academy

Leadership and Management

- Together with (the) leadership team and the trust (the Principal has) established high expectations for behaviour, teaching and achievement. Leaders have made sure that strategies are in place which have led to improvements in the quality of teaching, learning, assessment and the curriculum. The consequence of this improvement is that pupils of all ages are making much better progress than last year.

Behaviour of Students

- Leaders have high expectations for pupils' behaviour. Leaders work well with staff to ensure that the school is typically a calm, orderly and purposeful environment. Usually, pupils behave well around the school and in lessons. Leaders' work to support pupils with challenging behaviour has reaped some notable rewards.

Achievement of Students

- ...pupils of all ages are making much better progress than last year. For example, disadvantaged pupils have made more rapid progress so that the gap between their outcomes and those of others is negligible. The most able pupils are also making faster progress because of the quality of questioning and the activities they are presented with that stretch them to think more deeply.

Safety of Students

- Regular training helps ensure that staff are clear about their safeguarding duties. Leaders responsible for safeguarding make sure that suitable support is in place for pupils who might be vulnerable or at risk of harm. This includes working effectively with external agencies when needed. Secure procedures are in place for ensuring that pupils who attend alternative provision are kept safe.

Welfare of Students

- Leaders are working effectively to reduce the proportion of disadvantaged pupils and pupils who have special educational needs and/or disabilities who have poor attendance. Leaders keep a close eye on the attendance of these pupils and act quickly, when needed, to ensure that suitable support is in place. Consequently, fewer of these pupils now have a poor attendance record. Leaders recognise the importance of continuing this work to secure further improvements.

Teacher Testimonial

"Moving from Industry to Teaching was a daunting yet exciting experience; I joined Stockwood Park Academy as an instructor to see if teaching was for me and have never looked back! The seamless transition into education was exciting, demanding, and the best decision I made. Like many teachers at the school, my role has evolved, and I have been fortunate enough to work across the Trust in different positions. The Trust has provided me with multiple opportunities to grow and develop. I now work as an Assistant Principal at The Chalk Hills Academy, with a focus on The Teaching Trust, Admissions and Science. I feel extremely privileged to be working for an organisation that inspires learning, growth, confidence and creativity, and challenges students to rise to their full potential in a warm and caring environment."

Mrs Jabbar, Assistant Principal



Job Description

Job Title	Head of Art
Salary	MPS/UPS & TLR 2b
Responsible to	Head of Faculty

Heads of Department are responsible to the Principal (through the Directors of Learning) for the vision policy and culture of their department and for establishing these within the larger framework of the academy. They have a responsibility for the personal and professional welfare of their staff, for the efficient organisation of the department and for the quality of educational experience offered to pupils.

VISION AND PURPOSE

1. To play an active role in curriculum planning and delivery, providing specific curriculum expertise and guidance and leading on delivery of key aspects as they relate to the subject area of Art.
2. Be accountable for the learning and achievement of all students following programmes within the subject area of Art, within the general curriculum framework.
3. To liaise with Subject Team Leader colleagues across the Trust to support strategic development, share good practice and plan collaborative activities.
4. To ensure that The Shared Learning Trust is always presented positively within and beyond the Academy.

ACCOUNTABLE FOR

1. The vision for the subject teams and the high aspirations for the achievement of every student in our academy.
2. The Subjects' Action Plans, based upon the academy-wide quality assurance procedures and collated in the Departmental Improvement Plan.
3. Motivation to subject staff (teaching and support) and the creation of a highly effective team, particularly through their personal example, clearly led departmental meetings and thoughtful delegation and deployment.
4. Adherence to the academy's rigorous procedures for recording, monitoring analysing and acting upon a range of data including student attendance, punctuality, referrals and academic records from all subject areas to:
 - Track student overall progress and achievement on a regular basis;
 - Evaluate the quality and appropriateness of students' overall negotiated individual learning plans;
 - Identify when intervention is necessary (e.g. when underachievement is identified, additional challenge is required and/or links needed to outside agencies); and
 - Linking this data to performance management through whole-class value-added analyses.
5. Action based upon the rigorous analysis of external examination data from Key Stages 2 and 3 (if available), GCSE, GCE and vocational courses.
6. Well-informed advice based on their knowledge of national developments to the Head of Faculty, Assistant Principal, Principal and the CEO regarding curriculum innovation, the learning environment and resources for learning and health and safety matters, including risk assessments.
7. High quality mentoring and coaching to the subject teams regarding learning and teaching and curriculum planning and delivery, particularly to those members new to teaching.
8. For good discipline and orderly conduct within the subject areas through departmental working with Curriculum Leaders and all members of the Learning Support Team.
9. Good curriculum links to primary schools, work based providers in the local community, and higher education colleges to ensure that the work of the subject develops within the broader context of lifelong learning.
10. Leadership to ensure high quality subject teaching schemes are based on personalised learning principles and are in place for the start of each academic year, having been revised to reflect new developments/requirements of examining boards and new developments in information learning technologies such as Show My Homework & Go 4 Schools.
11. Effective liaison with other Curriculum Leaders to ensure coherence between the subject programmes and the academy's priorities.
12. Ensure that work is always set for classes when a member of the subject teams is absent.
13. Sound financial management within the departmental budgets that have been set.



14. Collaboration with the Vice Principal regarding:
 - The arrangements for the performance management and professional development of all members of their subject teams; and
 - The academy's arrangements for quality assurance and internal verification.
15. Leading on exhibitions and display of students' work from within the subject areas and supporting with academy events across the curriculum for the benefit of our wider community.
16. Their teaching and personal tutoring.
17. Undertaking any other professional duties which are reasonably delegated to her/him by the Principal, CEO or Trust.

This statement is an addition to, and an amplification of, the duties and responsibilities laid down in the National Teachers Conditions of Service.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'



Person Specification - Head of Art

The successful candidate will be an experienced professional, possessing Qualified Teacher Status. The required attributes are as follows but not extensive: energy, innovation, reliability and commitment. Additionally, strong leadership skills are essential with a management style which recognises the value of teamwork. More specifically candidates should be able to demonstrate the following minimum requirements:

Essential	Desirable
<p>Qualifications and Experience:</p> <ul style="list-style-type: none"> • Qualified Teacher Status • A good honours degree or equivalent • Successful middle leadership experience • Art Specialist 	<ul style="list-style-type: none"> • Evidence of further subject-based professional development • A minimum of 3 - 6 years teaching experience
<p>Teaching:</p> <ul style="list-style-type: none"> • Experience of teaching the subject across the age range, including GCSE, AS and A2 level. • An outstanding classroom practitioner • Has strategies for raising standards in Secondary Education • Experience of high quality curriculum development in the subject area to maximise participation and strengthen progress and achievement for all students • The ability to engage, enthuse and motivate students • Experience of the use of ICT to enhance the teaching and learning process 	
<p>Assessment:</p> <ul style="list-style-type: none"> • Can use monitoring strategies to inform intervention and lead to positive learning outcomes • Evidence of improved student outcomes 	
<p>Planning:</p> <ul style="list-style-type: none"> • The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students • The ability to set consistently high expectations for all students through class work and homework • Monitoring the quality assurance procedures to ensure that learning and teaching are at least good 	<ul style="list-style-type: none"> • Evidence of extended curriculum opportunities in Art
<p>Management:</p> <ul style="list-style-type: none"> • Has successfully led a team • Experience of working with others to develop teaching skills • Shows awareness of whole school issues • Has the ability to translate vision into practice and be willing to inspire, challenge, motivate and empower a team of teachers to believe in a vision of excellence • Has the ability to lead the development of new ways of thinking about learning and teaching • Promote individual teachers and nurture a team that contributes to the improvement of the school and its development • Be willing to listen and reflect on feedback from others 	<ul style="list-style-type: none"> • Has experience of managing budgets



<p>General and Personal Qualities:</p> <ul style="list-style-type: none">• Has the ability to work with a range of partners both within the school and beyond in the wider community• Demonstrates the ability to drive projects forward and successfully completes projects• Has the ability to think creatively to anticipate and solve problems• Maintain high professional standards• Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development• Is a team player, has excellent health, strength and stamina• Excellent written & oral communication skills	<ul style="list-style-type: none">• Has the potential for further advancement
<p>Personal Characteristics:</p> <ul style="list-style-type: none">• Commitment to excellence• Impact and influence• Transformational Leadership• Holds People accountable• Challenges and Supports• Develops potential in others• Sense of humour and perspective	

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