**SELLY PARK GIRLS’ SCHOOL**

**JOB DESCRIPTION**

**POST: Head of Art Department**

**SALARY: MPS/UPS + TLR2**

**LINE MANAGER**: The post holder is responsible to the Head Teacher in all matters and will be line-managed by a member of the leadership team.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description may be amended at any time following discussion between the Head Teacher and the post holder.

**SPECIFIC RESPONSIBILITIES**

To undertake duties as described in the current School Teachers Pay and Conditions Document. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales, and subsequent Orders in terms of duties and working time, also any local agreements, LA Circulars and guidelines giving interpretations of teachers’ conditions of service.

To fulfill the Teachers’ Standards in England as published by the Department for Education.

 **GENERAL RESPONSIBILITIES:**

**A. STRATEGIC DIRECTION AND DEVELOPMENT OF CURRICULUM PROVISION IN THE SCHOOL**

1. Strategically lead the direction of the Art department.
2. Develop a vision and ethos for the Art department.
3. Evaluate and develop a broad, balanced, challenging and relevant curriculum that follows the spiral curriculum.
4. Analyse and interpret relevant school, local and national data relating for all cohorts they teach and advise the Senior Leadership Team on the level of resources required to maximise achievement.
5. Attend regular meetings with the senior leadership team and communicate clearly and transparently the progress of all cohorts.
6. Ensure all students achieve the highest possible outcomes by monitoring and taking decisive action as identified.
7. Put in a place a strategy for interventions.
8. Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision for all cohorts within the classes they teach;
9. Consider the views of pupils and parents/carers and respond appropriately.
10. To provide cultural capital opportunities and an extra-curricular art club.

**B. TEACHING AND LEARNING**

1. Support and develop teachers in the Art department.
2. Develop a classroom environment and teaching practice which secure effective learning across the breadth of the curriculum and provide a professional model, clearly demonstrating effective teaching, classroom organisation and high standards of achievement, behavior and discipline.
3. Support the identification of, and provision for students with additional educational needs within the classes they teach.
4. Regularly monitor progress of students within the classes they teach which is then reflected in teaching plans.
5. Regularly evaluate the effectiveness of their teaching and learning as part of the performance management process.
6. Ensure setting of realistic and challenging expectations of students in the classes taught.
7. Liaise effectively with staff to ensure the successful transition of students through the school.
8. Contribute fully to meetings, discussions and management systems necessary to coordinate the work of the school as a whole.
9. To complete self-evaluation and a departmental improvement plan.

**C. RELATIONSHIPS WITH STAFF**

1. Lead, manage, inspire and hold to account lead teachers and teachers of art.
2. Lead on performance management of art department.
3. Achieve constructive working relationships with all staff.
4. Direct, organise and manage the work of support staff within the classes they teach.
5. Provide regular information to the Leadership Team on student progress.

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

1. Be responsible for capitation/art budget.
2. Maintain and develop class resources, co-ordinate their deployment and monitor their effectiveness in meeting teaching objectives;
3. Participate in the performance management system and agree objectives based on the School Improvement Plan, Local Authority and nationally determined targets.

**E. GENERAL**

1. Embody the school’s mission, aims, values and ethos, behavior policy, and other policies.
2. Perform the role of Form Tutor and carry out its attendant responsibilities.
3. Participate in the designated guidance and direction of pupils, including progress reviews and target setting meetings.
4. Contribute to the delivery of the Personal, Social, Health, and Economic Education (PSHEE), and the Careers Programme.
5. Attend assemblies, designated school functions (such as parents’ evenings, open evenings etc.) and register the attendance of pupils.
6. Take on any additional responsibilities which might, from time to time, be determined.

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

*As part of our recruitment process we collect and process personal data relating to job applicants. We are committed to being transparent about how we collect and use that data, meeting data protection regulations and in line with GDPR compliance. . We are a socially inclusive and equal opportunities school and committed to actively promoting equal opportunities for all our students and staff.*

**SELLY PARK GIRLS’ SCHOOL**

**PERSON SPECIFICATION**

# TITLE OF POST: HEAD OF ART DEPARTMENT

# (MPS/UPS + TLR2)

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| **Attributes** | **Essential** | **Desirable** | **How Identified** |
| Qualifications | * QTS status.
* Qualification to the equivalent of degree level in a relevant subject.
 | * Further relevant qualification in art.
 | * Evidence of paper qualifications.
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| Work relatedexperience andassociated skills | * Drive and ambition to strategically lead a core subject and with the vision of excellence.
* Ability and desire to lead and inspire a team of highly qualified and hard working art teachers.
* Ability and skill to develop (and retain) talented art teachers especially those relatively new to the profession.
* Experience of working in a classroom environment.
* Willingness to develop links with other schools and the local art Hub in a bid to improve the experience and outcomes for all students.
* Expertise in the knowledge and understanding of art at KS3 and KS4, and a firm understanding of strategies that improve understanding.
* Excellent classroom practitioner with evidence of setting appropriate expectations to advance learning and engage and motivate students.
* Ability to encourage and maintain an excellent standard of discipline in the classroom through well focused teaching, positive relationships and good classroom management.
* Ability to use appropriately a range of teaching and learning strategies for classes and the whole cohort which stimulate, challenge, engage and secure the highest outcomes possible.
* Ability to set clear and appropriate targets, feed back to students and make use of assessment information to promote each students’ attainment and progress, and to plan future lessons.
* Ability to reflect and evaluate own practice.
* Experience of observing others and giving constructive and diagnostic feedback.
* Ability to differentiate tasks appropriately.
 | * Ability to use research evidence to inform and improve teaching.
* Experience of setting, monitoring and evaluating performance management targets for colleagues.
 | * Evidence of being a key stage coordinator or art lead teacher.
* Application form will have paragraph on how experience fits person specification.
* Evidence, from teaching a one hour lesson to a KS3/KS4 class, of relationships, class management, teaching and learning strategies, and ability to engage students.
* Interview questions on teaching and learning strategies, interventions, assessment of student work and its use and communication, and classroom management.
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| Specialistknowledge andunderstanding | * Excellent knowledge and understanding of the knowledge, concepts and skills in teaching art.
 | * Able to make good use of ICT as a learning resource.
* Knowledge of how to give positive and targeted support to students with special educational needs.
 | * Application form will have paragraph on how experience fits person specification.
* Interview questions will test specialist knowledge.
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| Personal skillsand attributes | * Determination to encourage the highest quality of learning experience for all students.
* Determination to secure the highest outcomes for all students.
* A commitment to equal opportunities.
* Ability to establish good and productive working relationships, and work well in a team.
* Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
* Ability to communicate effectively to staff, students, parents, orally and in writing.
* Ability to meet deadlines.
* Able to empathise with young people and yet be firm, fair and consistent when dealing with them.
* Excellent attendance and punctuality.
* Ability to work in and to lead a team.
* Enthusiasm, personal dynamism, and stamina.
* Sense of humour and perspective.
* Ambition.
* Personal presence.
 | * Ability and willingness to offer extra-curricular activities.
 | * Evidence from the taught lesson of enthusiasm, empathy with young people, communication.
* Interview questions will cover (and ask for examples of) classroom management philosophy and practice, working in a team, how candidate evaluates equal opportunities in his/her lessons.
* Ability to communicate effectively in the application form and at interview will be used as evidence on communication.
* Evidence from references will reflect school’s request for comments on personal skills and attributes (referees will be sent the job description and person specification).
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