

Head of Art

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • First degree • QTS • Clear evidence of continuing professional development 	<ul style="list-style-type: none"> • Further professional qualification or degree
Experience	<ul style="list-style-type: none"> • Experience of teaching Art and Design • Evidence of successful teaching across the full ability and age range and at examination level. • Experience of raising the achievement of targeted groups (e.g. SEN, EAL, Pupil Premium) 	<ul style="list-style-type: none"> • Experience as Head of Art
Knowledge and Understanding	<ul style="list-style-type: none"> • Up-to-date knowledge of the Art and Design Curriculum • Knowledge of strategies for personalised learning and differentiation across a mixed ability range • Awareness of current national developments in education, teaching and learning 	
Skills and Qualities	<ul style="list-style-type: none"> • Broad practical skills in a range of art disciplines • Effective organisational skills with the ability to meet deadlines • Dynamic and innovative approach to teaching and learning • Ability to model effective teaching methods in order to raise achievement 	

	<ul style="list-style-type: none"> • Ability to assess and promote students' progress in a variety of ways • Good interpersonal and communication skills • Confident use of ICT • Ability to build positive working relationships with colleagues • Ability to write clear concise reports • Ability to motivate and effectively manage students in large groups and individually • Ability to lead by example • Establish routines, systems and procedures • High standards set and modelled • Good attendance, punctuality and health record 	
Dispositions	<ul style="list-style-type: none"> • Commitment to the comprehensive ideal, social inclusion and to raising standards for all students • Interest in young people, how they learn and in developing ways to remove barriers to learning • Interest in developing interventions to counteract disadvantage, prevent underachievement and improve the literacy levels of all students • Belief in the importance of team work and a collaborative approach 	

	<ul style="list-style-type: none"> • Commitment to and understanding of collective responsibility and distributed leadership • Willingness to attend meetings and to work outside the timetabled day • Flexible approach and a sense of proportion • Ability to work hard with competing deadlines, prioritising appropriately and maintaining good humour • A strong emphasis on achievement and high expectations • Commitment to educating the whole person. 	
Equal Opportunities	<ul style="list-style-type: none"> • Commitment and contribution to School's Single Equality Policy 	