



Merstham Park School

Taynton Drive, Merstham, Redhill, Surrey RH1 3PU



Head of Creative Arts Faculty

Main / Upper Pay Range
TLR 2:3 (£8,279)

Start Date: 1 September 2025

Please note that we reserve the right to withdraw this vacancy at any time ahead of the closing date if there is a good level of response. Therefore, we recommend you submit your application as early as possible

About Merstham Park School

At **Merstham Park**, our **ethos** is simple - **igniting** a **passion** for learning. We are **proud** to be a **values driven** school which encourages its students to **embrace** these **values** in all that they do. This approach provides all students with the **opportunity to exceed their** potential. We have a team of **passionate** staff who are **committed** to providing all of our students with the very best educational **experience**. We **recognise** the importance of academic **success** whilst **embracing** our wider role in **preparing** our students for their adult life beyond the formal examined curriculum.

Learning is central in our ability to succeed and prepare students effectively for tomorrow's world. We encourage our students to strive to achieve beyond their potential, allowing their academic achievements to open doors for them, while gaining a secure understanding of the skills required to be responsible citizens in our modern world.

We offer a broad and balanced curriculum that is tailored to meet the needs of our students. As a school we encourage each student's particular abilities to ensure that no child slips through the net. We provide our students with outstanding resources and support in every aspect of school life from small class sizes, to well planned responsive lessons, to staffing and subject specific expertise. In September 2022 we opened our brand new state of the art building that encompasses facilities that benefit both our students and the community as a whole. Our new build is tailored to enable our students to develop unique skill sets in a truly first class educational setting through the creation of inviting, interactive and inspirational learning environments.

Our school is committed to the safeguarding of children, so all appointments are subject to a satisfactory enhanced DBS check. Only applications made on our School Application Form will be considered; we do not accept CVs or unsolicited testimonials. It is our policy to always request references prior to an interview.

Thank you for your interest in working at Merstham Park School and I look forward to welcoming your application.

Cullum Mitchell
Head of School



A Values Driven School

Our vision here at Merstham Park is simple:

*We are proud to be a **values driven** school that works closely with our **community**. We broaden students' **aspirations** by providing a **culturally rich** learning environment where all students are **valued, safe and successful**.*



At Merstham Park School we pride ourselves on being a values driven school. This means we not only have a list of values on our website but we encourage our students and indeed staff to embody them in all that they do. The five values that we model at Merstham Park are:

Our School Values



INCLUSION

- We strive to meet each child's needs through a personalised, bespoke curriculum
- We respect each other for our unique characteristics and embrace equality for all
- We actively strive to support those members of our community who need our support

COLLABORATION

- We promote leadership skills in our students through involving them in all aspects of school life
- We promote teamwork and recognising the power of working together
- We encourage our students to be independently minded whilst respectful of others within the community

RESILIENCE

- We inspire a 'can do' attitude in our students to support them to overcome challenges
- We prepare and equip our students for their future, encouraging them to grow, learn and flourish
- We promote courage and resilience in all members of our community

RESPECT

- We promote an understanding of others views and show consideration towards them
- We value our learning opportunities and approach them positively
- We demonstrate respect to all members of our community

SUCCESS

- We encourage all our students to achieve their aspirational goals
- We have high expectations of our learning community
- We promote the celebration of shared successes

Igniting a passion for learning

KS3 Art at Merstham Park

ART



AIMS OF THE COURSE

Art allows students to develop creative skills and imaginative thinking that are transferable to numerous subjects and careers. Art allows students to develop key skills and build confidence at the same time as promoting group work and instilling students with the importance of personal study and practice. Work is often showcased around the school, online and through exhibitions.

In Year 7, students explore a wide variety of artists and Art movements' to enable them to recognise the key characteristics of these movements throughout history. Students will learn about a different culture and focus on how to explore it with authenticity to recreate their own personal response in a variety of media including printing and claywork.

Students in Year 7 participate in a trip to The National Gallery in London and complete a workshop with the gallery curators around Still Life and looking at key paintings in the gallery that play an important part in Art history.

Through this broad range of media and disciplines, we aim to give our students a solid foundation in Arts.

HOW CAN PARENTS HELP?

Encourage your child to talk about Art and what they are learning in school. Visits to any national or local art galleries and exhibitions will also produce a wealth of inspiration for students. Students should work on their observational drawing skills as much as possible. Home learning tasks will be set regularly to practise and develop skills learnt in school.

Students will benefit from experimenting with a variety of materials and to explore and practise with them. At home this positive attitude can be mirrored by encouraging them to practise working with varied materials, designing and drawing.

Online art tutorials on YouTube offer a variety of videos that support a wide range of styles and interests. This can be a good place to observe different materials being demonstrated.

<https://artmps.weebly.com/year-7.html>

NUMBER OF LESSONS PER FORTNIGHT:

3

CONTENT/SKILLS/KNOWLEDGE

YEAR 7 AUTUMN TERM

Formal Elements

YEAR 7 SPRING TERM

Movements in Art

YEAR 7 SUMMER TERM

Culture

KS4 Art at Merstham Park

ART & DESIGN

19

QUALIFICATION
AQA GCSE Art &
Design

ASSESSMENT FORMAT

There are two components:
Component 1 Portfolio: produce a sustained project and a selection of further work that represents the course of study. **This is worth 60% of overall marks.**
Component 2: Externally set assignment: there's a separate externally set task paper for each title. It features seven tasks and you have to complete one of them. Students receive preparation time, plus ten hours of supervised time. **This is worth 40% of your total marks.**

POSSIBLE CAREERS AND FURTHER INFORMATION

Art and design opens the door to lots of exciting careers • Fashion design • Graphic design • Theatre designer • Animator • Video game designer • Illustrator • Museum curator • Photographer • Architecture • Product design • Textiles design • Ceramics • Advertising • Publishing • Interior design • Fashion and media journalism • Hair and make-up design • Retail design • Exhibition design • Jewellery design • Artist • Visual media • Teaching

KEY CHARACTERISTICS:

You will create a portfolio of work throughout the course that covers each of the four GCSE Assessment Objectives.
AO1: Develop ideas via investigations, demonstrating critical understanding of sources.
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3: Record ideas, observations and insights relevant to intentions as work progresses.
AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

YOU WILL DEVELOP CONFIDENCE IN:

- Individual expression and independence working to individual strengths.
- Successfully using visual language
- Using drawing skills for different needs and purposes.

STAFF CONTACT

Mrs L Harkness: options@mersthamparkschool.org

KS3 Drama at Merstham Park

DRAMA



AIMS OF THE COURSE

Drama plays a central role in the development of every student, both academically and holistically. Students develop a range of personal life skills, including problem-solving, self-expression, confidence, and succinct communication of ideas. It is a subject that allows students to work in a sensitive and supportive manner, to build confidence at the same time as promoting group work and developing students' oracy.

In Year 7, students are taught how to build confidence and perform in lessons. They learn how to devise small performances using body language and facial expressions. Group work improves confidence and team building, and teaches students how to respond to feedback to develop and implement changes.

HOW CAN PARENTS HELP?

Encourage your child to talk about their lessons. Visits to any National or local theatre performances will also develop students' experiences of Drama outside of the classroom. Home Learning tasks can take a variety of forms including reading, research, observation, and evaluation.

If students are unable to visit the theatre, it is beneficial for them to watch recorded performances online as it can help inspire devised work within lessons.

NUMBER OF LESSONS
PER FORTNIGHT:

2

CONTENT/SKILLS/KNOWLEDGE

YEAR 7 AUTUMN TERM

Performance Skills
Pantomime
Evaluation

YEAR 7 SPRING TERM

Characterisation
Still Image
Thought Tracking

YEAR 7 SUMMER TERM

Performing Shakespeare
Scripted Performance
Advanced Evaluative Skills

KS3 Music at Merstham Park

MUSIC



AIMS OF THE COURSE

Music plays an important part in the life of our school and we are committed to providing every student the opportunity to explore and develop their music identity. Music is a subject for all students, of any ability and develops students' listening, appraising, performance, composition and production skills.

We celebrate all work, both in lessons and regular performances, both in school and in the local community. Our expanding extra curricular offer, including the opportunity to learn an instrument through individual tuition, gives students new experiences and opportunities.

HOW CAN PARENTS HELP?

Encourage students to diversify their listening choices by listening to music they wouldn't normally listen to. Encourage students to take risks with their learning and normalising the 'trial and error' aspect of creating music. Encourage students to regularly practise their skills on an instrument they previously played in primary school, or explore a new one at secondary school.

NUMBER OF LESSONS PER FORTNIGHT:

2

CONTENT/SKILLS/KNOWLEDGE

YEAR 7 AUTUMN TERM

Pulse and Rhythm
The Uke Factor

YEAR 7 SPRING TERM

Keyboard skills
Ensemble Skills & Teamwork

YEAR 7 SUMMER TERM

Music Structures
Programme Music

Staff Welfare

The welfare of our staff is of the utmost importance. The list below details some examples of how we support the wellbeing of all of our colleagues.

Culture and Values

- A core focus on Learning and Teaching: it is the most important thing we do
- A culture of distributed leadership
- Trust: a leadership team that trusts you and is not 'Ofsted focused'
- Transparency: autonomy is given to teachers - no random 'check-ups'
- A school that values everyone and firmly believes that a culture of positive relationships should be the bedrock of an organisation; we want you to love teaching and our students to love learning
- A history and culture of staff development within a caring multi academy trust, including opportunities to collaborate and progress within GLF - taking on a wider role across the Trust
- Expectation of 7am-7pm communication etiquette with no replies expected outside of these hours
- All meetings calendared to one day of the week so you are not meeting every day after school

Learning and Teaching

- No written reports; we want you planning great lessons not doing paperwork
- No formal lesson plan formats or rules about submitting them
- Well planned meetings which focus solely on key school topics
- Designated PPA time: your time is precious and we want to protect it
- Low Stakes observations that focus on development and enhancing teaching practice
- Chromebooks supplied for every teacher with full access to Google Drive and Apps
- Fully research based Learning and Teaching strategy - not just the latest 'gimmicks'
- A sensible marking policy in which the entire book does not need to be marked
- Number of data drops carefully considered and calendared appropriately to support staff

Training and Development

- Comprehensive CPD: we invest in your professional learning
- Senior and Middle Leader programmes to develop teachers into future school leaders
- Regular career development opportunities, both pastorally and academically, in a growing forward thinking school
- An appraisal system focused on professional learning and developing high quality teaching; all within an embedded culture of collaboration and sharing best practice
- A comprehensive development programme for trainee teachers and NQTs
- Frequent external CPD and training through our MAT programmes
- Career development meetings with the Head regularly offered
- A culture of coaching - staff collaborate, support and develop one another

Staff Benefits

- A designated Staff Association to ensure staff feel valued and supported, also allowing opportunities to give critical feedback
- Access to an external counselling and support service for mental health and well being
- Staff offers and discounts through the 'Wider Wallet' scheme
- Vehicle collection and drop off offered by a local garage if you choose to MOT your car with them
- One fully paid emergency family day per year if needed
- Staff social events and a variety of whole staff celebration evenings throughout the year
- MA offered with contribution to funding

Teacher Tapp Staff Survey



- Do your school leaders listen and respond to staff concerns?
 - 87% all or most of the time (MPS)
 - 49% all or most of the time (similar schools)
- I feel I am supported by my senior leadership team:
 - 94% agree (MPS)
 - 82% agree (similar schools)
- I have confidence in the decisions made by the leadership team at my school:
 - 97% agree (MPS)
 - 76% agree (similar schools)
- My school treats all employees fairly:
 - 94% agree (MPS)
 - 71% all or most of the time (similar schools)



State of the Art New Build



Merstham Park School is a new 6FE (900 pupil) Secondary Free School (aged 11-16) and is part of the GLF family of schools. In September 2018, the school opened in temporary accommodation on the site with one year group and then moved to its state of the art new build facilities in September 2022.

The school's motto is 'igniting a passion for learning' and the school aims to encourage every single student to succeed. This is achieved through the delivery of a broad and balanced curriculum with clearly considered curriculum intents. The curriculum supports the needs of the community and provides opportunities for the development of both locally and globally focused enterprises.

For further information on our facilities, please explore our website:

[Welcome to Merstham Park School](#)

Job Profile

Job Title	Head of Creative Arts Faculty	Responsible for:	Staff within the Creative Arts Faculty. Technician
Location	Merstham Park School	Travel required	No
Core purpose			
<ul style="list-style-type: none"> The Head of Faculty is responsible for providing effective leadership of the curriculum and members of staff within the faculty, driving improvements in teaching and learning and GCSE outcomes. 			
Key Accountabilities			
Strategic leadership			
<ul style="list-style-type: none"> Working alongside the senior leadership team, the Head of Faculty will be required to develop a shared vision and strategic plan, which inspires and motivates students and staff. To be responsible for leading and developing colleagues' performance so as to maximise the progress of all students. To lead on the development and maintenance of a robust and coherent faculty development plan in line with the school's development plan. To create, maintain and enhance effective working relationships amongst members of the faculty and wider school community. Set targets, monitor performance and review progress in accordance with the school's policy. Lead evaluation strategies to contribute to overall school's self-evaluation Coach teachers in the faculty to ensure effective teaching and learning in order to best support student progress. To support the school to effectively manage their faculty budget, ensuring best value principles are in place and ensuring learning resources are appropriately managed and directed at promoting student achievement. 			
Learning and Teaching			
<ul style="list-style-type: none"> Working with the school's senior leadership team, the Head of Faculty is to sustain effective teaching and learning throughout the school and monitor and evaluate the quality of provision and use available data to set priorities for improvement. To ensure that teaching and learning is at the centre of the faculty's focus. You will be required to teach within the framework of present and future policies, paying particular attention to the policies for equality, safeguarding of students, special educational needs and behaviour for learning. Determine, organise and implement a diverse flexible curriculum that meets the requirements of the National Curriculum and GLF. Ensure that accelerated progress for low achievers and underperformers is developed and embedded. Promote a culture of challenge and support for all students to enable them to achieve success and become engaged in their own learning. Implementation of a high-quality coaching and mentoring programme of support within the Faculty. To demonstrate and articulate high expectations by setting stretching targets for all students. To deliver high quality lessons. Implement and support faculty strategies that secure high levels of behaviour and achievement, including homework monitoring, book reviews and learning walks. 			

- Embrace the school's values to ensure these are modelled by staff within the faculty and that opportunities to reinforce these are carefully planned into the curriculum.

Securing Accountability

- To account for and support the efficiency and effectiveness of the Creative Arts Faculty to the Headteacher.
- To build on and develop a faculty ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To lead by example, demonstrating an enthusiastic approach to the development of a personalised and innovative whole school curriculum.
- Manage the technician across the Arts to ensure they are deployed effectively.
- Ensure that extra curricular provision is in place within the departments.
- Liaise with our feeder primary schools on the transition of the subject to secondary school to ensure that progression is built into the curriculum - arrange visits from Primary schools.

Strengthening Community

- Alongside the senior management team, collaborate with other schools and the wider community to share expertise and bring mutual benefits to enhance provision and promote positive relationships.

Accountability

- Accountable to a designated member of the Senior Leadership Team/the Headteacher.
- GLF Schools expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.

Safeguarding

- GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Person Specification

Head of Creative Arts Faculty	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Good honours degree	✓	
Evidence of commitment to continuing professional development	✓	
Evidence of further study		✓
Experience		
Teaching of subject to students at KS3 and KS4	✓	
Experience of teaching post-16		✓
Developing and maintaining good relationships with colleagues and students	✓	
Involvement in extra-curricular activities	✓	
Commitment to raising the achievement of all students of all abilities	✓	
Experience of preparing students for GCSE		✓
Experience of preparing students for AS and A2 modules		✓
Using ICT to support learning and teaching	✓	
Supporting improvements in teaching and learning	✓	
Using data to inform planning and future developments	✓	
Monitoring, evaluation and review to support improvements/improved outcomes	✓	
A successful track record of improving performance outcomes	✓	
Personal attributes		
Values aligned with the school's mission statement and GLF Schools core values	✓	
Positive, enthusiastic outlook, embracing risk and innovation	✓	
Self-motivated and well organised	✓	
Encourages ideas, initiative and innovation in others	✓	
Highly motivated showing resilience, stamina and reliability under pressure	✓	
Inspires respects and confidence	✓	
Reflective and keen to develop yourself and others	✓	
Ability to communicate effectively	✓	
The ability to maintain and form appropriate relationships and personal boundaries with children and young people in line with the GLF Safeguarding and Child Protection Policy and the GLF Staff Code of Conduct	✓	