



Moorlands
Learning Trust



THE SKIPTON ACADEMY

A MOORLANDS LEARNING TRUST ACADEMY



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST SCHOOL



**FURTHER
PARTICULARS
FOR THE POST
OF:**

**HEAD OF
CREATIVE
ARTS
at The Skipton
Academy**

**MPR/UPR
TLR: 2A**



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Head of Creative Arts – TLR: 2A

Dear Applicant,

Thank you for enquiring about this key leadership post at The Skipton Academy – we very much welcome your interest and hope the accompanying information will encourage you to apply.

The Skipton Academy is undergoing a period of rapid expansion due to the transformational change and improvements achieved over the last four years. In that time pupil numbers have increased to such a degree that we now need to expand our curriculum offer and leadership across a range of areas for September 2022, including this new, additional post of Head of Creative Arts.

These changes have been achieved through an unrelenting focus on the academy's ethos of 'Belong, Challenge, Inspire', where we expect all our staff and students to model this through their behaviours, to ensure that all our students can achieve their full potential. Our staff are fully committed to this ethos and have bought into a common goal and support each other to make The Skipton Academy a vibrant and positive place to work.

Another of our key developments was the Academy joining Moorlands Learning Trust (MLT) in December 2019, to work alongside the Trust's founding school - Ilkley Grammar School - a large outstanding secondary school 15 minutes away from Skipton.

Moorlands Learning Trust, Ilkley Grammar School and The Skipton Academy have a vision and values that are fully aligned, with Moorlands Learning Trust being a Multi Academy Trust that recognises and values that each school is unique. We are also a member of the Red Kite Alliance which enables us to work with a range of schools from across West and North Yorkshire to collaborate and share best practice.

One of the benefits from joining MLT was that it unlocked £3 million in capital funding to ensure that the fabric of the buildings and the learning environment were improved in the same way the curriculum and the learning experience have been. Perhaps even more significantly it provided the school with the support of numerous outstanding practitioners to share their knowledge and be able to support the staff at The Skipton Academy to have the capacity to continue to improve and transform the school.

The Skipton Academy is now moving into its next phase of development, where we are also expanding our senior leadership team with two new Assistant Principal posts, as well as appointing a new Head of Maths and Head of Technology from September 2022. This is all to facilitate broadening our curriculum and to secure further improvements to ensure we are self-evaluating at "good" by the academic year 2023, prior to our next likely inspection.

The position of Head of Creative Arts has arisen as we are seeking to expand our curriculum as student numbers increase. It has led to the exciting opportunity for a Music specialist to come and lead a new curriculum area over seeing Art and Performance as well. We are looking for somebody who is eager to come and create and grow their own Music department as well as lead improvements

in the other subject areas, and an ability to contribute to the delivery of Art would be an advantage, though not a necessity.

The successful Head of Creative Arts will be an excellent practitioner who can inspire outstanding learning and progress, and who has the ambition, creativity, determination and skills to ensure that every student enjoys an exceptional creative arts education; they will have high expectations and an unwavering commitment to all staff, students and stakeholders.

Given how crucial this next phase of our development is, we are keen to attract a candidate who fully shares our ethos and who wants to make a real difference to the lives of our students. As a small 11-16 school therefore, the role may be suited to someone currently holding a subject TLR, or an existing Head of Department seeking a new challenge, or an exceptional practitioner seeking their first leadership position, as additional leadership support and development would be available for the right candidate if required.

In all cases, in order to ensure that we can further improve and continue to grow sustainably, post holders will benefit from additional leadership and management time in their first year to be able to have the capacity to fully evaluate and strategically develop our creative arts provision further.

This is a significant middle leadership role; as Head of Department you will lead on all aspects of creative arts teaching and will be accountable for the progress and attainment of all students within the subject area and across the key stages. We will expect you to continue to develop a relevant, engaging and differentiated curriculum, to bring fresh ideas and have an unswerving commitment to further drive up standards. You will lead on initiatives within creative arts and will become a key player in supporting our whole school vision where every student achieves their full potential.

You will have expert subject knowledge and a strong and positive work ethic to lead our creative arts provision so that all students achieve their full potential through consistently excellent teaching. Working collaboratively, you will be inspirational to both students and colleagues, and will be committed to sharing best practice and contributing to enrichment, intervention and the development of the department, which currently comprises one other full-time colleague and a part-time colleague.

Our goal at TSA is to make a positive difference to our wider community and this role provides an exciting opportunity for a colleague to make a demonstrable impact to our delivery. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

If you have the ability to engage and enthuse our staff and students, as well as the skills, qualities and experiences to be an exceptional Head of Creative Arts, then we would love to hear from you.

We are looking for a subject leader who is:

- a dedicated and passionate teacher who has resilience and a strong, positive work ethic
- an individual with the ability to teach across the full age and ability range in Music, and ideally Art at KS3, with proven success of delivering excellent outcomes for students
- committed to providing high quality lessons to engage, challenge and inspire our students
- a colleague who is inspirational to colleagues and students and committed to sharing best practice
- able to support and challenge and hold colleagues to account to deliver excellent outcomes
- committed to demonstrating high levels of presence, impact, transparency, integrity and emotional intelligence
- able to work collaboratively with a range of internal teams and external partners
- committed to extra-curricular and enrichment opportunities

In return for your commitment we can offer:

- the opportunity to make a real difference at a growing and improving school and as part of the wider Trust
- personalised CPD with a strong commitment to professional growth and developing individual career paths
- a very calm and orderly school with high expectations and an ethos of trust and care
- a committed and enthusiastic staff
- very supportive colleagues in the Senior Leadership Team and Trust Executive
- a location in beautiful Skipton with good transport links to the rest of Craven, Leeds and Bradford

You are warmly invited to visit us ahead of submitting an application to find out more about our school and what we can offer. Should you wish to visit then please contact Vicky O'Keefe, Principal's PA, via email at v.okeefe@theskiptonacademy.co.uk or telephone 01756 792965.

Thank you again for your interest in The Skipton Academy. We look forward to hearing from you.

Richard McManus
Principal

How to Apply

As part of your online application on **Vacancy Filler**, in the Personal Statement section (no more than 2 sides of A4 font size 11)

Please explain:

- how you would lead developments in the curriculum and learning and teaching to ensure students have a memorable, enjoyable experience and make excellent progress.
- your experiences, qualities and skills which make you suitable for the post, with specific examples of the impact you have had in your current role.

This can be accessed through the school's website:

<https://www.theskiptonacademy.co.uk/vacancies/>

Closing date for applications: 8am Monday 31 January 2022

Provisional interview date: Monday 7 February 2022

We hope to contact shortlisted candidates by email no later than Friday 4 February 2022. If you do not hear from us by this time, you may assume that, on this occasion, you have been unsuccessful.

Moorlands Learning Trust is an equal opportunities employer and is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The school adheres to statutory guidelines in respect to safe recruitment. All persons employed by the school, in any capacity, will undergo an enhanced Disclosure and Barring Service (DBS) check, and confirmation of employment is subject to a successful outcome. All teaching staff members recruited by the school have their eligibility to teach checked with the DfE.

Moorlands Learning Trust

Thank you for requesting details for the post of Head of Creative Arts at The Skipton Academy. This is a crucial new role at a fast-growing school, with a remit to strategically lead Music, Art and Performance at The Skipton Academy and take the school to the next level.

This role provides an exciting opportunity for a colleague to play a lead role in making a demonstrable impact to the lives of a wide variety of children at The Skipton Academy, as part of its continued improvement journey, and the successful candidate will join a talented team of leaders and colleagues both at The Skipton Academy and in Moorlands Learning Trust's (MLT) wider network.

Our overriding aim at MLT aim is to provide an exceptional comprehensive education for students from all cohorts and demographic backgrounds, in order to ensure that individual context does not affect a student's life chances. At MLT we are aspirational for every student within the Trust and are committed to achieving success and inspiring others to do so too.

We highly value our staff as our biggest asset and invest in their professional development to keep ourselves at the cutting edge of educational development, with staff wellbeing also being extremely important and strategically planned for.

This is an exciting time in the Trust's development as MLT looks to grow further, so that we can play a wider role in the development of our region and its future generations. This will mean that as the Trust grows over the coming years, the range of professional and career development opportunities and pathways for colleagues in our Trust schools will also grow, so that we can continue to recruit and retain an exceptional workforce.

I hope you are inspired by this opportunity and want to become part of our successful, growing Trust; if you have the qualities needed to make a transformational difference at The Skipton Academy then we would be delighted to hear from you!

Helen Williams
CEO Moorlands Learning Trust

A Head of Department provides strategic leadership and direction for their subject ensuring that subject is managed and organised to meet the aims and objectives of the school. While the Principal and Executive Principal carry overall responsibility for school improvement, a Head of Department has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school and curriculum area policy and practice. Throughout their work, a Head of Department ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in school.

The key areas of leadership are:

- Strategic direction and development of the curriculum area
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources.

A. STRATEGIC POLICY AND PLANNING

Within the context of the school's aims and policies, Head of Departments support the development and implementation of subject policies, plans, targets and practices.

1. To lead the strategic development of the department.
2. To establish a clear and ambitious curriculum vision and draw up an Improvement Plan for the department area, consistent with the Academy Development Plan, which sets out improvement strategies on developing teaching and learning and enhancing achievement. This will be reviewed regularly and revised annually.
3. To evaluate the curriculum area strengths and areas for development, produce a SEF using criteria from the Ofsted framework to forward plan key strategic priorities
4. To lead the design of a clear, coherent, ambitious and carefully sequenced curriculum intent across all key stages.
5. To use the Ofsted framework as one of the drivers for improvement.
6. To determine department policy statements that translate whole-school policies into effective practice.
7. To represent the department at Middle Leadership meetings and any other relevant meetings inside and outside of school, and feedback policy and practice.
8. To convene regular department meetings with agendas and minutes circulated to team members and the Senior Leadership Team line manager.
9. To promote the department and the subject areas within school and provide

information as appropriate for option choices, promotional events, and careers' guidance.

10. To promote high standards across the department and lead by example.
11. To keep abreast of current educational thinking, academic research and curriculum developments.
12. To promote a positive image of the school in the community.
13. To meet with the Senior Leadership Team link to regularly review the progress and needs of the department area and to forward plan.
14. To consult data, evidence and research rigorously and critically to deploy the most transformative, high impact strategies to improve the quality of education in the department.
15. To contribute to the development of the Academy Development Plan and to provide strategic updates on the department.

B. TEACHING AND LEARNING

Heads of Department secure and sustain effective teaching of the subjects, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement. Heads of Department lead the design and implementation of the curriculum and ensure it is constructed well and taught well, so that students know more, remember more and can do more.

1. To lead the effective implementation of the planned curriculum ensuring there is a 'connectedness' between curriculum, teaching, assessment and standards.
2. To lead the delivery of well-structured, challenging and engaging lessons in line with the curriculum sequence, ensuring excellent progress is promoted.
3. To oversee and monitor the quality, impact and delivery of the curriculum across the department, evaluate its success and set targets for improvement.
4. To ensure consistency of practice across the department, with regard to lesson planning, the standard of teaching and learning, marking, feedback and assessment, homework etc.
5. To have high expectations of all students and communicate an unwavering belief in the potential of all.
6. To lead the review, development and implementation of effective schemes of work and teaching materials in supporting the curriculum intent.
7. To ensure that SEND and inclusion policies are enacted within the classroom and the overall curriculum area, and support for students with SEND is in line with their student passports/EHCP.
8. To review, and have a clear rationale for, course choices and examination syllabi.

9. Lead the accurate and productive use of assessment, including embedded formative assessment practice so that students know their strengths and areas for improvement and make progress.
10. To monitor and track student performance and progress, ensuring that assessment data is used effectively, and that targets are set.
11. To use internal assessment data and published performance data to draw conclusions, determine lines of enquiry and to continually improve the curriculum and teaching.
12. To implement intervention and support strategies for students.
13. To monitor and evaluate the quality of education in the department, and implement robust Quality Assurance that evidences best practice, consults first-hand evidence of how pupils are doing and brings about sustainable improvement.
14. To oversee department discipline and guidance.
15. To encourage and develop extra-curricular and enrichment provision – events, performances, visits, clubs, residential or other opportunities.
16. To ensure the sustained development of literacy and numeracy skills across the curriculum.

C. LEADING AND MANAGING STAFF

Heads of Department provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and personal development necessary to sustain and secure improvement in teaching.

1. To determine job descriptions which are reviewed annually.
2. To promote a sense of unity across the department so teachers are well informed, enthusiastic, supported and working to a common purpose.
3. To monitor staff performance and develop staff by supporting, challenging and setting targets.
4. To advise the Principal on appointment of staff to the department, drawing up job specifications and sitting on interview panels as appropriate.
5. To oversee the induction of new staff.
6. To oversee Initial Teacher Training programmes as appropriate.
7. In consultation with the Leadership Team, deploy staff to teaching groups.
8. To engage critically with research and lead the professional development of colleagues to strengthen their subject, pedagogical and pedagogical content knowledge which consistently translates into improvements in the teaching of the curriculum.
9. To oversee and monitor the professional development of colleagues in the department and manage appraisal as Team Leader of relevant staff.

10. To set a professional example in terms of teaching, attendance, energy and effectiveness.
11. To oversee and support the deployment of support assistants so they effectively raise the quality of learning and achievement.
12. To support staff wellbeing and consider workload within the department.

D. PARENTS/OTHER COMMUNICATION

1. To liaise with parents as appropriate with regard to students' progress and conduct, success and underachievement, and informing them of homework, attendance or other concerns.
2. To liaise with governors as appropriate.
3. To liaise with Form Tutors, Heads of Key Stage, pastoral and inclusion personnel and the Senior Leadership Team as required.
4. To liaise with primary schools, outside agencies, industry and others as necessary.
5. To lead/attend meetings to inform parents of new developments, intervention strategies etc.

E. RESOURCES MANAGEMENT

1. To identify, order and distribute appropriate resources and ensure they are used efficiently, effectively and safely.
2. To manage any delegated budget and maintain up-to-date accounts in accordance with school procedures.
3. To oversee stock control, storage and filing systems and regularly update inventories.
4. To determine a safe, stimulating and attractive department area environment for teaching and learning.
5. To manage and safeguard the fabric and furniture of the department area accommodation.

This is a generic job description and is subject to review. Heads of Department may have other specific responsibilities associated with their particular curriculum role.

The Skipton Academy
Personnel Specification
Head of Department: Creative Arts
(Must be a Music specialist)

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Good Honours Degree in the subject	E	
<input type="checkbox"/> Good A levels	E	
<input type="checkbox"/> Recent appropriate CPD	E	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Experience of current, full-time music teaching within Creative Arts and ability to demonstrate impact and improvement	E	Application form and selection process
<input type="checkbox"/> Experience of involvement in quality assurance processes, monitoring and evaluating “typicality” in the classroom	E	
<input type="checkbox"/> Use of innovative approaches to the development of learning and teaching to engage students and raise standards	E	
<input type="checkbox"/> Successful experience of delivering a responsive curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Excellent understanding of data and how it can be used to raise standards	E	
<input type="checkbox"/> Experience of contributing to development planning and self-evaluation	E	
<input type="checkbox"/> Proven impact on results at GCSE Music	E	
<input type="checkbox"/> Experience of leading relevant CPD	E	
<input type="checkbox"/> Experience of working with the wider school community including feeder schools and local business	D	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Experience of more than one school	D	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Excellent knowledge and understanding of current curriculum developments and how students learn	E	Application and selection process
<input type="checkbox"/> Ability to demonstrate sound judgement and decision making skills	E	
<input type="checkbox"/> Clear and up to date knowledge of the Ofsted framework	E	
<input type="checkbox"/> Ability to think and plan strategically	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	

<input type="checkbox"/> Able to lead, inspire and motivate colleagues and students	E	
<input type="checkbox"/> Ability to support, challenge and hold colleagues to account others	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Ability to think analytically to produce and draw conclusions from data	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	
Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Personal impact and presence	E	
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	

<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective!	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	